

The London School of Economics and Political Science



Course Guides and Programme Regulations 2009-2010

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The London School of Economics and Political Science

2009-2010: Course Guides and Programme Regulations

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Certificate Programme Regulations

Certificate Programme Regulations

Key to Undergraduate Regulations

(H) means a half-unit course

(C) means this course is capped

(n/a 09/10) means not available in the 2009/10 academic year

(M) means Michaelmas Term

(L) means Lent Term

(S) means Summer Term

Certificate in Health Economics, Policy and Management (modular)

Students take four compulsory half unit courses.

Paper Course number and title

- | | |
|---|---|
| 1 | SA4G1 Financing Health Care (H) |
| 2 | SA4G2 Health Economics (H) |
| 3 | SA4E1 health Administration and Management (H) |
| 4 | SA4E2 Resource Allocation and Cost-effectiveness Analysis (H) |



Undergraduate Programme Regulations

Undergraduate Programme Regulations

Key to Undergraduate Regulations

(H) means a half-unit course

(C) means this course is capped

(n/a 09/10) means not available in the 2009/10 academic year

(M) means Michaelmas Term

(L) means Lent Term

(S) means Summer Term

BSc Accounting and Finance

For all first, second and third year students in 2009-10

Paper Course number and title

Year 1

- | | |
|---|---|
| 1 | AC100 Elements of Accounting and Finance |
| 2 | EC102 Economics B |
| 3 | MA107 Quantitative Methods (Mathematics) (H) and ST107 Quantitative Methods (Statistics) (H) or ST102 Elementary Statistical Theory or ST108 Probability and Statistics for the Social Sciences* |
| 4 | One of: MA100 Mathematical Methods (must be selected if ST102 taken under paper 3) or MA110 Basic Quantitative Methods (must be selected if ST108 taken under paper 3)* or an approved paper taught outside the Department |

Year 2

- | | |
|---|---|
| 5 | AC211 Managerial Accounting |
| 6 | FM212 Principles of Finance |
| 7 | Either EC201 Microeconomic Principles I or EC202 Microeconomic Principles II or EC210 Macroeconomic Principles |
| 8 | One of: Either EC220 Introduction to Econometrics or EC221 Principles of Econometrics Either ID200 Organisational Theory and Behaviour, LL209 Commercial Law, MN200 The Process of Management or OR202 Operational Research Methods Approved papers to the value of one unit taught outside the Department (normally papers available only to second or third year students) |

Year 3

- | | |
|----|--|
| 9 | AC330 Financial Accounting, Analysis and Valuation |
| 10 | Either AC310 Management Accounting, Financial Management and Organisational Control or AC340 Auditing, Governance and Risk Management |
| 11 | Either FM300 Corporate Finance, Investments and Financial Markets or FM320 Quantitative Finance |
| 12 | One from the selection list below: (if not already taken under papers 10 & 11): AC310 Management Accounting, Financial Management and Organizational Control AC340 Auditing, Governance and Risk Management FM300 Corporate Finance, Investments and Financial Markets FM320 Quantitative Finance (if not already taken under papers 7 or 8): EC201 Microeconomic Principles I EC210 Macroeconomic Principles EC220 Introduction to Econometrics or EC221 Principles of Econometrics (if not already taken under paper 8) ID200 Organisational Theory and Behaviour LL209 Commercial Law MN200 Management: Theory and Evidence |

OR202 Operational Research Methods

In exceptional circumstances a student may take a course not listed above, but permission will need to be sought from the Departmental Tutor. No first year courses can be taken in the third year.

Notes

* ST108 and MA110 must be taken by those students who have not studied Mathematics beyond GCSE level or equivalent.

This programme is externally accredited by the ICAEW, ICAS, CIMA and ACCA. Further information is available from the Department of Accounting website www.lse.ac.uk/collections/accounting/.

BSc Actuarial Science

For all first, second and third year students in 2009-10

Paper Course number and title

Year 1

- | | |
|---|---|
| 1 | ST102 Elementary Statistical Theory |
| 2 | MA100 Mathematical Methods |
| 3 | Either AC100 Elements of Accounting and Finance or MA103 Introduction to Abstract Mathematics |
| 4 | EC102 Economics B |

Year 2

- | | |
|---|---|
| 5 | ST202 Probability, Distribution Theory and Inference |
| 6 | MA201 Further Mathematical Methods (Linear Algebra) (H) and MA200 Further Mathematical Methods (Calculus) (H) |
| 7 | ST226 Actuarial Investigations: Financial (H) and ST227 Survival Models (H) |
| 8 | Courses to the value of one unit from: SO100 Key Concepts in Sociology: An Introduction to Sociological Theory, PS102 Self, Others and Society: Perspectives on Social and Applied Psychology, IS143 Information Technology and Society, SA103 Population, Economy and Society (n/a 09/10), MA103 Introduction to Abstract Mathematics, ST218 Project in Applied Statistics, SA250 Demographic Description and Analysis, and an approved paper taught outside the Department |

Year 3

- | | |
|----|---|
| 9 | ST302 Stochastic Processes (H) and ST304 Time Series and Forecasting (H) |
| 10 | ST300 Regression and Generalised Linear Models (H) and ST306 Actuarial Mathematics: General (H) |
| 11 | ST305 Actuarial Mathematics: Life |
| 12 | ST330 Stochastic and Actuarial Methods in Finance |

Students can replace 10, 11 or 12 with subjects to the value of one unit approved by their tutor, but this will affect exemptions from examinations set by the Institute and Faculty of Actuaries.

This programme is externally accredited by the Institute and Faculty of Actuaries. Further information is available on the Department of Statistics website www.lse.ac.uk/collections/statistics/study/currentstudents/exemptions.htm.

BA Anthropology and Law

For first and second year students in 2009-10

Paper Course number and title

Year 1

- | | |
|---|---|
| 1 | AN100 Introduction to Social Anthropology |
| 2 | AN101 Ethnography and Theory: Selected Texts |
| 3 | LL106 Public Law |
| 4 | LL105 Property I (H) and LL109 Introduction to the Legal System (H) |

6 Undergraduate Programme Regulations

| | |
|--------|---|
| Year 2 | |
| 5 | AN226 Political and Legal Anthropology |
| 6 | LL108 Criminal Law |
| 7 | LL104 Law of Obligations |
| 8 | Courses to the value of one unit to be selected from the Anthropology Selection Lists A and B |
| Year 3 | |
| 9 | LL232 Law and Institutions of the European Union |
| 10 | LL275 Property II |
| 11 | Courses to the value of one unit not already taken to be selected from Law Selection List |
| 12 | Courses to the value of one unit not already taken to be selected from the Anthropology Selection Lists A and B |
| Notes | No more than one unit taken under papers 8 and 12 may be selected from Anthropology Selection List A |

Anthropology Selection List A

| | |
|-------|---|
| AN205 | The Anthropology of Melanesia |
| AN216 | Cognition and Anthropology (H) (n/a 09/10) |
| AN221 | The Anthropology of Christianity (H) |
| AN223 | The Anthropology of South East Asia (H) (n/a 09/10) |
| AN230 | The Anthropology of Industrialisation and Industrial Life (H) (n/a 09/10) |
| AN231 | The Anthropology of China (H) (n/a 09/10) |
| AN235 | The Anthropology of Southern Africa (H) (n/a 09/10) |
| AN237 | The Anthropology of Development (H) |
| AN238 | Anthropology and Human Rights (H) (n/a 09/10) |
| AN240 | Investigating the Philippines: New Approaches and Ethnographic Contexts (H) (n/a 09/10) |
| AN241 | The Anthropology of India (H) (n/a 09/10) |
| AN242 | Social Anthropology and Darwinian Theories (H) (n/a 09/10) |
| AN243 | Children and Youth in Contemporary Ethnography (H) |
| AN244 | Anthropology and Media (H) (n/a 09/10) |
| AN245 | The Anthropology of Borders and Boundaries (H) |
| AN246 | The Anthropology of Post-Soviet Eurasia (H) (n/a 09/10) |
| AN247 | Anthropological Approaches to Questions of Being (H) |
| AN248 | Ethnography of a Selected Region (H) |
| | An approved paper taught outside the Department |
| AN265 | Medical Anthropology (H) |

Anthropology Selection List B

| | |
|-------|--|
| AN200 | The Anthropology of Kinship, Sex and Gender |
| AN227 | The Anthropology of Economic Institutions and their Social Transformations |
| AN300 | Advanced Theory of Social Anthropology |
| AN301 | The Anthropology of Religion |

Law Selection List

| | |
|-------|---|
| LL201 | Administrative Law |
| LL202 | Commercial Contracts |
| LL203 | Law of Business Associations |
| LL204 | Advanced Torts |
| LL205 | Medical Law |
| LL207 | Civil Liberties and Human Rights |
| LL210 | Information Technology and the Law |
| LL212 | Conflict of Laws |
| LL221 | Family Law |
| LL233 | Law of Evidence (n/a 09/10) |
| LL242 | International Protection of Human Rights |
| LL250 | Law and the Environment |
| LL251 | Intellectual Property Law |
| LL253 | The Law of Corporate Insolvency |
| LL257 | Labour Law |
| LL259 | Legal and Social Changes Since 1750 |
| LL272 | Outlines of Modern Criminology (H) |
| LL278 | Public International Law |
| LL284 | Sentencing and Treatment of Offenders (H) |
| LL293 | Taxation |
| LL295 | Media Law |
| LL305 | Jurisprudence |

This programme is externally accredited by the Law Society. Further information is available from the Department of Anthropology either by emailing anthropology.enquiries@lse.ac.uk or accessing the Department's website www.lse.ac.uk/collections/anthropology/.

BA Anthropology and Law

For students in their third year in 2009-10

Paper Course number and title

| | |
|--------|---|
| Year 1 | |
| 1 | AN100 Introduction to Social Anthropology |
| 2 | AN101 Ethnography and Theory: Selected Texts |
| 3 | LL106 Public Law |
| 4 | LL104 Law of Obligations |
| Year 2 | |
| 5 | AN226 Political and Legal Anthropology |
| 6 | LL108 Criminal Law |
| 7 | LL105 Property I (H) and LL109 Introduction to the Legal System (H) |
| 8 | Courses to the value of one unit to be selected from the Anthropology Selection Lists A and B |
| Year 3 | |
| 9 | LL232 Law and Institutions of the European Union |
| 10 | LL275 Property II |
| 11 | Courses to the value of one unit not already taken to be selected from Law Selection List |
| 12 | Courses to the value of one unit not already taken to be selected from the Anthropology Selection Lists A and B |
| Notes | No more than one unit taken under papers 8 and 12 may be selected from Anthropology Selection List A |

Anthropology Selection List A

| | |
|-------|---|
| AN205 | The Anthropology of Melanesia |
| AN216 | Cognition and Anthropology (H) (n/a 09/10) |
| AN221 | The Anthropology of Christianity (H) |
| AN223 | The Anthropology of South East Asia (H) (n/a 09/10) |
| AN230 | The Anthropology of Industrialisation and Industrial Life (H) (n/a 09/10) |
| AN231 | The Anthropology of China (H) (n/a 09/10) |
| AN235 | The Anthropology of Southern Africa (H) (n/a 09/10) |
| AN237 | The Anthropology of Development (H) |
| AN238 | Anthropology and Human Rights (H) (n/a 09/10) |
| AN240 | Investigating the Philippines: New Approaches and Ethnographic Contexts (H) (n/a 09/10) |
| AN241 | The Anthropology of India (H) (n/a 09/10) |
| AN242 | Social Anthropology and Darwinian Theories (H) (n/a 09/10) |
| AN243 | Children and Youth in Contemporary Ethnography (H) |
| AN244 | Anthropology and Media (H) (n/a 09/10) |
| AN245 | The Anthropology of Borders and Boundaries (H) |
| AN246 | The Anthropology of Post-Soviet Eurasia (H) (n/a 09/10) |
| AN247 | Anthropological Approaches to Questions of Being (H) (n/a 09/10) |
| AN248 | Ethnography of a Selected Region (H) |
| AN265 | Medical Anthropology (H) |
| | An approved paper taught outside the Department |

Anthropology Selection List B

| | |
|-------|--|
| AN200 | The Anthropology of Kinship, Sex and Gender |
| AN227 | The Anthropology of Economic Institutions and their Social Transformations |
| AN300 | Advanced Theory of Social Anthropology |
| AN301 | The Anthropology of Religion |

Law Selection List

| | |
|-------|----------------------------------|
| LL201 | Administrative Law |
| LL202 | Commercial Contracts |
| LL203 | Law of Business Associations |
| LL204 | Advanced Torts |
| LL205 | Medical Law |
| LL207 | Civil Liberties and Human Rights |

| | |
|-------|---|
| LL210 | Information Technology and the Law |
| LL212 | Conflict of Laws |
| LL221 | Family Law |
| LL233 | Law of Evidence (n/a 09/10) |
| LL242 | International Protection of Human Rights |
| LL250 | Law and the Environment (n/a 09/10) |
| LL251 | Intellectual Property Law |
| LL253 | The Law of Corporate Insolvency |
| LL257 | Labour Law |
| LL259 | Legal and Social Change Since 1750 |
| LL272 | Outlines of Modern Criminology (H) |
| LL278 | Public International Law |
| LL284 | Sentencing and Treatment of Offenders (H) |
| LL293 | Taxation |
| LL295 | Media Law |
| LL305 | Jurisprudence |

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BSc Business Mathematics and Statistics

For first year students in 2009-10

Paper Course number and title

Year 1

| | |
|---|--|
| 1 | ST102 Elementary Statistical Theory |
| 2 | MA100 Mathematical Methods |
| 3 | EC102 Economics B |
| 4 | Either AC100 Elements of Accounting and Finance or MA103 Introduction to Abstract Mathematics |

Year 2

| | |
|---|--|
| 5 | MA200 Further Mathematical Methods (Calculus) (H) and MA201 Further Mathematical Methods (Linear Algebra) (H) |
| 6 | ST205 Sample Surveys and Experiments (H) and ST211 Applied Regression (course starts in 2010/11) |
| 7 | Courses to the value of one unit from: MA103 Introduction to Abstract Mathematics OR202 Operational Research Methods ST202 Probability, Distribution Theory and Inference ST212 Applied Statistics Project (H) (course starts in 2010/11) ST226 Actuarial Investigations - Financial (H) ST227 Survival Models (H) MA208 Optimisation Theory (H) MA209 Differential Equations (H) MA210 Discrete Mathematics (H) |
| 8 | Courses to the value of one unit from: AC100 Elements of Accounting and Finance AC211 Managerial Accounting EC202 Microeconomic Principles II (only if EC102 has previously been taken) EC210 Macroeconomic Principles (only if EC102 has previously been taken) FM212 Principles of Finance GV101 Introduction to the Study of Politics GY100 Environment, Economy and Society ID200 Organisational Theory and Behaviour ID290 Human Resource Management IS143 Information Technology and Society MN200 The Process of Management MN201 Economics for Management PH201 Philosophy of Science PS102 Self, Others and Society: Perspectives on Social and Applied Psychology SA103 Population, Economy and Society SA250 Demographic Description and Analysis SO100 Key Concepts in Sociology SO212 Work, Management and Students may also take a Language course unit at least |

Year 3

| | |
|----|--|
| 9 | Courses to the value of one unit from the following: ST300 Regression and Generalised Linear Models (H) ST302 Stochastic Processes (H) ST304 Time Series and Forecasting (H) ST305 Actuarial Mathematics: (Life) ST306 Actuarial Mathematics: General (H) ST307 Aspects of Market Research (H) (not if ST327 is taken) ST327 Market Research: An Integrated Approach (not if ST307 is taken) ST330 Stochastic and Actuarial Methods in Finance ST331 Decision Theory and Bayesian Statistics (not if OR304 is taken) (n/a 09/10) |
| 10 | Courses to the value of one unit from: MA208 Optimisation Theory (H) MA209 Differential Equations (H) MA210 Discrete Mathematics (H) MA300 Game Theory (not if MA301 also taken) MA301 Game Theory I (H) (not if MA300 also taken) MA303 Chaos in Dynamical Systems (H) MA305 Optimisation in Function Spaces (H) MA310 Mathematics of Finance and Valuation (H) MA313 Probability for Finance (H) MA314 Theory of Algorithms (H) MA315 Algebra and its Applications (H) MN307 Aspects of Marketing Management (H) OR301 Model Building in Operational Research (not if OR307 is taken) OR304 Decision Sciences in Theory and Practice (not if ST331 is taken) OR307 Simulation Modelling and Analysis (H) |
| 11 | Courses to the value of one unit from: AC211 Managerial Accounting AC310 Management Accounting, Financial Management and Organizational Control AC330 Financial Accounting, Analysis and Valuation AC340 Auditing, Governance and Risk Management EC202 Microeconomic Principles II EC210 Macroeconomic Principles EC313 Industrial Economics EC321 Monetary Economics FM212 Principles of Finance FM300 Corporate Finance, Investments and Financial Mathematics FM320 Quantitative Finance GV225 Public Choice and Politics ID200 Organisational Theory and Behaviour ID203 Economics of the Labour Market: Pay ID290 Human Resource Management IS340 Information Systems in Business LL209 Commercial Law LL210 Information Technology and the Law MN200 The Process of Management MN201 Economics for Management MN302 International Marketing: A Strategic Approach MN303 International Context of Management (H) MN304 Strategy (H) MN307 Aspects of Marketing Management (H) PH201 Philosophy of Science PH211 Philosophy of Economics SA250 Demographic Description and Analysis SO212 Work, Management and Globalisation Students may also take a Language course unit, or a course taught outside of the Departments of Mathematics and Statistics with the approval of the Course Tutor. |
| 12 | Any courses to the value of one unit from the options listed under papers 9, 10 and 11 or from the list below: EC221 Principles of Econometrics |

8 Undergraduate Programme Regulations

OR202 Operational Research Methods
ST202 Probability, Distribution Theory and Inference
ST205 Sample Surveys and Experiments
ST226 Actuarial Investigations: Financial (H)
ST227 Survival Models (H)

BSc Business Mathematics and Statistics

For second and third year students in 2009-10

Paper Course number and title

Year 1

1 ST102 Elementary Statistical Theory
2 MA100 Mathematical Methods
3 *Either* EC100 Economics A* *or* EC102 Economics B
*The Course Tutor must approve and countersign the selection of options form for any student wishing to take EC100

4 *Either* AC100 Elements of Accounting and Finance *or* MA103 Introduction to Abstract Mathematics

Year 2

5 MA200 Further Mathematical Methods (Calculus) (H) *and* MA201 Further Mathematical Methods (Linear Algebra) (H)

6 *Either* ST202 Probability, Distribution Theory and Inference *or* ST218 Projects in Applied Statistics

7 Courses to the value of one unit from:
MA103 Introduction to Abstract Mathematics
OR202 Operational Research Methods
ST202 Probability, Distribution Theory and Inference
ST205 Sample Surveys and Experiments (H)>
ST218 Projects in Applied Statistics (if not taken under paper 6)

8 ST226 Actuarial Investigations - Financial (H)
ST227 Survival Models (H)
Courses to the value of one unit from:
EC202 Microeconomic Principles II (only if EC102 has previously been taken)
EC210 Macroeconomic Principles (only if EC102 has previously been taken)
EC221 Principles of Econometrics
FM212 Principles of Finance
IS143 Information Technology and Society
MN201 Economics for Management
PS102 Self, Others and Society: Perspectives on Social and Applied Psychology
Students may also take a Language course unit but must obtain the approval of the Course Tutor.

Year 3

9 & 10 Courses to the value of two units from:
ST300 Regression and Generalised Linear Models (H)
ST302 Stochastic Processes (H)
ST304 Time Series and Forecasting (H)
ST305 Actuarial Mathematics: (Life)
ST306 Actuarial Mathematics: General (H)
ST307 Aspects of Market Research (H) (not if ST327 is taken)
ST327 Market Research: An Integrated Approach (not if ST307 is taken)
ST330 Stochastic and Actuarial Methods in Finance
ST331 Decision Theory and Bayesian Statistics (not if OR304 is taken) (n/a 09/10)
MA208 Optimisation Theory (H)
MA209 Differential Equations (H)
MA300 Game Theory (not if MA301 also taken)
MA301 Game Theory I (H) (not if MA300 also taken)
MA303 Chaos in Dynamical Systems (H)
MA305 Optimisation in Function Spaces (H)
MA310 Mathematics of Finance and Valuation (H)
MA313 Probability for Finance (H)
MA314 Theory of Algorithms (H)
MA315 Algebra and its Applications (H)
MN307 Aspects of Marketing Management (H)

OR301 Model Building in Operational Research (not if OR307 is taken)
OR304 Decision Sciences in Theory and Practice (not if ST331 is taken)

11

IS340 Information Systems in Business
Courses to the value of one unit from:
AC211 Managerial Accounting
EC313 Industrial Economics
EC321 Monetary Economics
ID200 Organisational Theory and Behaviour
LL209 Commercial Law
MA103 Introduction to Abstract Mathematics: may also be taken with the approval of the Course Tutor (if not taken under paper 4 above)
MN200 Management: Theory and Evidence
SA250 Demographic Description and Analysis
Students may also take a Language course unit, or a course taught outside of the Departments of Mathematics and Statistics with the approval of the Course Tutor.

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Courses to the value of one unit from:
AC211 Managerial Accounting
EC202 Microeconomic Principles II
EC210 Macroeconomic Principles
EC221 Principles of Econometrics
EC313 Industrial Economics
EC321 Monetary Economics
FM212 Principles of Finance
FM320 Quantitative Finance
ID200 Organisational Theory and Behaviour
IS340 Information Systems in Business
LL209 Commercial Law
MA208 Optimisation Theory (H)
MA209 Differential Equations (H)
MA300 Game Theory (not if MA301 is taken)
MA301 Game Theory I (H) (not if MA300 is taken)
MA303 Chaos in Dynamical Systems (H)
MA305 Control Theory (H)
MA310 Mathematics of Finance and Valuation (H)
MA313 Probability for Finance (H)
MA314 Theory of Algorithms (H)
MA315 Algebra and Its Applications (H)
MN200 The Process of Management
MN307 Aspects of Marketing Management (H)
OR202 Operational Research Methods
OR301 Model Building in Operational Research
OR304 Decision Sciences in Theory and Practice (not if ST331 is taken)
OR307 Simulation Modelling and Analysis (H)
SA250 Demographic Description and Analysis
ST202 Probability, Distribution Theory and Inference
ST205 Sample Surveys and Experiments
ST226 Actuarial Investigations: Financial (H)
ST227 Survival Models (H)
ST300 Regression and Generalized Linear Models (H)
ST302 Stochastic Processes (H)
ST304 Time Series and Forecasting (H)
ST305 Actuarial Mathematics (Life) (H)
ST306 Actuarial Mathematics (General) (H)
ST307 Aspects of Market Research (H) (not if ST327 is taken)
ST327 Market Research: An Integrated Approach (H) (not if ST307 is taken)
ST330 Stochastic and Actuarial Methods in Finance
ST331 Decision Theory and Bayesian Statistics (H) (Not if OR304 is taken)

Notes

Any student wishing to take a LN coded course must obtain approval from the Course Tutor.

BSc Econometrics and Mathematical Economics*For second and third year students in 2009-10***Paper Course number and title**

Year 1

- | | |
|---|--|
| 1 | EC102 Economics B |
| 2 | MA100 Mathematical Methods |
| 3 | ST102 Elementary Statistical Theory |
| 4 | An approved paper taught outside the Department of Economics |

Year 2

- | | |
|---|---|
| 5 | <i>Either</i> EC201 Microeconomic Principles I <i>or</i> EC202 Microeconomic Principles II |
| 6 | EC221 Principles of Econometrics |
| 7 | <i>One from:</i> AC100 Elements of Accounting and Finance EC210 Macroeconomic Principles MA200 Further Mathematical Methods (Calculus) (H) <i>and</i> MA201 Further Mathematical Methods (Linear Algebra) (H) MA300 Game Theory OR202 Operational Research Methods PH211 Philosophy of Economics |
| 8 | <i>Either</i> ST202 Probability, Distribution Theory and Inference <i>or</i> an approved paper taught outside the Department |

Year 3

- | | |
|----|--|
| 9 | <i>Either</i> EC309 Econometric Theory <i>or</i> EC319 Mathematical Economics <i>or</i> EC333 Problems of Applied Econometrics |
| 10 | One from the Selection list below |
| 11 | <i>Either</i> a further paper from 9 above <i>or</i> an approved paper from the Selection list below |
| 12 | EC331 Project in Quantitative Economics |

In exceptional circumstances a student may substitute an outside paper for paper 11. This outside paper should be both of an advanced nature and coherent with the student's other choice of papers. Permission to take such a paper should first be obtained from the Departmental Tutor who must countersign the Additional Permission Form. Any subsequent revision to the student's choice of papers must also be countersigned by the Departmental Tutor.

Econometrics and Mathematical Economics Selection list

- | | |
|-------|---|
| AC211 | Managerial Accounting |
| AC310 | Management Accounting, Financial Management and Organisational Control |
| AC340 | Auditing, Governance and Risk Management (Students may take only one of AC211, AC310 and AC340 in year 3) |
| FM212 | Principles of Finance |
| FM300 | Corporate Finance, Investments and Financial Markets (if FM212 taken in second year) |
| FM320 | Quantitative Finance (if FM212 taken in second year) (Students may take only one of FM212, FM300 and FM320 in year 3) |
| EC210 | Macroeconomic Principles (if not taken under 7 above) |
| EC301 | Advanced Economic Analysis |
| EC302 | Political Economy |
| EC303 | Economic Analysis of the European Union |
| EC307 | Development Economics |
| EC311 | History of Economics: How Theories Change |
| EC313 | Industrial Economics |
| EC315 | International Economics |
| EC317 | Labour Economics |
| EC321 | Monetary Economics |
| EC325 | Public Economics |
| MA300 | Game Theory (if not taken under 7 above) |
| OR202 | Operational Research Methods (if not taken under 7 above) |
| OR301 | Model Building in Operational Research (if OR202 taken in 2nd year) (Students may take only one from OR202 and OR301 in year 3) |
| PH211 | Philosophy of Economics (if not taken under 7 above) |
| ST202 | Probability, Distribution Theory and Inference (if not taken under 8 above) |

BSc Econometrics and Mathematical Economics*For first year students in 2009-10***Paper Course number and title**

Year 1

- | | |
|---|--|
| 1 | EC102 Economics B |
| 2 | MA100 Mathematical Methods |
| 3 | ST102 Elementary Statistical Theory |
| 4 | An approved paper taught outside the Department of Economics |

Year 2

- | | |
|---|--|
| 5 | EC202 Microeconomic Principles II |
| 6 | EC221 Principles of Econometrics |
| 7 | <i>Either:</i> EC210 Macroeconomic Principles Courses to the value of one unit from: MA200 Further Mathematical Methods (Calculus) (H) <i>and</i> MA201 Further Mathematical Methods (Linear Algebra) (H) <i>and</i> MA203 Real Analysis (H) |
| 8 | <i>Either</i> ST202 Probability, Distribution Theory and Inference <i>or</i> an approved paper taught outside the Department |

Year 3

- | | |
|----|--|
| 9 | <i>Either</i> EC309 Econometric Theory <i>or</i> EC319 Mathematical Economics <i>or</i> EC333 Problems of Applied Econometrics |
| 10 | One from the Selection list below |
| 11 | <i>Either</i> a further paper from 9 above <i>or</i> an approved paper from the Selection list below |
| 12 | EC331 Project in Quantitative Economics |

In exceptional circumstances a student may substitute an outside paper for paper 11. This outside paper should be both of an advanced nature and coherent with the student's other choice of papers. Permission to take such a paper should first be obtained from the Departmental Tutor who must countersign the Additional Permission Form. Any subsequent revision to the student's choice of papers must also be countersigned by the Departmental Tutor.

Econometrics and Mathematical Economics Selection list

- | | |
|-------|---|
| AC211 | Managerial Accounting |
| AC310 | Management Accounting, Financial Management and Organisational Control |
| AC340 | Auditing, Governance and Risk Management (Students may take only one of AC211, AC310 and AC340 in year 3) |
| FM212 | Principles of Finance |
| FM300 | Corporate Finance, Investments and Financial Markets (if FM212 taken in second year) |
| FM320 | Quantitative Finance (if FM212 taken in second year) (Students may take only one of FM212, FM300 and FM320 in year 3) |
| EC210 | Macroeconomic Principles (if not taken under 7 above) |
| EC301 | Advanced Economic Analysis |
| EC302 | Political Economy |
| EC303 | Economic Analysis of the European Union |
| EC307 | Development Economics |
| EC311 | History of Economics: How Theories Change |
| EC313 | Industrial Economics |
| EC315 | International Economics |
| EC317 | Labour Economics |
| EC321 | Monetary Economics |
| EC325 | Public Economics |
| MA300 | Game Theory |
| OR202 | Operational Research Methods |
| OR301 | Model Building in Operational Research (if OR202 taken in 2nd year) (Students may take only one from OR202 and OR301 in year 3) |
| PH211 | Philosophy of Economics |
| ST202 | Probability, Distribution Theory and Inference (if not taken under 8 above) |

BSc Economic History*For all first, second and third year students in 2009-10***Paper Course number and title**

| | |
|--------|---|
| Year 1 | |
| 1 | EH101 The Internationalisation of Economic Growth, 1870 to the Present Day |
| 2 | <i>Either</i> EC100 Economics A or EC102 Economics B |
| 3 | An approved paper from outside the Department |
| 4 | An approved paper from outside the Department |
| Year 2 | |
| 5 | EH237 Theories and Evidence in Economic History |
| 6 | EH220 Comparative Economic Development: Late Industrialisation in Russia, India and Japan |
| 7 & 8 | Two from: EH101 The Internationalisation of Economic Growth, 1870 to the Present Day (if not taken in year 1) EH203 From Money to Finance: European Financial History, 800-1750 EH205 Towns, Society and Economy in England and Europe, 1450-1750 (n/a 09/10) EH225 Latin America and the International Economy (n/a 09/10) EH236 The Integration of Europe's Economy, 1815-1990 EH238 The Industrial Revolution EH240 Business and Economic Performance since 1945: Britain in International Context A paper from Selection List A (pre-requisites allowing) |
| Year 3 | |
| 9 & 10 | Two from: EC311 History of Economics: How Theories Change EH301 The Origins of the World Economy, 1450-1750 EH304 The Economic History of North America: from Colonial Times to the Cold War EH315 Africa and the World Economy (n/a 09/10) EH325 Issues of Modern Japanese Economic Development: Late Industrialisation, Imperialism and High Speed Growth EH326 Innovation and Finance in the 19th and 20th Centuries EH327 China's Traditional Economy and its Growth in the Very Long-Term |
| 11 | A further paper from those listed under 7 & 8 (with the exception of those on the Selection List) or 9 & 10 |
| 12 | EH390 Dissertation in Economic or Social History |

Economic History Selection List A

| | |
|-------|--|
| AN227 | The Anthropology of Economic Institutions and their Social Transformations |
| EC230 | European Economic Policy |
| IR304 | The Politics of International Economic Relations |
| LL259 | Legal and Social Change Since 1750 |
| LN250 | English Literature and Society |
| SA212 | Family, Gender and Society |
| | An approved language course |

BSc Economic History with Economics*For all first, second and third year students in 2009-10***Paper Course number and title**

| | |
|--------|---|
| Year 1 | |
| 1 | EC102 Economics B |
| 2 | EH101 The Internationalisation of Economic Growth, 1870 to the Present Day |
| 3 | MA100 Mathematical Methods |
| 4 | An approved paper taught outside the Departments of Economics and Economic History |
| Year 2 | |
| 5 | <i>Either</i> EC201 Microeconomic Principles I or EC202 Microeconomic Principles II or EC210 Macroeconomic Principles |
| 6 | EH237 Theories and Evidence in Economic History |
| 7 | One from: EH203 From Money to Finance: European Financial History, |

800-1750

EH205 Towns, Society and Economy in England and Europe, 1450-1750 (n/a 09/10)

EH220 Comparative Economic Development: Late Industrialisation in Russia, India and Japan

EH225 Latin America and the International Economy (n/a 09/10)

EH236 The Integration of Europe's Economy 1815-1990

EH238 The Industrial Revolution

EH240 Business and Economic Performance since 1945: Britain in International Context

8 An approved paper taught outside the Departments of Economic History and Economics (normally papers available to 2nd and 3rd year students) or a further paper from 7 above

Year 3

9 One from:

Either EC201 Microeconomic Principles I or EC202

Microeconomic Principles II

Or EC210 Macroeconomic Principles

10

One from:

EC311 History of Economics: How Theories Change

EH301 The Origins of the World Economy, 1450-1750

EH304 The Economic History of North America: From

Colonial Times to the Cold War

EH315 Africa and the World Economy (n/a 09/10)

EH325 Issues in Modern Japanese Economic Development:

Late Industrialisation, Imperialism and High Speed Growth

EH326 Innovation and Finance in the 19th and 20th

Centuries

EH327 China's Traditional Economy and its Growth in the Very Long-Term

11 *Either* a further paper from 7 above or a further paper from 10 above

12 EH390 Dissertation in Economic or Social History

BSc Economics*For all first, second and third year students in 2009-10***Paper Course number and title**

| | |
|-----------|---|
| Year 1 | |
| 1 | EC102 Economics B |
| 2 | MA100 Mathematical Methods |
| 3 | ST102 Elementary Statistical Theory |
| 4 | An approved paper taught outside the Department |
| Year 2 | |
| 5 | EC201 Microeconomic Principles I or EC202 Microeconomic Principles II |
| 6 | EC210 Macroeconomic Principles |
| 7 | <i>Either</i> EC220 Introduction to Econometrics or EC221 Principles of Econometrics |
| 8 | An approved paper taught outside the Department |
| Year 3 | |
| 9, 10, 11 | Three from the Selection List below |
| 12 | One from: A further paper from the Selection List AC211 Managerial Accounting AC310 Management Accounting, Financial Management and Organizational Control AC340 Auditing, Governance and Risk Management EH220 Comparative Economic Development: Late Industrialisation in Russia, India and Japan EH225 Latin America and the International Economy (n/a 09/10) EH236 The Integration of Europe's Economy 1815-1990 EH240 Business and Economic Performance since 1945: Britain in International Context EH304 The Economic History of North America: From Colonial Times to the Cold War EH315 Africa and the World Economy (n/a 09/10) EH326 Innovation and Finance in the 19th and 20th Centuries |

GV227 Politics and Economic Policy
 GY201 Locational Change and Business Activity
 GY300 Theories of Regional Development and Change
 IR304 The Politics of International Economic Relations
 LL209 Commercial Law
 MA200 Further Mathematical Methods (Calculus) (H) and
 MA201 Further Mathematical Methods (Linear Algebra) (H)
 MA300 Game Theory
 OR202 Operational Research Methods
 OR301 Model Building in Operational Research (if OR202 taken in 2nd year)

In exceptional circumstances a student may substitute an outside paper for paper 12. This outside paper should be both of an advanced nature and coherent with the student's other choice of papers. Permission to take such a paper should first be obtained from the Departmental Tutor who must countersign the Additional Permission Form. Any subsequent revision to the student's choice of papers must also be countersigned by the Departmental Tutor.

Economics Selection List

EC301 Advanced Economic Analysis
 EC302 Political Economy
 EC303 Economic Analysis of the European Union
 EC307 Development Economics
 EC311 History of Economics: How Theories Change
 EC313 Industrial Economics
 EC315 International Economics
 EC317 Labour Economics
 EC319 Mathematical Economics
 EC321 Monetary Economics
 EC325 Public Economics
 EC333 Problems of Applied Econometrics

Either

FM212 Principles of Finance *or*
 FM300 Corporate Finance, Investments and Financial Markets (if FM212 taken in 2nd year) *or*

FM320 Quantitative Finance (if FM212 taken in 2nd year)

*** Students may not take both FM300 and FM320 in Year 3**

PH211 Philosophy of Economics

BSc Economics and Economic History

For all first, second and third year students in 2009-10

Paper Course number and title

Year 1

1 EC102 Economics B
 2 EH101 The Internationalisation of Economic Growth, 1870 to the Present Day
 3 MA100 Mathematical Methods
 4 ST102 Elementary Statistical Theory

Year 2

5 One from:
Either EC201 Microeconomic Principles I
or EC202 Microeconomic Principles II
or EC210 Macroeconomic Principles
 6 *Either* EC220 Introduction to Econometrics *or* EC221 Principles of Econometrics
 7 EH237 Theories and Evidence in Economic History
 8 One from:
 EH203 From Money to Finance: European Financial History, 800-1750
 EH205 Towns, Society and Economy in England and Europe 1450-1750 (n/a 09/10)
 EH220 Comparative Economic Development: Late Industrialisation in Russia, India and Japan
 EH225 Latin America and the International Economy (n/a 09/10)
 EH236 The Integration of Europe's Economy 1815-1990
 EH238 The Industrial Revolution
 EH240 Business and Economic Performance since 1945:

Britain in International Context

Year 3

9 One from:
Either EC201 Microeconomic Principles I (if EC220 taken)
or EC202 Microeconomic Principles II (if EC221 taken)
or EC210 Macroeconomic Principles
 10 A paper from Selection List A or an approved paper taught outside the Departments of Economic History and Economics (normally papers available to 2nd or 3rd year students)
 11 One from:
 EC311 History of Economics: How Theories Change
 EH301 The Origins of the World Economy, 1450-1750
 EH304 The Economic History of North America: From Colonial Times to the Cold War
 EH315 Africa and the World Economy (n/a 09/10)
 EH325 Issues of Modern Japanese Economic Development: Late Industrialisation, Imperialism and High Speed Growth
 EH326 Innovation and Finance in the 19th and 20th Centuries
 EH327 China's Traditional Economy and its Growth in the Very Long-Term
 12 EH390 Dissertation in Economic or Social History

Economics Selection List A

EC301 Advanced Economic Analysis
 EC302 Political Economy
 EC303 Economic Analysis of the European Union
 EC307 Development Economics
 EC311 History of Economics: How Theories Change
 EC313 Industrial Economics
 EC315 International Economics
 EC317 Labour Economics
 EC321 Monetary Economics
 EC325 Public Economics
 EC333 Problems of Applied Econometrics

BSc Economics with Economic History

For all first, second and third year students in 2009-10

Paper Course number and title

Year 1

1 EC102 Economics B
 2 EH101 The Internationalisation of Economic Growth, 1870 to the Present Day
 3 MA100 Mathematical Methods
 4 ST102 Elementary Statistical Theory

Year 2

5 *Either* EC201 Microeconomic Principles I *or* EC202 Microeconomic Principles II
 6 EC210 Macroeconomic Principles
 7 EH237 Theories and Evidence in Economic History
 8 One from:
 EH205 Towns, Society and Economy in England and Europe, 1450-1750 (n/a 09/10)
 EH220 Comparative Economic Development: Late Industrialisation in Russia, India and Japan
 EH225 Latin America and the International Economy (n/a 09/10)
 EH236 The Integration of Europe's Economy 1815-1990
 EH238 The Industrial Revolution
 EH240 Business and Economic Performance since 1945: Britain in International Context

Year 3

9 & 10 Two from:
Either EC220 Introduction to Econometrics *or* EC221 Principles of Econometrics
 EC301 Advanced Economic Analysis
 EC302 Political Economy
 EC303 Economic Analysis of the European Union
 EC307 Development Economics
 EC311 History of Economics: How Theories Change

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| | |
|----|--|
| | EC313 Industrial Economics |
| | EC315 International Economics (n/a 09/10) |
| | EC321 Monetary Economics |
| | EC325 Public Economics |
| 11 | One from: EH301 The Origins of the World Economy, 1450-1750 EH304 The Economic History of North America: From Colonial Times to the Cold War EH315 Africa and the World Economy EH325 Issues of Modern Japanese Economic Development: Late Industrialisation, Imperialism and High Speed Growth EH326 Innovation and Finance in the 19th and 20th Centuries |
| 12 | <i>Either</i> An approved paper taught outside the Departments of Economics and Economic History <i>Or</i> EH390 Dissertation in Economic or Social History |

BSc Environmental Policy

For first and second year students in 2009-10

Paper Course number and title

| | |
|--------|---|
| Year 1 | |
| 1 | GY120 The Natural Environment |
| 2 | GY121 Environmental Change and Sustainable Development |
| 3 & 4 | Two from: <i>Either</i> EC100 Economics A <i>or</i> EC102 Economics B EH101 The Internationalisation of Economic Growth, 1870 to the Present Day GV100 Introduction to Political Theory GY103 Contemporary Europe IR100 The Structure of International Society MA107 Quantitative Methods (Mathematics) (H) <i>and</i> ST107 Quantitative Methods (Statistics) (H) SA103 Population, Economy and Society (n/a 09/10) SA250 Demographic Description and Analysis SO100 Key Concepts in Sociology: An Introduction to Contemporary Sociology An approved Language (LN) course |
| Year 2 | |
| 5 | GY222 Economic Analysis of the Environment |
| 6 | GY220 Environment: Science and Society |
| 7 & 8 | Two from: EC230 European Economic Policy EH225 Latin America and the International Economy (n/a 09/10) GV227 The Politics of Economic Policy GV262 Concepts in Political Theory GV263 Public Policy Analysis GV264 Politics and Institutions in Europe GV265 States, Nations and Empires GY200 Economy, Society and Space GY201 Location and Spatial Analysis GY202 Introduction to Development in the South GY205 Political Geographies, Policy and Space GY240 Research Techniques (Spatial, Social and Environmental) (compulsory prerequisite for GY350 Independent Research Project) IR200 International Political Theory LL250 Law and the Environment (n/a 09/10) LL278 Public International Law PH203 Philosophy of the Social Sciences SA213 European Social Policy |
| Year 3 | |
| 9 | GY321 Environmental Politics and Policy |
| 10 | GY323 Environmental Assessment and Management |
| 11 | <i>Either</i> : GY350 Independent Research Project (GY240 compulsory prerequisite) <i>or</i> : any other approved option at an appropriate level |
| 12 | One from: (Illustrative and subject to alteration as Departments' offerings change) |

| |
|---|
| GY300 Theories of Regional Development and Change |
| GY301 The Political Geography of Development and the South |
| GY302 Urban Development: Politics, Policy and Planning |
| GY303 The Geography of Gender: Global Perspectives |
| GY305 Applied Location and Spatial Analysis |
| IR203 International Organisations |
| IR305 Strategic Aspects of International Relations |
| IR306 Sovereignty, Rights and Justice: Issues in International Political Theory |
| A further option from paper 11 |

BSc Environmental Policy

For third year students in 2009-10

Paper Course number and title

| | |
|--------|---|
| Year 1 | |
| 1 | GY120 The Natural Environment |
| 2 | GY121 Environmental Change and Sustainable Development |
| 3 & 4 | Two from: <i>Either</i> EC100 Economics A <i>or</i> EC102 Economics B EH101 The Internationalisation of Economic Growth, 1870 to the Present Day GV100 Introduction to Political Theory GY103 Contemporary Europe IR100 The Structure of International Society MA107 Quantitative Methods (Mathematics) (H) <i>and</i> ST107 Quantitative Methods (Statistics) (H) PH103 Reason, Knowledge and Values: An Introduction to Philosophy SA103 Population, Economy and Society (n/a 09/10) SA250 Demographic Description and Analysis SO100 Key Concepts in Sociology: An Introduction to Contemporary Sociology An approved Language (LN) course |
| Year 2 | |
| 5 | GY222 Economic Analysis of the Environment |
| 6 | GY220 Environment: Science and Society |
| 7 & 8 | Two from: EC230 European Economic Policy EH225 Latin America and the International Economy (n/a 09/10) GV227 The Politics of Economic Policy GV262 Concepts in Political Theory GV263 Public Policy Analysis GV264 Politics and Institutions in Europe GV265 States, Nations and Empires GY200 Economy, Society and Space GY201 Location and Spatial Analysis GY202 Introduction to Development in the South GY205 Political Geographies, Policy and Space GY240 Research Techniques (Spatial, Social and Environmental) (compulsory prerequisite for GY350 Independent Research Project) IR200 International Political Theory LL250 Law and the Environment (n/a 09/10) LL278 Public International Law PH203 Philosophy of the Social Sciences SA213 European Social Policy |
| Year 3 | |
| 9 | GY321 Environmental Politics and Policy |
| 10 | GY323 Environmental Assessment and Management |
| 11 | <i>Either</i> : GY350 Independent Research Project (GY240 compulsory prerequisite) <i>Or</i> : any other approved option at an appropriate level |
| 12 | One from: (Illustrative and subject to alteration as Departments' offerings change) GY300 Theories of Regional Development and Change GY301 The Political Geography of Development and the South |

GY302 Urban Development: Politics, Policy and Planning
 GY303 The Geography of Gender: Global Perspectives
 GY305 Applied Location and Spatial Analysis
 IR203 International Organisations
 IR305 Strategic Aspects of International Relations
 IR306 Sovereignty, Rights and Justice: Issues in International Political Theory
 A further option from paper 11

BSc Environmental Policy with Economics

For second and third year students in 2009-10

Paper Course number and title

Year 1

- | | |
|---|--|
| 1 | GY120 The Natural Environment |
| 2 | GY121 Environmental Change and Sustainable Development |
| 3 | EC102 Economics B |
| 4 | MA100 Mathematical Methods |

Year 2

- | | |
|---|--|
| 5 | GY220 Environment: Science and Society |
| 6 | GY222 Economic Analysis of the Environment |
| 7 | One from: EC230 European Economic Policy EH225 Latin America and the International Economy (n/a 09/10) GV227 The Politics of Economic Policy GV262 Contemporary Political Theory GV263 Public Policy Analysis GV264 Politics and Institutions in Europe GV265 States, Nations and Empires GY200 Economy, Society and Space GY201 Location and Spatial Analysis GY202 Introduction to Development in the South GY205 Political Geographies, Policy and Space GY240 Research Techniques (compulsory prerequisite for GY350 Independent Research Project) IR200 International Political Theory LL250 Law and the Environment (n/a 09/10) LL278 Public International Law PH203 Philosophy of the Social Sciences SA213 European Social Policy |
| 8 | Either EC201 Microeconomic Principles I or EC202 Microeconomic Principles II |

Year 3

- | | |
|-------|--|
| 9 | GY321 Environmental Politics and Policy |
| 10 | GY323 Environmental Assessment and Management |
| 11&12 | Two from: EC210 Macroeconomic Principles EC307 Development Economics EC313 Industrial Economics EC315 International Economics EC325 Public Economics GY301 The Political Geography of Development and the South GY302 Urban Development: Politics, Policy and Planning GY303 The Geography of Gender: Global Perspectives GY305 Applied Location and Spatial Analysis GY350 Independent Research Project (GY240 compulsory prerequisite) IR203 International Organisations IR305 Strategic Aspects of International Relations IR306 Sovereignty, Rights and Justice: Issues in International Political Theory |

BSc Environmental Policy with Economics

For first year students in 2009-10

Paper Course number and title

Year 1

- | | |
|---|--|
| 1 | GY120 The Natural Environment |
| 2 | GY121 Environmental Change and Sustainable Development |
| 3 | EC102 Economics B |
| 4 | MA100 Mathematical Methods |

Year 2

- | | |
|---|--|
| 5 | GY220 Environment: Science and Society |
| 6 | GY222 Economic Analysis of the Environment |
| 7 | One from: EC230 European Economic Policy EH225 Latin America and the International Economy (n/a 09/10) GV227 The Politics of Economic Policy GV262 Contemporary Political Theory GV263 Public Policy Analysis GV264 Politics and Institutions in Europe GV265 States, Nations and Empires GY200 Economy, Society and Space GY201 Location and Spatial Analysis GY202 Introduction to Development in the South GY205 Political Geographies, Policy and Space GY240 Research Techniques (compulsory prerequisite for GY350 Independent Research Project) IR200 International Political Theory LL250 Law and the Environment (n/a 09/10) LL278 Public International Law PH203 Philosophy of the Social Sciences SA213 European Social Policy |
| 8 | EC201 Microeconomic Principles I |

Year 3

- | | |
|-------|--|
| 9 | GY321 Environmental Politics and Policy |
| 10 | GY323 Environmental Assessment and Management |
| 11&12 | Two from: EC210 Microeconomic Principles I EC307 Development Economics EC313 Industrial Economics EC315 International Economics EC325 Public Economics GY301 The Political Geography of Development and the South GY302 Urban Development: Politics, Policy and Planning GY303 The Geography of Gender: Global Perspectives GY305 Applied Location and Spatial Analysis GY350 Independent Research Project (GY240 compulsory prerequisite) IR203 International Organisations IR305 Strategic Aspects of International Relations IR306 Sovereignty, Rights and Justice: Issues in International Political Theory |

BA Geography

For all first, second and third year students in 2009-10

Paper Course number and title

Year 1

- | | |
|---|---|
| 1 | GY100 Environment, Economy and Society |
| 2 | GY140 Methods in Spatial and Social Analysis |
| 3 | Either GY103 Contemporary Europe or GY120 The Natural Environment |
| 4 | An approved paper taught outside the Department |

Year 2

- | | |
|---|---|
| 5 | Either GY2A0 Research Techniques (Spatial, Social and Environmental) or GY240 Research Techniques (Spatial, Social and Environmental) |
|---|---|

6, 7 & 8 Three units from:

- | | |
|--|-------------------------------------|
| | GY200 Economy, Society and Space |
| | GY201 Location and Spatial Analysis |

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GY202 Introduction to Development in the South
 GY205 Political Geographies, Policy and Space
 GY220 Environment Science and Society
 GY222 Economic Analysis of the Environment
 GY244 London's Geographies: An Introduction to Cultural and Historical Geography

Or an approved LSE taught option (either within or outside the Department of Geography but not a Language course)

| | |
|-------------|---|
| Year 3 | |
| 9 | GY350 Independent Research Project |
| 10, 11 & 12 | Three units from: GY300 Theories of Regional Development and Change GY301 The Political Geography of Development and the South GY302 Urban Development: Politics, Policy and Planning GY303 The Geography of Gender: Global Perspectives GY305 Applied Location and Spatial Analysis GY321 Environmental Politics and Policy GY323 Environmental Assessment and Management |

One unit from 6-8 (excluding an LSE taught Outside Option)

BSc Geography with Economics

For first year students in 2009-10

| Paper | Course number and title |
|---------|--|
| Year 1 | |
| 1 | EC102 Economics B |
| 2 | MA100 Mathematical Methods |
| 3 | GY100 Environment, Economy and Society |
| 4 | <i>Either</i> GY103 Contemporary Europe <i>or</i> GY140 Methods in Spatial and Social Analysis <i>or</i> ST102 Elementary Statistical Theory |
| Year 2 | |
| 5 | EC201 Microeconomic Principles I |
| 6 | GY201 Location and Spatial Analysis |
| 7 & 8 | Two from the following: GY200 Economy, Society and Space GY202 Introduction to Development in the South GY205 Political Geographies, Policy and Space GY220 Environment: Science and Society GY222 Economic Analysis of the Environment GY240 Research Techniques (Spatial, Social and Environmental Analysis) (required for GY350 under papers 11 and 12) GY244 London's Geographies: An Introduction to Cultural and Historical Geography GY300 Theories of Regional Development and Change |
| Year 3 | |
| 9 | EC210 Macroeconomic Principles |
| 10 | GY305 Applied Location and Spatial Analysis |
| 11 & 12 | Two from: GY300 Theories of Regional Development and Change GY301 The Political Geography of Development and the South GY302 Urban Development: Politics, Policy and Planning GY303 The Geography of Gender: Global Perspectives GY321 Environmental Politics and Policy GY323 Environmental Assessment and Management GY350 Independent Research Project One other Geography course not taken under 7 & 8 An approved Economics course including: EC307 Development Economics EC313 Industrial Economics EC325 Public Economics |

BSc Geography with Economics

For second and third year students in 2009-10

| Paper | Course number and title |
|---------|---|
| Year 1 | |
| 1 | EC102 Economics B |
| 2 | MA100 Mathematical Methods |
| 3 | GY100 Environment, Economy and Society |
| 4 | <i>Either</i> GY103 Contemporary Europe <i>or</i> GY140 Methods in Spatial and Social Analysis <i>or</i> ST102 Elementary Statistical Theory |
| Year 2 | |
| 5 | <i>Either</i> EC201 Microeconomic Principles I <i>or</i> EC202 Microeconomic Principles II |
| 6 | GY201 Location and Spatial Analysis |
| 7 & 8 | Two from the following: GY200 Economy, Society and Space GY202 Introduction to Development in the South GY205 Political Geographies, Policy and Space GY220 Environment: Science and Society GY222 Economic Analysis of the Environment GY240 Research Techniques (Spatial, Social and Environmental Analysis) (required for GY350 under papers 11 and 12) GY244 London's Geographies: An Introduction to Cultural and Historical Geography GY300 Theories of Regional Development and Change |
| Year 3 | |
| 9 | EC210 Macroeconomic Principles |
| 10 | GY305 Applied Location and Spatial Analysis |
| 11 & 12 | Two from: GY300 Theories of Regional Development and Change GY301 The Political Geography of Development and the South GY302 Urban Development: Politics, Policy and Planning GY303 The Geography of Gender: Global Perspectives GY321 Environmental Politics and Policy GY323 Environmental Assessment and Management GY350 Independent Research Project One other Geography course not taken under 7 & 8 An approved Economics course including EC307 Development Economics EC313 Industrial Economics EC325 Public Economics |

BSc Government

For all first, second and third year students in 2009-10

| Paper | Course number and title |
|--------|--|
| Year 1 | |
| 1 | GV101 Introduction to Political Science |
| 2 | GV100 Introduction to Political Theory |
| 3 | An approved paper taught outside the Department |
| 4 | An approved paper taught outside the Department |
| Year 2 | |
| 5-8 | Four from: 1 Comparative Politics GV265 States, Nations and Empires 2 European Politics GV264 Politics and Institutions in Europe 3 Political Theory GV262 Contemporary Political Theory 4 Public Policy One from: GV263 Public Policy Analysis GV225 Public Choice and Politics GV227 Politics of Economic Policy 5 An approved paper taught outside the Department (if GV100 or GV101 not taken in year 1, this outstanding paper must be taken under this option in the second year) No third year course can be taken in year 2. |
| Year 3 | |
| 9 | A paper not chosen under 5, 6, 7 or 8 (a-d) or a paper |

- 10 from the Government Selection List
Either
 A paper from the Government Selection List
or
 A further paper from 5, 6, 7, or 8d) Public Policy
- 11 A paper from the Government Selection List
- 12 One from:
 An approved paper taught outside the Department
 A paper from the Government Selection List
 A further paper from 5-8d) Public Policy
 GV390 Essay Option (with the permission of his or her tutor and the teacher responsible for this course a student may choose to have one of his or her third year Government courses examined by means of a 10,000 word essay instead of the normal mode of examination. Permission to submit an essay must be obtained by 30th November. This essay will replace a listed 3rd year paper).

Government Selection List

Comparative Politics

- GV310 Democracy and Democratisation
 GV350 Theories and Problems of Nationalism European Politics
 GV351 Government, Politics and Public Policy in the EU Political Theory
 GV302 Key Themes in the History of Political Thought Public Policy
 GV314 Empirical Research in Government
 Options in Government normally require GV101 or GV100 to have been completed; Course Guides should be checked accordingly.

BSc Government and Economics

For all first, second and third year students in 2009-10

Paper Course number and title

Year 1

- 1 EC102 Economics B
 2 *Either* MA110 Basic Quantitative Methods or MA107 Quantitative Methods (Mathematics) (H) *and* ST107 Quantitative Methods (Statistics) (H)

3 & 4

- Two from:
 GV101 Introduction to Political Science
 GV100 Introduction to Political Theory
 An approved paper taught outside the Department of Government and Economics

Year 2

NB: Options in Government normally require GV101 or GV100 to have been completed; Course Guides should be checked accordingly.

- 5 EC201 Microeconomic Principles I
 6 EC210 Macroeconomic Principles
 7 One from:
 GV100 Introduction to Political Theory (should normally be taken and examined at the end of the second year if not taken in Year 1)
 GV101 Introduction to Political Science (should normally be taken and examined at the end of the second year if not taken in Year 1)
 An approved paper from the Government Selection List A or B* (if both GV100 and GV101 taken under 3 & 4 above)
 An approved paper taught outside the Departments of Economics and Government (if both GV100 and GV101 taken under 3 & 4 above)
 8 GV225 Public Choice and Politics
- Year 3
- 9 An approved paper from the Government Selection List A
 10 An approved paper from the Economics Selection List
 11 An approved paper from the Government Selection List B*
 12 One from:
 EC220 Introduction to Econometrics (3rd year only)
 An approved paper from the Economics Selection List
 An approved paper from the Government Selection List A or B*

An approved paper taught outside the Departments of Economics and Government

Notes

* Students are required to choose at least one paper from each of the two Government Selections Lists

Government Selection List A

Comparative Politics

- GV265 States, Nations and Empires
 GV310 Democracy and Democratisation
 GV350 Theories and Problems of Nationalism European Politics
 GV264 Politics and Institutions of Europe
 GV351 Government, Politics and Public Policy in the EU

Government Selection List B

Political Theory

- GV227 Politics of Economic Policy
 GV262 Contemporary Political Theory
 GV263 Public Policy Analysis
 GV302 Key Themes in the History of Political Thought Public Policy
 GV314 Empirical Research in Government

All Government third year courses (those with GV3xx prefix) have a second year course as a prerequisite, which should be taken prior to, or in some cases, contemporaneously with, the third year course. No third year course can be taken in year 2.

Economics Selection List

- EC301 Advanced Economic Analysis
 EC302 Political Economy
 EC303 Economic Analysis of the European Union
 EC307 Development Economics
 EC311 History of Economics: How Theories Change
 EC313 Industrial Economics
 EC315 International Economics
 EC321 Monetary Economics
 EC325 Public Economics

BSc Government and History

For all first, second and third year students in 2009-10

Paper Course number and title

Year 1

- 1 *Either* GV101 Introduction to Political Science *or* GV100 Introduction to Political Theory
 2 One from:
 HY101 The European Civil War, 1890-1990
 HY113 From Empire to Independence: the Extra-European World in the Twentieth Century
 HY114 War and Society from the Renaissance to the Napoleonic Era c.1500-1815
 HY116 International History since 1890
 HY117 Rule Britannia: Britain and Empire from 1780 to the Present Day
 3 *Either* the paper not taken under 1 *or* a further paper from 2
 4 An approved paper taught outside the Departments of Government and International History

Year 2

- 5 One from:
 GV100 Introduction to Political Theory (must be taken and examined at the end of the second year if not taken in Year 1)
 GV101 Introduction to Political Science (must be taken and examined at the end of the second year if not taken in Year 1)
 An approved paper from the Government Selection List A or B* (if both GV100 and GV101 taken under 1 above)
 An approved paper from the Government Selection List A or B*
 6
 7 & 8 Two approved papers from the History Selection List A
 Year 3

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- 9 An approved paper from the Government Selection List A or B*
- 10 An approved paper from the History Selection List B
- 11 One from:
An approved paper from the Government Selection List A or B*
An approved paper from the History Selection Lists A or B
HY300 Dissertation
- 12 One from:
An approved paper from the Government Selection List A or B*
An approved paper from the History Selection Lists A or B
An approved paper taught outside the Departments of Government and International History

Notes * Students are required to choose at least one paper from each of the Government Selections Lists

NB: Options in Government normally require GV100 or GV101 to have been completed; Course Guides should be checked accordingly

Government Selection List A

Comparative Politics

- GV264 Politics and Institutions in Europe
- GV265 States, Nations and Empires
- GV310 Democracy and Democratisation
- GV350 Theories and Problems of Nationalism European Politics
- GV351 Government, Politics and Public Policy in the EU

Government Selection List B

Political Theory

- GV262 Contemporary Political Theory
- GV225 Public Choice and Politics
- GV227 Politics of Economic Policy
- GV263 Public Policy Analysis
- GV302 Key Themes in the History of Political Thought Public Policy
- GV314 Empirical Research in Government
- No third year course can be taken in year 2.

History Selection List A

- HY203 The Arab-Israeli Conflict: Nationalism, Territory, Religion
- HY206 The International History of Cold War, 1945-1975
- HY208 The History of the United States since 1783 (n/a 09/10)
- HY209 Democracy, Civil War and Dictatorship in Twentieth-Century Spain
- HY221 The History of Russia, 1682-1825
- HY226 The Great War 1914-1918
- HY230 The Early Colonial Empires: Europe and the World 1400-1750
- HY232 Frontiers of Nationalism, Statehood and Independence. The History of Eastern and South-Eastern Europe, 1914-1990 (n/a 09/10)
- HY233 Empire and Nation: Britain and India since 1750
- HY234 Muslims Christians and Jews in the Early Modern World
- HY235 Modernity and the State in East Asia: China, Japan and Korea since 1840 (may not be selected if HY211 and/or HY229 previously taken)
- HY237 Western Intellectuals and the Challenge of Totalitarianism: Thinkers and Themes (n/a 09/10)
- HY238 The Cold War and European Integration, 1947-1992

History Selection List B

- HY302 Anglo-Spanish Relations in the Age of Elizabeth I and Philip II
- HY303 Russia in Revolution, 1914-1921
- HY304 Germany's New Order in Europe, 1939-45
- HY311 Limited War During the Cold War Era: The United States in Korea (1950-53) and Vietnam (1954-75)
- HY312 From Suez to the Six Day War; Britain, the United States and Arab Nationalism, 1952-1970
- HY313 The International History of East Asia, 1914-1945
- HY315 The European Enlightenment, c.1680-1799
- HY319 Napoleon and Europe
- HY320 The Cold War Endgame

BA History

For all first, second and third year students in 2009-10

Paper Course number and title

Year 1

- 1, 2 & 3 Three from: (including at least one from the following: (HY114 and HY117)
HY101 The European Civil War, 1890-1990
HY113 From Empire to Independence: the Extra-European World in the Twentieth Century
HY114 War and Society from the Renaissance to the Napoleonic Era c.1500-1815
HY116 International History since 1890
HY117 Rule Britannia: Britain and Empire from 1780 to the Present Day
EH101 The Internationalisation of Economic Growth
- 4 An approved paper taught outside the Department

Year 2

- 5 One from:
EH205 Towns, Society and Economy in England and Europe 1450-1750 (n/a 09/10)
EH238 The Industrial Revolution
HY221 The History of Russia 1682-1825
HY230 The Early Colonial Empires: Europe and the World 1400-1750
HY233 Empire and Nation: Britain and India since 1750
HY234 Muslims, Christians and Jews in the Early Modern World
HY235 Modernity and the State in East Asia: China, Japan and Korea since 1840
HY302 Anglo-Spanish Relations in the Age of Elizabeth I and Philip II
HY315 The European Enlightenment, c.1680-1799
HY319 Napoleon and Europe
- 6 One paper from the Selection List A
- 7 One paper from Selection List A or EH225 Latin America and the International Economy (n/a 09/10) or EH236 The Integration of Europe's Economy, 1815-1990
- 8 An Approved paper taught outside the Department
- Year 3
- 9 HY314 Representing the Past: Historiography and Historical Methods
- 10 A paper from the Selection List B
- 11 A further paper from Selection Lists A or B or a further paper from paper No 5 above (not already taken)
- 12 HY300 Dissertation

History Selection List A

- HY203 The Arab-Israeli Conflict: Nationalism, Territory, Religion
- HY206 The International History of the Cold War, 1945-1975
- HY208 The History of the United States since 1783 (n/a 09/10)
- HY209 Democracy, Civil War and Dictatorship in Twentieth-Century Spain
- HY221 The History of Russia, 1682-1825
- HY226 The Great War 1914-1918
- HY230 The Early Colonial Empires: Europe and the World 1400-1750
- HY232 Frontiers of Nationalism, Statehood and Independence. The History of Eastern and South-Eastern Europe, 1914-1990 (n/a 09/10)
- HY233 Empire and Nation: Britain and India since 1750
- HY234 Muslims, Christians and Jews in the Early Modern World
- HY235 Modernity and the State in East Asia: China, Japan and Korea since 1840 (may not be selected if HY211 and/or HY229 previously taken)
- HY237 Western Intellectuals and the Challenge of Totalitarianism: Thinkers and Themes (n/a 09/10)
- HY238 The Cold War and European Integration, 1947-1992
- HY239 Latin America and the United States since 1898

History Selection List B

- HY302 Anglo-Spanish Relations in the Age of Elizabeth I and Philip II

| | |
|-------|---|
| HY303 | Russia in Revolution, 1914-1921 |
| HY304 | Germany's New Order in Europe, 1939-45 |
| HY311 | Limited War During the Cold War Era: The United States in Korea (1950-53) and Vietnam (1954-75) |
| HY312 | From Suez to the Six Day War; Britain, the United States and Arab Nationalism, 1952-1970 |
| HY313 | The International History of East Asia, 1914-1945 |
| HY315 | The European Enlightenment, c.1680-1799 |
| HY319 | Napoleon and Europe |
| HY320 | The Cold War Endgame (n/a 09/10) |

BSc Human Resource Management and Employment Relations

For all first, second and third year students in 2009-10

Paper Course number and title

Year 1

1 ID100 Employment Relations

2, 3 & 4 Three from:

AN100 Introduction to Social Anthropology

EC100 Economics A or EC102 Economics B

Either GV101 Introduction to Political Science or GV100

Introduction to Political Theory

IS143 Information Technology and Society

Either LN130 French Language and Society 3 (Advanced)

or LN110 German Language and Society 3 (Advanced)

PS102 Self, Others and Society: Perspectives on Social and Applied Psychology

SO100 Key Concepts in Sociology: An Introduction to Sociological Theory

Either ST103 Statistical Methods for Social Research or

MA107 Quantitative Methods (Mathematics) (H) and

ST107 Quantitative Methods (Statistics) (H)

An approved paper taught outside the Department

Year 2

5 ID290 Human Resource Management

6, 7 & 8 Three from Groups A and B below

Year 3

9 ID300 Selected Topics in Employment Relations

10, 11

& 12 Three from Groups A and B below (must include at least one of the 3rd year options)

Group A

(at least two and up to a maximum of six units)

ID200 Organisational Theory and Behaviour

ID204 Capitalism, Democracy and Work in Comparative Perspective (n/a 09/10)

ID222 Managing Employment Law (H)

ID301 Leadership in Organisations: Theory and Practice

ID399 Employment Relations Project (3rd year only)

EC317 Labour Economics (3rd year only and only if ID203 previously taken)

MN307 Aspects of Marketing Management (H)

SO212 Work, Management and Globalisation

Group B

(up to four units)

AC100 Elements of Accounting and Finance

AC211 Managerial Accounting

AN227 The Anthropology of Economic Institutions and Social Transformations

AN230 The Anthropology of Industrialisation and Industrial Life (H) (n/a 09/10)

EH220 Comparative Economic Development: Late Industrialisation in Russia, India and Japan

EH240 Business and Economic Performance since 1945: Britain in International Context

EH325 Issues in Modern Japanese Economic Development: Late Industrialisation, Imperialism and High Speed Growth (may only be selected if EH220 previously taken)

IS340 Information Systems in Business

LL209 Commercial Law

MN201 Economics for Management

SO208 Gender and Society

Two approved papers taught outside the Department (2nd and 3rd year papers only, any 1st year paper requires the permission of the Departmental Tutor)

BSc International Relations

For first and third year students in 2009-10

Paper Course number and title

Year 1

1 IR100 The Structure of International Society

2 HY116 International History since 1890

3 One from:

GV100 Introduction to Political Theory

PH103 Reason, Knowledge and Values: An Introduction to Philosophy

SO100 Key Concepts in Sociology: An Introduction to Sociological Theory

4 An approved paper taught outside the Department

Year 2

5 IR200 International Political Theory

6 IR202.1 Foreign Policy Analysis I

7 IR203 International Organisations

8 One from:

EC100 Economics A

EH101 The Internationalisation of Economic Growth

HY203 The Arab-Israeli Conflict: Nationalism, Territory, Religion

HY206 The International History of the Cold War, 1945-1975

HY208 The History of the United States since 1783

HY209 The Spanish Civil War: its Causes, Course and Consequences

HY221 The History of Russia, 1682-1825

HY226 The Great War, 1914-1918

HY230 The Early Colonial Empires: Europe and the World 1400-1750

HY232 Frontiers of Nationalism, Statehood and Independence: The History of Eastern and South-Eastern Europe 1914-1990 (n/a 09/10)

HY233 Empire and Nation: Britain and India since 1750

HY235 Modernity and the State in East Asia: China, Japan and Korea since 1840

HY237 Western Intellectuals and the Challenge of Totalitarianism: Thinkers and Themes

HY238 The Cold War and European Integration, 1947-1992

LL278 Public International Law

Or an approved foreign language course from the following:

LN100 Russian Language and Society 3 (Advanced)

LN101 Russian Language and Society 1 (Beginner)

LN102 Russian Language and Society 2 (Intermediate)

LN110 German Language and Society 3 (Advanced)

LN112 German Language and Society 2 (Intermediate) (n/a 09/10)

LN120 Spanish Language and Society 3 (Advanced)

LN121 Spanish Language and Society 1 (Beginner)

LN122 Spanish Language and Society 2 (Intermediate)

LN130 French Language and Society 3 (Advanced)

LN131 French Language and Society 1 (Beginner)

LN132 French Language and Society 2 (Intermediate)

LN200 Russian Language and Society 4 (Proficiency)

LN210 German Language and Society 4 (Proficiency)

LN220 Spanish Language and Society 4 (Proficiency)

LN230 French Language and Society 4 (Proficiency)

LN250 English Literature and Society

LN251 Comparative Literature and Society

LN252 Global Literature and Society

LN320 Spanish Language and Society 5 (Mastery)

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| | |
|------------------------|--|
| Year 3 9,10 & 11 | LN330 French Language and Society 5 (Mastery) |
| | Three from: GV350 Theories and Problems of Nationalism IR302 The Ethics of War IR304 Politics of International Economic Relations * IR305 Strategic Aspects of International Relations IR306 Sovereignty, Rights and Justice: Issues in International Political Theory IR308 Systemic Change in the Twentieth Century: Theories of the Cold War IR309 International Security IR311 Europe's Institutional Order IR398 Dissertation LL242 International Protection of Human Rights ** |
| 12 | A paper relevant to the study of International Relations approved by the candidate's teachers from the Selection List below A further Language course from those listed under paper 8 above |

Notes

* Prerequisites for this course are normally EH101 or EC100

** Prerequisite for this course is LL278

Selection List of Papers Approved by the Department as Relevant to the Study of International Relations

| | |
|-------|--|
| EC230 | European Economic Policy |
| EH220 | Comparative Economic Development: Late Industrialisation in Russia, India and Japan |
| EH225 | Latin America and the International Economy (n/a 09/10) |
| GV100 | Introduction to Political Theory |
| GV227 | The Politics of Economic Policy |
| GV262 | Contemporary Political Theory |
| GV264 | Politics and Institutions in Europe |
| GV265 | States, Nations and Empires |
| GV310 | Democracy and Democratisation |
| GV350 | Theories and Problems of Nationalism |
| GV351 | Government, Politics and Public Policy in the European Union |
| GY202 | Introduction to Development in the South |
| GY220 | Environment: Science and Society |
| GY301 | The Political Geography of Development and the South |
| HY203 | The Arab-Israeli Conflict: Nationalism, Territory, Religion |
| HY206 | The International History of the Cold War, 1945-1975 |
| HY209 | Democracy, Civil War and Dictatorship in Twentieth-Century Spain |
| HY226 | The Great War, 1914-1918 |
| HY304 | Germany's New Order in Europe, 1939-1945 |
| HY319 | Napoleon and Europe |
| LL242 | The International Protection of Human Rights |
| LL250 | Law and the Environment |
| LN200 | Russian Language and Society 4 (Proficiency) |
| LN210 | German Language and Society 4 (Proficiency) |
| LN220 | Spanish Language and Society 4 (Proficiency) |
| LN230 | French Language and Society 4 (Proficiency) |
| PH203 | Philosophy of the Social Sciences |
| SA213 | European Social Policy |
| | Any other paper, not on the exclusion lists, approved by the Departmental Tutor of the Department of International Relations |

BSc International Relations

For second year students in 2009-10

Paper Course number and title

| | |
|--------|---|
| Year 1 | |
| 1 | IR100 The Structure of International Society |
| 2 | HY116 International History since 1890 |
| 3 | One from: GV100 Introduction to Political Theory PH103 Reason, Knowledge and Values: An Introduction to |

| | |
|------------------------|--|
| | Philosophy |
| | SO100 Key Concepts in Sociology: An Introduction to Sociological Theory |
| 4 | An approved paper taught outside the Department |
| Year 2 | |
| 5 | IR200 International Political Theory |
| 6 | IR202.1 Foreign Policy Analysis I |
| 7 | IR203 International Organisations |
| 8 | One from: EC100 Economics A EH101 The Internationalisation of Economic Growth HY203 The Arab-Israeli Conflict: Nationalism, Territory, Religion HY206 The International History of the Cold War, 1945-1975 HY208 The History of the United States since 1783 HY209 The Spanish Civil War: its Causes, Course and Consequences HY221 The History of Russia, 1682-1825 HY226 The Great War, 1914-1918 HY230 The Early Colonial Empires: Europe and the World 1400-1750 HY232 Frontiers of Nationalism, Statehood and Independence: The History of Eastern and South-Eastern Europe 1914-1990 (n/a 09/10) HY233 Empire and Nation: Britain and India since 1750 HY235 Modernity and the State in East Asia: China, Japan and Korea since 1840 HY237 Western Intellectuals and the Challenge of Totalitarianism: Thinkers and Themes HY238 The Cold War and European Integration, 1947-1992 HY239 Latin America and the United States since 1898 IR305 Strategic Aspects of International Relations IR306 Sovereignty, Rights and Justice: Issues in International Political Theory LL278 Public International Law |
| | Or an approved foreign language course from the following: LN100 Russian Language and Society 3 (Advanced) LN101 Russian Language and Society 1 (Beginner) LN102 Russian Language and Society 2 (Intermediate) LN110 German Language and Society 3 (Advanced) LN112 German Language and Society 2 (Intermediate) (n/a 09/10) LN120 Spanish Language and Society 3 (Advanced) LN121 Spanish Language and Society 1 (Beginner) LN122 Spanish Language and Society 2 (Intermediate) LN130 French Language and Society 3 (Advanced) LN131 French Language and Society 1 (Beginner) LN132 French Language and Society 2 (Intermediate) LN200 Russian Language and Society 4 (Proficiency) LN210 German Language and Society 4 (Proficiency) LN220 Spanish Language and Society 4 (Proficiency) LN230 French Language and Society 4 (Proficiency) LN250 English Literature and Society LN251 Comparative Literature and Society LN252 Global Literature and Society LN320 Spanish Language and Society 5 (Mastery) LN330 French Language and Society 5 (Mastery) |
| Year 3 9,10 & 11 | Three from: GV350 Theories and Problems of Nationalism IR302 The Ethics of War IR304 Politics of International Economic Relations * IR305 Strategic Aspects of International Relations (n/a 2010/11) IR306 Sovereignty, Rights and Justice: Issues in International Political Theory (n/a 2010/11) IR308 Systemic Change in the Twentieth Century: Theories |

of the Cold War

IR309 International Security

IR311 Europe's Institutional Order

IR398 Dissertation

LL242 International Protection of Human Rights **

- 12 A paper relevant to the study of International Relations approved by the candidate's teachers from the Selection List below
A further Language course from those listed under paper 8 above

Notes

* Prerequisites for this course are normally EH101 or EC100

** Prerequisite for this course is LL278

Selection List of Papers Approved by the Department as Relevant to the Study of International Relations

| | |
|-------|--|
| EC230 | European Economic Policy |
| EH220 | Comparative Economic Development: Late Industrialisation in Russia, India and Japan |
| EH225 | Latin America and the International Economy (n/a 09/10) |
| GV100 | Introduction to Political Theory |
| GV227 | The Politics of Economic Policy |
| GV262 | Contemporary Political Theory |
| GV264 | Politics and Institutions in Europe |
| GV265 | States, Nations and Empires |
| GV310 | Democracy and Democratisation |
| GV350 | Theories and Problems of Nationalism |
| GV351 | Government, Politics and Public Policy in the European Union |
| GY202 | Introduction to Development in the South |
| GY220 | Environment: Science and Society |
| GY301 | The Political Geography of Development and the South |
| HY203 | The Arab-Israeli Conflict: Nationalism, Territory, Religion |
| HY206 | The International History of the Cold War, 1945-1975 |
| HY209 | Democracy, Civil War and Dictatorship in Twentieth-Century Spain |
| HY226 | The Great War, 1914-1918 |
| HY304 | Germany's New Order in Europe, 1939-1945 |
| HY319 | Napoleon and Europe |
| LL242 | The International Protection of Human Rights |
| LL250 | Law and the Environment |
| LN200 | Russian Language and Society 4 (Proficiency) |
| LN210 | German Language and Society 4 (Proficiency) |
| LN220 | Spanish Language and Society 4 (Proficiency) |
| LN230 | French Language and Society 4 (Proficiency) |
| PH203 | Philosophy of the Social Sciences |
| SA213 | European Social Policy |
| | Any other paper, not on the exclusion lists, approved by the Departmental Tutor of the Department of International Relations |

BSc International Relations and History

For all first, second and third year students in 2009-10

Paper Course number and title

Year 1

- 1 IR100 The Structure of International Society
2 HY116 International History since 1890
3 & 4 Two from:
HY101 The European Civil War 1890-1990
HY113 From Empire to Independence: The Extra European World in the 20th Century
HY114 War and Society from the Renaissance to the Napoleonic Era c.1500-1815
HY117 Rule Britannia: Britain and Empire from 1780 to the Present Day
EH101 The Internationalisation of Economic Growth
LL278 Public International Law
An approved language (LN) course
An approved paper taught outside the Department

Year 2

- 5 IR200 International Political Theory
6 Either IR202.1 Foreign Policy Analysis I or IR203

- International Organisations
7 & 8 Two from:
HY203 The Arab-Israeli Conflict: Nationalism, Territory, Religion
HY206 The International History of the Cold War, 1945-1975
HY208 The History of the United States since 1783 (n/a 09/10)
HY209 Democracy, Civil War and Dictatorship in Twentieth-Century Spain
HY221 The History of Russia 1682-1825
HY226 The Great War 1914-1918
HY230 The Early Colonial Empires: Europe and the World 1400-1750
HY232 Frontiers of Nationalism, Statehood and Independence. The History of Eastern and South-Eastern Europe, 1914-1990 (n/a 09/10)
HY233 Empire and Nation: Britain and India since 1750
HY234 Muslims, Christians and Jews in the Early Modern World
HY235 Modernity and the State in East Asia: China, Japan and Korea since 1840
HY237 Western Intellectuals and the Challenge of Totalitarianism: Thinkers and Themes (n/a 09/10)
HY238 The Cold War and European Integration, 1947-1992
HY239 Latin America and the United States since 1898

Year 3

- 9 Either IR202.1 or IR203, not taken above
10 One from:
GV350 Theories and Problems of Nationalism
IR302 Ethics of War
IR304 The Politics of International Economic Relations I *
IR305 Strategic Aspects of International Relations
IR306 Sovereignty, Rights and Justice: Issues in International Political Theory
IR308 Systemic Change in the Twentieth Century: Theories of the Cold War
IR309 International Security
IR311 Europe's Institutional Order
11 One from:
HY302 Anglo-Spanish Relations in the Age of Elizabeth I and Philip II
HY303 Russia in Revolution, 1914-21
HY304 Germany's New Order in Europe, 1939-45
HY311 Limited War During the Cold War Era: The United States in Korea (1950-53) and Vietnam (1954-75)
HY312 From Suez to the Six Day War; Britain, the United States and Arab Nationalism, 1952-1970
HY313 The International History of East Asia, 1914-1945
HY314 Representing the Past: Historiography and Historical Methods
HY315 European Enlightenment, c1680-1799
HY319 Napoleon and Europe
HY320 The Cold War Endgame (n/a 09/10)
12 One from:
A further paper from 10 or 11 above
HY300 Dissertation
An approved paper taught outside the Department of International Relations and International History
Notes
* Prerequisites for this course are normally EH101 or EC100

LLB

For all first, second and third year students in 2009-10

Paper Course number and title

Year 1

- 1 LL104 Law of Obligations
2 LL105 Property I (H) and LL109 Introduction to The Legal System (H)
3 LL106 Public Law

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| | |
|--------|---|
| 4 | LL108 Criminal Law |
| Year 2 | |
| 5, 6, | |
| 7 & 8 | At least two courses from Selection List A, and not more than four half-subjects from Selection List B to the value of four whole subjects |
| Year 3 | |
| 9 | LL305 Jurisprudence |
| 10, 11 | |
| & 12 | At least one subject from Selection List A, and not more than four half subjects from Selection List B to the value of three whole subjects |

Selection List A

| | |
|-------|--|
| AN226 | Political and Legal Anthropology |
| LL201 | Administrative Law |
| LL202 | Commercial Contracts |
| LL203 | Law of Business Associations |
| LL204 | Advanced Torts |
| LL205 | Medical Law |
| LL207 | Civil Liberties and Human Rights |
| LL210 | Information Technology and the Law |
| LL212 | Conflict of Laws |
| LL221 | Family Law |
| LL232 | Law and Institutions of the European Union |
| LL233 | Law of Evidence (n/a 09/10) |
| LL241 | Introduction to Civil Law |
| LL242 | International Protection of Human Rights |
| LL250 | Law and the Environment (n/a 09/10) |
| LL251 | Intellectual Property Law |
| LL253 | Law of Corporate Insolvency |
| LL257 | Labour Law |
| LL259 | Legal and Social Change Since 1750 |
| LL275 | Property II |
| LL278 | Public International Law |
| LL293 | Taxation |
| LL295 | Media Law |
| LL299 | Full Unit Essay Option (cannot be taken in the same year as LL298) |
| LL300 | Competition Law (Year 3 students only) A course taught outside the Law Department, other than those on the exclusion list (only one can be selected over years 2 and 3) |

Selection List B

| | |
|-------|--|
| LL272 | Outlines of Modern Criminology (H) |
| LL284 | Sentencing and Treatment of Offenders (H) |
| LL298 | Essay on an Approved Topic (H) (cannot be taken in the same year as LL299) |

This programme constitutes a qualifying law degree (QLD). QLDs are recognised by the Solicitors Regulation Authority www.sra.org.uk/consumers/consumers.page and the Bar Standards Board www.barstandardsboard.org.uk/ as meeting the requirements for completing the academic stage of legal education for solicitors or barristers.

BSc Management

For all first, second and third year students in 2009-10

Paper Course number and title

| | |
|--------|--|
| Year 1 | |
| 1 | EC102 Economics B |
| 2 | MA107 Quantitative Methods (Mathematics) (H) and ST107 Quantitative Methods (Statistics) (H) |
| 3 | MN101 Introduction to Psychology and Behavioural Science for Management |
| 4 | Either AC100 Elements of Accounting and Finance or an approved paper taught outside the Department |

In addition, students also take MN100 Orientation for Management

Students, although this unit does not form part of assessment

Year 2

| | |
|---|---|
| 5 | MN200 Management: Theory and Evidence |
| 6 | MN201 Economics for Management |
| 7 | MN203 Social Science Research Methods for Management |
| 8 | Either AC100 Elements of Accounting and Finance (if not taken in Year 1) or one from Groups A-F |

Year 3

| | |
|--------|--|
| 9 | MN303 International Context of Management (H) and MN304 Strategy (H) |
| 10 | MN302 International Marketing: A Strategic Approach |
| 11, 12 | Two from Groups A-F |

Group A, Accounting and Finance

| | |
|-------|--|
| AC211 | Managerial Accounting |
| FM212 | Principles of Finance |
| FM320 | Quantitative Finance |
| AC330 | Financial Accounting, Analysis and Valuation |
| AC340 | Auditing, Governance and Risk Management |

Group B, Economics and Economic History

| | |
|-------|---|
| MN201 | Economics for Management |
| EC210 | Macroeconomic Principles |
| EC313 | Industrial Economics |
| EC317 | Labour Economics |
| EH220 | Comparative Economic Development: Late Industrialisation in Russia, India and Japan |
| EH236 | The Integration of Europe's Economy, 1815-1990 |
| EH240 | Business and Economic Performance since 1945: Britain in International Context |
| EH326 | Innovation and Finance in the 19th and 20th Centuries |

Group C, Management Science

| | |
|-------|--|
| MA207 | Further Quantitative Methods (Mathematics) (H) and ST201 Statistical Models and Data Analysis (H) or |
| MA207 | Further Quantitative Methods (Mathematics) (H) and |
| MA301 | Game Theory I (H) |
| OR202 | Operational Research Methods |
| OR301 | Model Building in Operational Research |
| OR304 | Decision Sciences in Theory and Practice |
| ST205 | Sample Surveys and Experiments (H) |
| ST307 | Aspects of Market Research (H) |

Group D, The International Context of Management

| | |
|-------|--|
| IR203 | International Organisations |
| IR304 | The Politics of International Economic Relations |
| IR311 | Europe's Institutional Order |
| GY300 | Europe and the Global Economy |

Group E, Public Policy and Legal Context of Management

| | |
|-------|--|
| EC230 | European Economic Performance |
| GV225 | Public Choice and Politics |
| GV227 | The Politics of Economic Policy |
| LL209 | Either Commercial Law or |
| LL232 | Law and Institutions of the European Union |

Group F, Human Aspects of Organizations and Management

| | |
|-------|-------------------------------------|
| ID200 | Organisational Theory and Behaviour |
| ID290 | Human Resource Management |
| SO212 | Work, Management and Globalisation |

In exceptional circumstances a student may substitute a different outside paper for one of the papers 8, 11 and 12. This outside paper would normally be of an advanced nature and be coherent with the student's other choice of papers. Permission to take such a paper should first be obtained from the student's tutor and then confirmed by the Departmental Tutor, who must countersign the 'Selection of Papers for Next Session' form and any subsequent course change form.

BSc Management Sciences*For first year students in 2009-10***Paper Course number and title**

Year 1

- 1 MA107 Quantitative Methods (Mathematics) (H) and ST107 Quantitative Methods (Statistics) (H)
- 2 *Either* EC100 Economics A or EC102 Economics B
- 3 AC100 Elements of Accounting and Finance
- 4 IS143 Information Technology and Society

Years 2 & 3

- 5 OR202 Operational Research Methods
- 6 ST203 Statistics for Management Sciences
- 7&8 OR301 Model Building in Operational Research (third year only)
OR304 Decision Sciences in Theory and Practice (third year only)
- 9 Papers to the value of one unit from:
Either MN302 International Marketing: A Strategic Approach
Or ST327 Market Research: An Integrated Approach (third year only)
AC211 Managerial Accounting
FM212 Principles of Finance
Either FM320 Quantitative Finance (only if FM212 taken in second year) *or* FM300 Corporate Finance, Investments and Financial Markets (only if FM212 taken in second year)
EC201 Microeconomic Principles I *or* EC202 Microeconomic Principles II *or* MN201 Economics for Management
EC210 Macroeconomic Principles
EC220 Introduction to Econometrics
ID200 Organisational Theory and Behaviour
LL209 Commercial Law
MN302 International Marketing: A Strategic Approach
ST327 Market Research: An Integrated Approach (third year only)
- 10&11 Papers to the value of two units from:
A further paper under 9 above
The papers not taken under 7&8 above IS340 Information Systems in Business
MA207 Further Quantitative Methods (Mathematics) (H)
MA301 Game Theory I (H)
MN307 Aspects of Marketing Management (H) (may not be combined with MN302 or ST307)
OR302 Applied Management Sciences
SA250 Demographic Description and Analysis
ST226 Actuarial Investigations - Financial (H)
- 12 Papers to the value of one unit from 10&11 above *or* (subject to approval by the Departmental Tutor) any other paper which is normally available only to second or third year students taught within the School or at other colleges of the University where practicable.

BSc Management Sciences*For second and third year students in 2009-10***Paper Course number and title**

Year 1

- 1 MA107 Quantitative Methods (Mathematics) (H) and ST107 Quantitative Methods (Statistics) (H)
- 2 *Either* EC100 Economics A or EC102 Economics B
- 3 AC100 Elements of Accounting and Finance
- 4 IS143 Information Technology and Society

Years 2 & 3

- 5 OR202 Operational Research Methods
- 6 ST203 Statistics for Management Sciences
- 7&8 Two from:
OR301 Model Building in Operational Research (third year only)
OR304 Decision Sciences in Theory and Practice
Either ST327 Market Research: An Integrated Approach (third year only) *or* MN302 International Marketing: A

- 9 Strategic Approach
Papers to the value of one unit from:
AC211 Managerial Accounting
FM212 Principles of Finance
Either FM320 Quantitative Finance (only if FM212 taken in second year) *or* FM300 Corporate Finance, Investments and Financial Markets (only if FM212 taken in second year)
EC201 Microeconomic Principles I *or* EC202 Microeconomic Principles II *or* MN201 Economics for Management
EC210 Macroeconomic Principles
EC220 Introduction to Econometrics
ID200 Organisational Theory and Behaviour
LL209 Commercial Law
- 10&11 Papers to the value of two units from:
A further paper under 9 above
The papers not taken under 7&8 above IS340 Information Systems in Business
MA207 Further Quantitative Methods (Mathematics) (H)
MA301 Game Theory I (H)
MN307 Aspects of Marketing Management (H) (may not be combined with MN302 or ST307)
OR302 Applied Management Sciences
SA250 Demographic Description and Analysis
ST226 Actuarial Investigations - Financial (H)
ST307 Aspects of Market Research (H) (may not be combined with MN307 or ST327)
OR307 Simulation Modelling and Analysis (H) (may not be combined with OR301)
ST331 Decision Theory and Bayesian Statistics (H) (may not be combined with OR304) (n/a 09/10)
- 12 Papers to the value of one unit from 10&11 above *or* (subject to approval by the Departmental Tutor) any other paper which is normally available only to second or third year students taught within the School or at other colleges of the University where practicable.

BSc Mathematics and Economics*For all first, second and third year students in 2009-10***Paper Course number and title**

Year 1

- 1 EC102 Economics B
- 2 MA100 Mathematical Methods
- 3 ST102 Elementary Statistical Theory
- 4 MA103 Introduction to Abstract Mathematics

Year 2

- 5 *Either* EC201 Microeconomic Principles I *or* EC202 Microeconomic Principles II
- 6 MA200 Further Mathematical Methods (Calculus) (H) *and* MA201 Further Mathematical Methods (Linear Algebra) (H)
- 7 EC210 Macroeconomic Principles *or* EC221 Principles of Econometrics *or* FM212 Principles of Finance (formerly AC212)
- 8 (a) MA203 Real Analysis (H) *and one of* (i) MA208 Optimisation Theory (H) *or* (ii) MA209 Differential Equations (H) *or* (iii) MA210 Discrete Mathematics (H) *Or* (b) Any other paper approved by the Course Tutor

Year 3

- 9 EC319 Mathematical Economics *or* EC301 Advanced Economic Analysis (if EC210 was taken under paper 7), *or* EC309 Econometric Theory (if EC221 was taken under paper 7)
- 10 Courses to the value of one unit from the following, but at most one of (i) MA208, (ii) MA209, (iii) MA210 can be taken:
MA208 Optimisation Theory (H) (if not taken under 8 above or 12 below)
MA209 Differential Equations (H) (if not taken under 8 above or 12 below)
MA210 Discrete Mathematics (H) (if not taken under 8

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- above or 12 below)
 MA301 Game Theory I (H) (not to be taken with MA300 under 11 below)
 MA303 Chaos in Dynamical Systems (H)
 MA305 Optimisation in Function Spaces (H)
 MA310 Mathematics of Finance and Valuation (H)
 MA313 Probability for Finance (H)
 MA314 Theory of Algorithms (H)
 MA315 Algebra and its Applications (H)
 MA316 Graph Theory (H)
- 11 If FM212 was taken as paper 7 then:
Either EC210 Macroeconomic Principles *or* EC221 Principles of Econometrics
 If EC210 or EC221 was taken under paper 7 then one from:
 EC210 Macroeconomic Principles
 EC221 Principles of Econometrics
 EC301 Advanced Economic Analysis (if not taken under paper 9)
 EC309 Econometric Theory (if not taken under paper 9)
 EC319 Mathematical Economics (if not taken under paper 9)
 EC321 Monetary Economics
 MA300 Game Theory (not to be taken with MA301 under 10 above)
 FM212 Principles of Finance
 FM320 Quantitative Finance
 Another paper in Economics with the approval of the Course Tutor
- 12 If option (b) was taken under paper 8 then:
 MA203 Real Analysis (H) and one of MA208 Optimisation Theory (H) or MA209 Differential Equations (H) or MA210 Discrete Mathematics (H)
 If option (a) was taken under paper 8 then:
 A further paper to the value of one unit from papers 10 and 11
 Any other paper approved by the Course Tutor

BSc Philosophy and Economics

For all first, second and third year students in 2009-10

| Paper | Course number and title |
|--------|--|
| Year 1 | |
| 1 | EC102 Economics B |
| 2 | <i>Either</i> MA107 Quantitative Methods (Mathematics) (H) <i>and</i> ST107 Quantitative Methods (Statistics) (H) <i>or</i> MA100 Mathematical Methods |
| 3 | <i>Either</i> PH101 Logic <i>or</i> ST102 Elementary Statistical Theory (cannot be taken with ST107) |
| 4 | PH103 Reason, Knowledge and Values: An Introduction to Philosophy |
| Year 2 | |
| 5 | One from: PH201 Philosophy of Science PH203 Philosophy of the Social Sciences PH220 Evidence and Scientific Method |
| 6 | <i>Either</i> PH101 Logic (must be taken if not taken under paper 3) <i>or</i> an approved paper from the Philosophy Selection List below |
| 7 | <i>Either</i> EC201 Microeconomic Principles I <i>or</i> EC202 Microeconomic Principles II |
| 8 | EC210 Macroeconomic Principles |
| Year 3 | |
| 9 | An approved paper from the Philosophy Selection List below |
| 10 | <i>Either</i> (a) an approved paper taught outside the Departments of Philosophy and Economics <i>or</i> (b) an approved paper from the Economics Selection List below |
| 11 | An approved paper from the Economics Selection List below |

- 12 PH211 Philosophy of Economics

Philosophy Selection List

- PH201 Philosophy of Science
 PH203 Philosophy of the Social Sciences
 PH213 Scientific Revolutions: Philosophical and Historical Issues
 PH214 Morality and Values
 PH217 Set Theory and Further Logic
 PH220 Evidence and Scientific Method
 PH221 Problems in Analytic Philosophy
 PH299 Essay on an approved subject in Philosophy (third year only)

Economics Selection List

- EC220 *Either* Introduction to Econometrics *or* EC221 Principles of Econometrics
 EC301 Advanced Economic Analysis
 EC302 Political Economy
 EC303 Economic Analysis of the European Union
 EC307 Development Economics
 EC311 History of Economics: How Theories Change
 EC313 Industrial Economics
 EC315 International Economics
 EC317 Labour Economics
 EC319 Mathematical Economics
 EC321 Monetary Economics
 EC325 Public Economics

BSc Philosophy, Logic and Scientific Method

For all first, second and third year students in 2009-10

| Paper | Course number and title |
|--------|--|
| Year 1 | |
| 1 | PH103 Reason Knowledge and Values: An Introduction to Philosophy |
| 2 | PH101 Logic |
| 3 & 4 | Two approved papers taught outside the Department |
| Year 2 | |
| 5 | PH201 Philosophy of Science <i>or</i> PH203 Philosophy of the Social Sciences <i>or</i> PH220 Evidence and Scientific Method |
| 6-8 | Three from: Up to three papers from the Philosophy Selection List below An approved paper outside the Department |
| Year 3 | |
| 9-12 | Four from: The Philosophy Selection List below An approved paper taught outside the Department |

Philosophy Option List

Courses marked with an asterisk (*) are offered in alternate years.

- PH201 Philosophy of Science
 PH203 Philosophy of the Social Sciences
 PH211 Philosophy of Economics
 PH213 Scientific Revolutions: Philosophical and Historical Issues*
 PH214 Morality and Values
 PH217 Set Theory and Further Logic
 PH220 Evidence and Scientific Method
 PH221 Problems in Analytic Philosophy
 PH299 Essay on an approved subject in Philosophy (3rd year only)

BSc Politics and Philosophy

For all first, second and third year students registered in and after 2009-10

| Paper | Course number and title |
|--------|--|
| Year 1 | |
| 1 | PH101 Logic |
| 2 | PH103 Reason Knowledge and Values: An Introduction to Philosophy |
| 3 | <i>Either</i> GV100 Introduction to Political Theory |

- or GV101 Introduction to Political Science
- 4 *Either* a paper not taken under paper 3 above, or an approved paper taught outside of the Government and Philosophy Departments
- Year 2
- 5 *Either* the paper mentioned under paper 3 above not taken in year 1
Or if both GV100 and GV101 were taken in year 1, an approved paper from the Philosophy or Government selection lists below
- 6 *Either* PH214 Morality and Values
Or GV262 Contemporary Political Theory
- 7 An approved paper from the Government Selection List A
- 8 *Either* PH201 Philosophy of Science
Or PH203 Philosophy of the Social Sciences
Or PH220 Evidence and Scientific Method
- Year 3
- 9 An approved paper from the Government Selection List B
- 10 PH222 Philosophy and Public Policy (only available from the 2012 session)
- 11 A paper from the Philosophy Selection List below or Government Selection Lists A or B
- 12 *Either* PH299 Essay on an approved subject in Philosophy
Or GV390 Government Essay Option
Or a paper from the Government Selection Lists A or B
Or a paper from the Philosophy Selection List
Or an approved paper taught outside of the Government and Philosophy Departments

Government Selection List

Selection List A

Comparative Politics

- GV264 Politics and Institutions in Europe
- GV265 States, Nations and Empires
- GV310 Democracy and Democratisation
- GV350 Theories and Problems of Nationalism

European Politics

- GV351 Government, Politics and Public Policy in the European Union

Selection List B

Political Theory

- GV262 Contemporary Political Theory
- GV302 Key Themes in the History of Political Thought

Public Policy

- GV225 Public Choice and Politics
- GV227 The Politics of Economic Policy
- GV263 Public Policy Analysis
- GV314 Empirical Research in Government

No third year course can be taken in the second year

Philosophy Selection List

- PH201 Philosophy of Science
- PH203 Philosophy of the Social Sciences
- PH211 Philosophy of Economics
- PH213 Scientific Revolutions: Philosophical and Historical Issues
- PH214 Morality and Values
- PH217 Set Theory and Further Logic (n/a 08/09)
- PH220 Evidence and Scientific Method
- PH221 Problems in Analytic Philosophy
- PH222 Philosophy and Public Policy (only available in the 2012 session)

BA/BSc Social Anthropology

For all first, second and third year students in 2009-10

Paper Course number and title

Year 1

- 1 AN100 Introduction to Social Anthropology
- 2 AN101 Ethnography and Theory: Selected Texts
- 3 AN102 Reading Other Cultures: The Anthropological Interpretation of Text and Film
- 4 An approved paper taught outside the Department

Year 2

- 5 AN200 The Anthropology of Kinship, Sex and Gender
- 6 AN226 Political and Legal Anthropology
- 7 AN227 The Anthropology of Economic Institutions and their Social Transformations
- 8 Papers to the value of one unit from Selection List A below*

Year 3

- 9 AN300 Advanced Theory of Social Anthropology
- 10 AN301 Anthropology of Religion
- 11 Papers to the value of one unit from Selection List A below*
- 12 AN399 Special Essay Paper in Social Anthropology

* Students must take ethnographic options to the value of at least one unit under papers 8 and 11

Anthropology Selection List A

- AN205 The Anthropology of Melanesia (H)
- AN216 Cognition and Anthropology (H) (n/a 09/10)
- AN221 The Anthropology of Christianity (H)
- AN223 The Anthropology of South East Asia (H) (n/a 09/10)
- AN230 The Anthropology of Industrialisation and Industrial Life (H) (n/a 09/10)
- AN231 The Anthropology of China (H) (n/a 09/10)
- AN235 The Anthropology of Southern Africa (H) (n/a 09/10)
- AN237 The Anthropology of Development (H)
- AN238 Anthropology and Human Rights (H) (n/a 09/10)
- AN240 Investigating the Philippines: New Approaches and Ethnographic Contexts (H) (n/a 09/10)
- AN241 The Anthropology of India (H) (n/a 09/10)
- AN242 Social Anthropology and Darwinian Theories (H) (n/a 09/10)
- AN243 Children and Youth in Contemporary Ethnography (H)
- AN244 Anthropology and Media (H) (n/a 09/10)
- AN245 The Anthropology of Borders and Boundaries (H)
- AN246 The Anthropology of Post-Soviet Eurasia (H) (n/a 09/10)
- AN247 Anthropological Approaches to Questions of Being (H) (n/a 09/10)
- AN248 Ethnography of a Selected Region (H)
- AN265 Medical Anthropology (H)
- An approved paper taught outside the Department

BSc Social Policy

For all first, second and third year students in 2009-10

Paper Course number and title

Year 1

- 1 SA100 Foundations of Social Policy
- 2 & 3 Any two of the following:
SA101 Sociology and Social Policy
SA103 Population, Economy and Society (n/a 09/10)
SA104 Social Economics and Policy
SA105 Crime and Society
SA250 Demographic Description and Analysis

- 4 An approved paper taught outside the Department. The following courses are strongly recommended:
EC102 Economics B (only for students with A level Mathematics)
GV100 Introduction to Political Theory
GV101 Introduction to Political Science
GY100 Environment, Economy and Society
ID100 Employment Relations
PH103 Reason, Knowledge and Values: An Introduction to

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| | |
|--------|---|
| | Philosophy |
| | PS102 Self, Others and Society: Perspectives on Social and Applied Psychology |
| | SO110 Key Issues in Contemporary Societies: An Introduction to Contemporary Sociology |
| Year 2 | |
| 5 | SA222 Principles of Social Policy |
| 6 | SA201 Research Methods for Social Policy |
| 7 | One from the Selection List below |
| 8 | Either a paper from the Selection List below or an approved paper taught outside the Department |
| Year 3 | |
| 9 | SA320 Comparative and International Social Policy |
| 10 | SA349 A Long Essay on an approved topic |
| 11 | One from the Selection List below |
| 12 | <i>Either</i> one from the Selection List below <i>or</i> an approved paper taught outside the Department |

Selection List

| | |
|-------|---|
| SA101 | Sociology and Social Policy* |
| SA103 | Population, Economy and Society* |
| SA104 | Social Economics and Policy* |
| SA105 | Crime and Society* |
| SA204 | Education Policy (n/a 09/10) |
| SA212 | Family, Gender and Society (n/a 09/10) |
| SA213 | European Social Policy |
| SA217 | Psychology of Crime and Criminal Justice |
| SA218 | Criminological Perspectives |
| SA221 | Poverty, Social Exclusion and Social Change |
| SA250 | Demographic Description and Analysis* |
| SA309 | Criminal Justice Policy |

Notes * If not taken under papers 2 and 3 above

BSc Social Policy and Criminology

For all third year students in 2009-10

| Paper | Course number and title |
|--------|--|
| Year 1 | |
| 1 | SA100 Foundations of Social Policy |
| 2 | SA105 Crime and Society |
| 3 | One from: SA101 Sociology and Social Policy SA103 Population, Economy and Society SA104 Social Economics and Policy |
| 4 | An approved paper taught outside the Department |
| Year 2 | |
| 5 | SA218 Criminological Perspectives |
| 6 | SA309 Criminal Justice Policy (n/a 09/10) |
| 7 | SA201 Research Methods for Social Policy |
| 8 | <i>Either</i> a paper from the Social Policy Selection List <i>or</i> an approved paper taught outside the Department |
| Year 3 | |
| 9 | SA320 Comparative and International Social Policy |
| 10 | SA217 Psychology of Crime and Criminal Justice |
| 11 | A paper from the Social Policy Selection List |
| 12 | <i>Either</i> SA349 A Long Essay on an Approved Topic <i>or</i> an approved paper taught outside the Department |

Selection List

| | |
|-------|--|
| SA101 | Sociology and Social Policy* |
| SA103 | Population, Economy and Society* (n/a 09/10) |
| SA104 | Social Economics and Policy* |
| SA204 | Education Policy (n/a 09/10) |
| SA212 | Family, Gender and Society (n/a 09/10) |
| SA213 | European Social Policy |
| SA221 | Poverty, Social Exclusion and Social Change |
| SA222 | Principles of Social Policy |
| SA250 | Demographic Description and Analysis |
| * | If not taken under Paper 3 above |

BSc Social Policy and Criminology

For all first and second year students in 2009-10

| Paper | Course number and title |
|--------|--|
| Year 1 | |
| 1 | SA100 Foundations of Social Policy |
| 2 | SA105 Crime and Society |
| 3 | One from: SA101 Sociology and Social Policy SA103 Population, Economy and Society SA104 Social Economics and Policy |
| 4 | An approved paper taught outside the Department |
| Year 2 | |
| 5 | SA218 Criminological Perspectives |
| 6 | SA217 Psychology of Crime and Criminal Justice |
| 7 | SA201 Research Methods for Social Policy |
| 8 | <i>Either</i> a paper from the Social Policy Selection List <i>or</i> an approved paper taught outside the Department |
| Year 3 | |
| 9 | SA320 Comparative and International Social Policy (n/a 09/10) |
| 10 | SA309 Criminal Justice Policy |
| 11 | A paper from the Social Policy Selection List |
| 12 | <i>Either</i> SA349 A Long Essay on an Approved Topic <i>or</i> an approved paper taught outside the Department |

Selection List

| | |
|-------|---|
| SA101 | Sociology and Social Policy* |
| SA103 | Population, Economy and Society* |
| SA104 | Social Economics and Policy* |
| SA204 | Education Policy |
| SA212 | Family, Gender and Society |
| SA213 | European Social Policy |
| SA221 | Poverty, Social Exclusion and Social Change |
| SA222 | Principles of Social Policy |
| SA250 | Demographic Description and Analysis |
| * | If not taken under Paper 3 above |

BSc Social Policy and Economics

For all first, second and third year students in 2009-10

| Paper | Course number and title |
|--------|---|
| Year 1 | |
| 1 | SA100 Foundations of Social Policy |
| 2 | EC102 Economics B |
| 3 | MA107 Quantitative Methods (Mathematics) (H) <i>and</i> ST107 Quantitative Methods (Statistics) (H) |
| 4 | An approved paper taught outside the Departments of Social Policy and Economics |
| Year 2 | |
| 5 | SA222 Principles of Social Policy |
| 6 | EC201 Microeconomic Principles I |
| 7 | <i>Either</i> EC210 Macroeconomic Principles <i>or</i> EC220 Introduction to Econometrics |
| 8 | SA201 Research Methods for Social Policy |
| Year 3 | |
| 9 | SA320 Comparative and International Social Policy |
| 10 | EC325 Public Economics |
| 11 | <i>Either</i> The paper not taken under No 7 or a paper from the Social Policy or Economics Selection Lists |
| 12 | <i>Either</i> a paper from the Social Policy or Economics Selection Lists <i>or</i> an approved paper taught outside the Departments of Social Policy and Economics |

Social Policy Selection List

| | |
|-------|---|
| SA101 | Sociology and Social Policy |
| SA103 | Population, Economy and Society (n/a 09/10) |
| SA104 | Social Economics and Policy |
| SA105 | Crime and Society |
| SA204 | Education Policy (n/a 09/10) |
| SA212 | Family, Gender and Society (n/a 09/10) |
| SA213 | European Social Policy |
| SA217 | Psychology of Crime and Criminal Justice |

| | |
|-------|---|
| SA218 | Criminological Perspectives |
| SA221 | Poverty, Social Exclusion and Social Change |
| SA250 | Demographic Description and Analysis |
| SA309 | Criminal Justice Policy (n/a 09/10) |
| SA349 | A Long Essay on an Approved Topic |

Economics Selection List

| | |
|-------|---|
| EC301 | Advanced Economic Analysis |
| EC302 | Political Economy |
| EC303 | Economic Analysis of the European Union |
| EC307 | Development Economics |
| EC311 | History of Economics: How Theories Change |
| EC313 | Industrial Economics |
| EC315 | International Economics |
| EC317 | Labour Economics |
| EC319 | Mathematical Economics |
| EC321 | Monetary Economics |
| EC333 | Problems of Applied Econometrics |
| FM212 | Principles of Finance |

BSc Social Policy and Sociology

For all first, second and third year students in 2009-10

Paper Course number and title

Year 1

| | |
|---|---|
| 1 | <i>Either</i> SO110 Key Issues in Contemporary Societies: An Introduction to Contemporary Sociology <i>or</i> SO100 Key Concepts in Sociology: An Introduction to Sociological Theory |
| 2 | SA100 Foundations of Social Policy |
| 3 | SA101 Sociology and Social Policy |
| 4 | An approved paper taught outside the Departments of Sociology and Social Policy |

Year 2

| | |
|---|---|
| 5 | SO201 Sociological Analysis |
| 6 | A paper from the Sociology Selection List below |
| 7 | SA222 Principles of Social Policy |
| 8 | SA201 Research Methods for Social Policy |

Year 3

| | |
|----|---|
| 9 | SA320 Comparative and International Social Policy |
| 10 | A paper from the Sociology Selection List below |
| 11 | A paper from the Social Policy Selection List below |
| 12 | An approved paper taught outside the Departments of Sociology and Social Policy |

Sociology Selection List

| Year | Course |
|-------|--|
| 2,3 | GV350 Theories and Problems of Nationalism |
| 2,3 | SO203 Political Sociology |
| 2,3 | SO208 Gender and Society |
| 2,3 | SO210 Crime, Deviance and Control |
| 2,3 | SO211 Sociology of Health and Medicine (n/a 09/10) |
| 2,3 | SO212 Work, Management and Globalisation |
| 1,2,3 | SO215 Evolution and Social Behaviour |
| 2,3 | SO221 Issues and Methods of Social Research |

Social Policy Selection List

| | |
|-------|---|
| SA103 | Population, Economy and Society (n/a 09/10) |
| SA104 | Social Economics and Policy |
| SA105 | Crime and Society |
| SA204 | Education Policy (n/a 09/10) |
| SA212 | Family, Gender and Society (n/a 09/10) |
| SA213 | European Social Policy |
| SA217 | Psychology of Crime and Criminal Justice |
| SA218 | Criminological Perspectives |
| SA221 | Poverty, Social Exclusion and Social Change |
| SA250 | Demographic Description and Analysis |
| SA309 | Criminal Justice Policy (n/a 09/10) |
| SA349 | A Long Essay on an Approved Topic |

BSc Social Policy with Government

For all first, second and third year students in 2009-10

Paper Course number and title

Year 1

| | |
|---|--|
| 1 | SA100 Foundations of Social Policy |
| 2 | GV101 Introduction to Political Science |
| 3 | GV100 Introduction to Political Theory |
| 4 | An approved paper taught outside the Departments of Government and Social Policy |

Year 2

| | |
|---|--|
| 5 | SA222 Principles of Social Policy |
| 6 | SA201 Research Methods for Social Policy |
| 7 | One from the Social Policy Selection List Below |
| 8 | One from: GV262 Contemporary Political Theory (the pre-requisite for GV302) GV264 Politics and Institutions of Europe (the pre-requisite for GV351) GV265 States, Nations and Empires (the pre-requisite for GV310 and GV350) GV225 Public Choice and Politics GV227 Politics of Economic Policy GV263 Public Policy Analysis Students are required to select at least one paper from GV264, GV265, GV310, GV350 and GV351 and least one paper from GV225, GV227, GV262, GV263, and GV302 |

Year 3

| | |
|----|--|
| 9 | SA320 Comparative and International Social Policy |
| 10 | One from the Social Policy Selection list below |
| 11 | One from: GV225 Public Choice and Politics GV227 Politics of Economic Policy GV262 Concepts in Political Theory GV264 Politics and Institutions of Europe GV265 States, Nations and Empires GV263 Public Policy Analysis GV302 Key Themes in the History of Political Thought (pre-requisite GV262 required) GV310 Democracy and Democratisation (pre-requisite GV265 required) GV350 Theories and Problems of Nationalism (pre-requisite GV265 required) GV351 Government, Politics and Public Policy in the EU (pre-requisite GV264 required) |
| 12 | One from: A paper from the Social Policy Selection List below GV225 Public Choice and Politics GV227 Politics of Economic Policy GV262 Concepts in Political Theory GV264 Politics and Institutions of Europe GV265 States, Nations and Empires GV263 Public Policy Analysis GV302 Key Themes in the History of Political Thought (pre-requisite GV262 required) GV310 Democracy and Democratisation (pre-requisite GV265 required) GV350 Theories and Problems of Nationalism (pre-requisite GV265 required) GV351 Government, Politics and Public Policy in the EU (pre-requisite GV264 required) An approved paper taught outside the Departments of Government and Social Policy |

Notes

Students are required to select at least one paper from GV264, GV265, GV310, GV350 and GV351 and at least one paper from GV225, GV227, GV262, GV263, and GV302

Social Policy Selection List

| | |
|-------|---|
| SA101 | Sociology and Social Policy |
| SA103 | Population, Economy and Society (n/a 09/10) |
| SA104 | Social Economics and Policy |

| | |
|-------|---|
| SA105 | Crime and Society |
| SA204 | Education Policy (n/a 09/10) |
| SA212 | Family, Gender and Society (n/a 09/10) |
| SA213 | European Social Policy |
| SA217 | Psychology of Crime and Criminal Justice |
| SA218 | Criminological Perspectives |
| SA221 | Poverty, Social Exclusion and Social Change |
| SA250 | Demographic Description and Analysis |
| SA309 | Criminal Justice Policy (n/a 09/10) |
| SA349 | A Long Essay on an Approved Topic |

BSc Sociology

For all first, second and third year students in 2009-10

Paper Course number and title

Year 1

| | |
|---|---|
| 1 | ST103 Statistical Methods for Social Research |
| 2 | SO100 Key Concepts in Sociology: An Introduction to Sociological Theory |
| 3 | SO110 Key Issues in Contemporary Societies: An Introduction to Contemporary Sociology |
| 4 | <i>Either</i> PS102 Self, Others and Society: Perspectives on Social and Applied Psychology <i>or</i> an approved level 1 paper taught outside the Department, <i>or</i> another paper taught outside the Department subject to the approval of your personal tutor and the Department Tutor. |

Year 2

| | |
|---|--|
| 5 | SO221 Issues and Methods of Social Research |
| 6 | SO201 Sociological Analysis |
| 7 | An approved year 2 or year 3 Sociology option |
| 8 | An approved year 2 or year 3 Sociology option or an approved paper from outside the Department |

Year 3

| | |
|----|--|
| 9 | SO302 Sociological Project |
| 10 | An approved year 2 or 3 Sociology option |
| 11 | An approved year 2 or 3 Sociology option |
| 12 | <i>Either</i> an approved year 2 or 3 paper Sociology option <i>or</i> an approved paper taught outside the Department |

Sociology Selection List

| | |
|-------|---|
| SO203 | Political Sociology |
| SO208 | Gender and Society |
| SO210 | Crime, Deviance and Control |
| SO211 | Sociology of Health and Medicine (n/a 09/10) |
| SO212 | Work, Management and Globalisation |
| SO215 | Evolution and Social Behaviour |
| SO224 | The Sociology of Race and Ethnicity |
| SO250 | Multi-Culture and Multi-Culturalism (H) |
| SO305 | Environmentalism: Theory, Politics and Practice (H) |
| SO306 | Atrocity, Suffering and Human Rights |

Outside options

Outside options for first year students

Where the regulations refer to an approved paper taught outside the department, this means that you may take any course in a subject other than the principal subject(s) of your degree, subject to any restrictions listed in the Course Guides. If your degree is for joint honours (e.g., Philosophy and Economics) or is a major/minor combination (e.g., Geography with Economics), a course outside the department means a course taught in any department other than the two named in the title of your degree. The home department of each course is indicated by the letters in its code.

The courses **available** for this purpose in your first year are:

| | |
|-------|--|
| AC100 | Elements of Accounting and Finance |
| AN100 | Introduction to Social Anthropology |
| AN101 | Ethnography and Theory: Selected Texts |
| AN102 | Reading Other Cultures: Anthropological Interpretation Of Text and Film |
| EC100 | Economics A |
| EC102 | Economics B |
| EH101 | The Internationalisation of Economic Growth, 1870 to the Present Day |
| GV100 | Introduction to Political Theory |
| GV101 | Introduction to Political Science |
| GY100 | Environment, Economy and Society |
| GY103 | Contemporary Europe |
| GY120 | The Natural Environment |
| GY121 | Environmental Change and sustainable Development |
| HY101 | The European Civil War, 1890-1990 |
| HY113 | Empire to Independence: the Extra-European World in the Twentieth Century |
| HY114 | War and Society from the Renaissance to the Napoleonic Era, c1500-1815 |
| HY116 | International History since 1890 |
| HY117 | Rule Britannia: Britain and Empire from 1780 to the Present Day |
| ID100 | Employment Relations |
| IR100 | The Structure of International Society |
| IS143 | Information Technology and Society |
| LL104 | Law of Obligations |
| LL105 | Property I |
| LL106 | Public Law |
| LL108 | Criminal Law |
| LL109 | Introduction to the Legal System |
| LL278 | Public International Law |
| LN100 | Russian Language and Society 3 (Advanced) |
| LN101 | Russian Language and Society 1 (Beginner) |
| LN102 | Russian Language and Society 2 (Intermediate) |
| LN110 | Intensive German Language and Society 3 (Advanced) |
| LN120 | Spanish Language and Society 3 (Advanced) |
| LN121 | Spanish Language and Society 1 (Beginner) |
| LN122 | Spanish Language and Society 2 (Intermediate) |
| LN130 | French Language and Society 3 (Advanced) |
| LN131 | French Language and Society 1 (Beginner) |
| LN132 | French Language and Society 2 (Intermediate) |
| LN200 | Russian Language and Society 4 (Proficiency) |
| LN210 | German Language and Society 4 (Proficiency) |
| LN220 | Spanish Language and Society 4 (Proficiency) |
| LN230 | French Language and Society 4 (Proficiency) |
| LN250 | English Literature and Society |
| LN251 | Comparative Literature and Society |
| LN252 | Contemporary Literature and Global Society |
| LN320 | Spanish Language and Society 5 (Mastery) |
| LN330 | French Language and Society 5 (Mastery) |
| MA100 | Mathematical Methods |
| MA103 | Introduction to Abstract Mathematics |
| MA107 | Quantitative Methods (Mathematics) (H) and ST107 Quantitative Methods (Statistics) (H) |
| MA110 | Basic Quantitative Methods |

| | |
|-------|---|
| PH101 | Logic |
| PH103 | Reason, Knowledge and Values: an Introduction to Philosophy |
| PS102 | Self, Others and Society: Perspectives on social and Applied Psychology |
| SA100 | Foundations of Social Policy |
| SA101 | Sociology and Social Policy |
| SA103 | Population, Economy and Society |
| SA104 | Social Economics and Policy |
| SA105 | Crime and Society |
| SO100 | Key Concepts in Sociology: An Introduction to Sociological Theory |
| SO110 | Key Issues in Contemporary Societies: an Introduction to Contemporary Sociology |
| SO215 | Evolution and Social Behaviour |
| ST102 | Elementary Statistical Theory |
| ST103 | Statistical Methods for Social Research |
| ST108 | Probability and Statistics for the Social Sciences |

Outside options for second and third year students

Where undergraduate programme regulations refer to an approved paper taught outside the department this will be a paper in a subject other than the principal subject(s) of your degree, subject to timetabling constraints and any restrictions listed in the Course Guides. An outside paper may be selected from the Undergraduate Course Guides, subject to the approval of the candidate's tutor and to the successful completion of prerequisites where necessary, with the following exceptions:

- certain first-year courses are not available to students in the second or third year of their degree;
- some courses are not available as an outside option;
- some papers are mutually exclusive and may therefore not be combined.

The following are courses that are available to second and/or third year students as an outside option where regulations permit.

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| AC100 | Elements of Accounting and Finance |
| AC310 | Management Accounting, Financial Management and Organizational Control |
| AC330 | Financial Accounting, Analysis and Valuation |
| AC340 | Auditing, Governance and Risk Management |
| AN100 | Introduction to Social Anthropology |
| AN101 | Ethnography & Theory: Selected Texts |
| AN102 | Reading Other Cultures: Anthropological Interpretation of Text and Film |
| AN200 | The Anthropology of Kinship, Sex and Gender |
| AN205 | The Anthropology of Melanesia |
| AN216 | Cognition and Anthropology |
| AN221 | The Anthropology of Christianity |
| AN223 | The Anthropology of South-East Asia |
| AN226 | Political and Legal Anthropology |
| AN227 | The Anthropology of Economic Institutions and their Social Transformations |
| AN230 | The Anthropology of Industrialization and Industrial Life |
| AN231 | The Anthropology of China |
| AN235 | The Anthropology of Southern Africa |
| AN237 | The Anthropology of Development |
| AN238 | Anthropology and Human Rights |
| AN240 | Investigating the Philippines: New Approaches and Ethnographic Contexts |
| AN241 | The Anthropology of India |
| AN242 | Social Anthropology and Darwinian Theories |
| AN243 | Children and Youth in Contemporary Ethnography |
| AN244 | Anthropology and Media |
| AN245 | The Anthropology of Borders and Boundaries |
| AN246 | The Anthropology of Post-Soviet Eurasia |
| AN247 | Anthropological Approaches to Questions of Being |

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| AN248 | Ethnography of a Selected Region |
| AN265 | Medical Anthropology |
| AN300 | Advanced Theory of Social Anthropology |
| AN301 | The Anthropology of Religion |
| EC100 | Economics A |
| EC102 | Economics B |
| EC201 | Microeconomic Principles I |
| EC202 | Microeconomic Principles II |
| EC210 | Macroeconomic Principles |
| EC220 | Introduction to Econometrics |
| EC221 | Principles of Econometrics |
| EC230 | European Economic Policy |
| EC301 | Advanced Economic Analysis |
| EC302 | Political Economy |
| EC303 | Economic Analysis of the European Union |
| EC307 | Development Economics |
| EC311 | History of Economics: How Theories Change |
| EC313 | Industrial Economics |
| EC315 | International Economics |
| EC317 | Labour Economics |
| EC319 | Mathematical Economics |
| EC321 | Monetary Economics |
| EC325 | Public Economics |
| EC333 | Problems of Applied Econometrics |
| EH101 | Internationalization of Economic Growth |
| EH203 | From Money to Finance: European Financial History, 800-1750 |
| EH205 | Towns, Society and Economy in England and Europe, 1450-1750 |
| EH220 | Comparative Economic Development: Late Industrialisation in Russia, India and Japan |
| EH225 | Latin America and the International Economy |
| EH236 | The Integration of Europe's Economy, 1815-1990 |
| EH238 | The Industrial Revolution |
| EH240 | Business and Economic Performance since 1945: Britain in International Context |
| FM212 | Principles of Finance |
| FM300 | Corporate Finance, Investments and Financial Markets |
| FM320 | Quantitative Finance |
| GV100 | Introduction to Political Theory |
| GV101 | Introduction to Political Science |
| GV225 | Public Choice and Politics |
| GV227 | The Politics of Economic Policy |
| GV262 | Contemporary Political Theory |
| GV263 | Public Policy Analysis |
| GV264 | Politics and Institutions in Europe |
| GV265 | States, Nations and Empires |
| GV302 | Key Themes in the History of Political Thought |
| GV310 | Democracy and Democratisation |
| GV350 | Theories and Problems of Nationalism |
| GV351 | Government, Politics and Public Policy in the European Union |
| GY100 | Environment, Economy and Society |
| GY103 | Contemporary Europe |
| GY120 | The Natural Environment |
| GY121 | Environmental Change and Sustainable Development |
| GY200 | Economy, Society and Space |
| GY201 | Location and Spatial Analysis |
| GY202 | Introduction to Development in the South |
| GY205 | Political Geographies, Policy and Space |
| GY220 | Environment: Science and Society |
| GY222 | Economic Analysis of the Environment |
| GY244 | London's Geographies: An Introduction to Cultural and Historical Geography |
| GY300 | Theories of Regional Development and Change |
| GY301 | Political Geography of Development and the South |
| GY302 | Urban Development: Politics, Policy and Planning |
| GY303 | The Geography of Gender: Global Perspectives |
| GY321 | Environmental Politics and Policy |
| GY323 | Environmental Assessment and Management |

28 Undergraduate Programme Regulations

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| HY101 | The European Civil War 1890-1990 | LL300 | Competition Law |
| HY113 | From Empire to Independence: the Extra-European World in the Twentieth Century | LN100 | Russian Language and Society 3 (Advanced) |
| HY114 | War and Society from the Renaissance to the Napoleonic Era, c.1500-1815 | LN101 | Russian Language and Society 1 (Beginner) |
| HY116 | International History since 1890 | LN102 | Russian Language and Society 2 (Intermediate) |
| HY117 | Rule Britannia: Britain and Empire from 1780 to the Present Day | LN110 | German Language and Society 3 (Advanced) |
| HY203 | The Arab-Israeli Conflict: Nationalism, Territory, Religion | LN112 | German Language and Society 2 (Intermediate) |
| HY206 | The International History of the Cold War, 1945-1975 | LN120 | Spanish Language and Society 3 (Advanced) |
| HY208 | The History of the United States since 1783 | LN121 | Spanish Language and Society 1 (Beginner) |
| HY209 | Democracy, Civil War and Dictatorship in Twentieth-Century Spain | LN122 | Spanish Language and Society 2 (Intermediate) |
| HY221 | The History of Russia, 1682-1825 | LN130 | French Language and Society 3 (Advanced) |
| HY226 | The Great War 1914-1918 | LN131 | French Language and Society 1 (Beginner) |
| HY230 | Early Colonial Empires: Europe and the World 1400-1750 | LN132 | French Language and Society 2 (Intermediate) |
| HY232 | Frontiers of Nationalism, Statehood and Independence: the History of South-Eastern Europe 1914-1990 | LN200 | Russian Language and Society 4 (Proficiency) |
| HY233 | Empire and Nation: Britain and India since 1750 | LN210 | German Language and Society 4 (Proficiency) |
| HY238 | The Cold War and European Integration, 1947-1992 | LN220 | Spanish Language and Society 4 (Proficiency) |
| HY239 | Latin America and the United States since 1898 | LN230 | French Language and Society 4 (Proficiency) |
| HY302 | Anglo-Spanish Relations in the Age of Elizabeth I | LN250 | English Literature and Society |
| HY303 | Russia in Revolution, 1914-1921 | LN251 | Comparative Literature and Society |
| HY304 | Germany's New Order in Europe, 1939-1945 | LN252 | Contemporary Literature and Global Society |
| HY311 | Limited War During the Cold War Era: The United States in Korea (1950-53) and Vietnam (1954-75) | LN320 | Spanish Language and Society 5 (Mastery) |
| HY312 | From Suez to the Six Day War; Britain, the United States and Arab Nationalism, 1952-1970 | LN330 | French Language and Society 5 (Mastery) |
| HY313 | The International History of East Asia, 1914-1945 | MA100 | Mathematical Methods |
| HY315 | The European Enlightenment, c.1680-1799 | MA103 | Introduction to Abstract Mathematics |
| HY319 | Napoleon and Europe | MA107 | Quantitative Methods (Mathematics) |
| HY320 | The Cold War Endgame | MA110 | Basic Quantitative Methods |
| ID100 | Employment Relations | MA200 | Further Mathematical Methods (Calculus) |
| ID200 | Organisational Theory and Behaviour | MA201 | Further Mathematical Methods (Linear Algebra) |
| ID204 | Capitalism, Democracy and Work in Comparative Perspective | MA203 | Real Analysis |
| ID222 | Managing Employment Law | MA207 | Further Quantitative Methods (Mathematics) |
| ID290 | Human Resource Management | MA208 | Optimisation Theory |
| IR200 | International Political Theory | MA209 | Differential Equations |
| IR202.1 | Foreign Policy Analysis 1 | MA210 | Discrete Mathematics |
| IR203 | International Organisations | MA300 | Game Theory |
| IR302 | The Ethics of War | MA301 | Game Theory I |
| IR304 | The Politics of International Economic Relations | MA303 | Chaos in Dynamical Systems |
| IR305 | Strategic Aspects of International Relations | MA305 | Optimisation in Function Spaces |
| IR306 | Sovereignty, Rights and Justice: Issues in IPT | MA310 | Mathematics of Finance and Valuation |
| IR308 | Systemic Change in the Twentieth Century: Theories of the Cold War | MA313 | Probability for Finance and Economics |
| IR311 | Europe's Institutional Order | MA314 | Theory of Algorithms |
| IS340 | Information Systems in Business | MA315 | Algebra and its Applications |
| LL104 | Law of Obligations | MA316 | Graph Theory |
| LL105 | Property I | MN307 | Aspects of Marketing Management |
| LL106 | Public Law | OR202 | Operational Research Methods |
| LL108 | Criminal Law | OR301 | Model Building in Operational Research |
| LL109 | Introduction to the Legal System | OR304 | Decision Analysis |
| LL201 | Administrative Law | OR307 | Simulation Modelling and Analysis |
| LL202 | Commercial Contracts | PH101 | Logic |
| LL204 | Advanced Torts | PH103 | Reason, Knowledge and Values: An Introduction to Philosophy |
| LL205 | Medical Law | PH201 | Philosophy of Science |
| LL209 | Commercial Law | PH203 | Philosophy of the Social Sciences |
| LL210 | Information Technology and the Law | PH211 | Philosophy of Economics |
| LL221 | Family Law | PH213 | Scientific Revolutions: Philosophical & Historical Issues |
| LL232 | Law and Institutions of the European Union | PH214 | Morality and Values |
| LL233 | Law of Evidence | PH217 | Set Theory and Further Logic |
| LL241 | Introduction to Civil Law | PH220 | Evidence and Scientific Method |
| LL250 | Law and The Environment | PH221 | Problems of Analytic Philosophy |
| LL259 | Legal and Social Change since 1750 | PS102 | Self, Others and Society: Perspectives on Social and Applied Psychology |
| LL272 | Outlines of Modern Criminology | PS203 | Societal Psychology: Theory and Applications |
| LL275 | Property II | SA100 | Foundations of Social Policy |
| LL278 | Public International Law | SA101 | Sociology and Social Policy |
| LL284 | Sentencing and Treatment of Offenders | SA103 | Population, Economy and Society |
| LL293 | Taxation | SA104 | Social Economics and Policy |
| LL295 | Media Law | SA105 | Crime and Society |
| | | SA201 | Research Methods for Social Policy |
| | | SA204 | Education Policy |
| | | SA212 | Family, Gender and Society |
| | | SA213 | European Social Policy |
| | | SA217 | Psychology of Crime and Criminal Justice |
| | | SA218 | Criminological Perspectives |
| | | SA221 | Poverty, Social Exclusion and Social Change |

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| SA222 | Principles of Social Policy |
| SA250 | Demographic Description and Analysis |
| SA309 | Criminal Justice Policy |
| SA320 | Comparative and International Social Policy |
| SO100 | Key Concepts in Sociology: An Introduction to Sociological Theory |
| SO110 | Key Issues in Contemporary Societies: An Introduction to Contemporary Sociology |
| SO201 | Sociological Analysis |
| SO203 | Political Sociology |
| SO208 | Gender and Society |
| SO210 | Crime, Deviance and Control |
| SO211 | Sociology of Health and Medicine |
| SO212 | Work, Management and Globalisation |
| SO215 | Evolution and Social Behaviour |
| SO221 | Issues and Methods of Social Research |
| SO224 | The Sociology of Race and Ethnicity |
| SO250 | Multi-Culture and Multi-Culturalism |
| SO305 | Environmentalism: theory, politics and practice |
| SO306 | Atrocity, Suffering and Human Rights |
| ST102 | Elementary Statistical Theory |
| ST103 | Statistical Methods for Social Research |
| ST107 | Quantitative Methods (Statistics) |
| ST108 | Probability and Statistics for the Social Sciences |
| ST201 | Statistical Models and Data Analysis |
| ST202 | Probability, Distribution Theory and Inference |
| ST203 | Statistics for Management Sciences |
| ST205 | Sample Surveys and Experiments |
| ST226 | Actuarial Investigations: Financial |
| ST227 | Survival Models |
| ST300 | Regression and Generalized Linear Models |
| ST302 | Stochastic Processes |
| ST304 | Time Series and Forecasting |
| ST305 | Actuarial Mathematics: Life |
| ST306 | Actuarial Mathematics: General |
| ST307 | Aspects of Market Research |
| ST327 | Market Research: An Integrated Approach |
| ST330 | Stochastic and Actuarial Methods in Finance |
| ST331 | Decision Theory and Bayesian Statistics |

Mutually exclusive options (may not be combined)

The following courses may not be taken together i.e. students can only take one or other of the listed courses (and as programme regulations permit):

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| EC100 Economics A | with | EC102 Economics B |
| EC201 Microeconomic Principles I | with | EC202 Microeconomic Principles II |
| EC220 Introduction to Econometrics | with | EC221 Principles of Econometrics |
| EC220 Introduction to Econometrics | with | ST201 Statistical Models and Data Analysis (H) or ST203 or EC221 Principles for Econometrics Statistics for Management Sciences or ST205 Sample Surveys and Experiments (H) |
| GY100 Environment, Economy and Society | with | GY121 Environmental Change and Sustainable Development |
| GY420 Research Techniques (Spatial, Social and Environmental) | with | GY2A0 Research Techniques (Spatial, Social and Environmental) |
| LL104 Law of Obligations | with | LL209 Commercial Law |
| MA107 Quantitative Methods (Mathematics) (H) | with | MA100 Mathematical Methods or MA110 Basic and ST107 Quantitative Methods (Statistics) (H) Quantitative Methods or ST102 Elementary Statistical Theory or ST103 Statistical Methods for Social Research |
| MA207 Further Quantitative Methods (Mathematics) (H) | with | MA100 Mathematical Methods |
| MA100 Mathematical Methods | with | MA110 Basic Quantitative Methods or MA107 Quantitative Methods (Mathematics) |
| MA300 Game Theory | with | MA301 Game Theory I (H) |
| ST102 Elementary Statistical Theory | with | ST103 Statistical Methods for Social Research |
| ST108 Probability and Statistics for the Social Sciences | | |
| ST107 Quantitative Methods (Statistics) (H) | with | EC220 Introduction to Econometrics and EC221 Principles of Econometrics |
| ST201 Statistical Models and Data Analysis H or ST205 Sample Surveys and Experiments (H) | with | ST203 Statistics for Management Sciences |
| ST307 Aspects of Market Research (H) | with | ST327 Market Research: An Integrated Approach |
| ST331 Decision Theory and Bayesian Statistics (H) | with | OR304 Decision Analysis |

(H) means a half-unit course

(n/a 09/10) means not available in the 2009/10 academic year

Undergraduate Course Guides

Undergraduate Course Guides

AC100

Elements of Accounting and Finance

This information is for the 2009/10 session.

Teachers responsible: Dr V Athanasakou, A215, Dr E Bertero, A359 and Dr A Mennicken, A310

Availability: Compulsory for BSc Accounting and Finance, BSc Business Mathematics and Statistics and BSc Management Sciences. Optional for BSc Actuarial Science, BSc Human Resource Management and Employment Relations and BSc Management. This course is also available as an outside option to students on other programmes and is open to General Course students.

Course content: Financial accounting. Role, nature, purpose and limitations of accounting conventions. Regulatory accounting framework. Financial statements construction, use and interpretation. Other forms of corporate financial disclosure. Group accounting. Legal and economic considerations including elements of taxation. Basic principles of corporate governance. Introduction to finance. The financial system and flow of funds. The financial decisions of firms, investment appraisal. The financial decisions of households, life-cycle financial planning. Introduction to managerial accounting. The design, use and role of accounting information in the management of organisational activities. Costing and budgeting. Techniques for long-term decision-making. The design and use of performance measurement systems.

Teaching: Lectures: AC100 40, twice weekly, MT, LT. Classes: AC100.A/B/C 21, weekly MT, LT, ST.

Formative coursework: Written answers to numerical problems and discussion questions will be expected weekly; some will be collected during classes for marking.

Indicative reading: Detailed reading lists will be made available at the beginning of the course. Illustrative texts include Peter Atrill and Eddie McLaney *Financial Accounting for Decision Makers*, 5th edn, Financial Times, Prentice Hall (2008); Peter Atrill and Eddie McLaney *Management Accounting for Decision Makers*, 6th edn, Financial Times, Prentice Hall (2009); Z Bodie, R Merton & C. Cleeton *Financial Economics*, 2nd edn, Prentice Hall International (2009).

Assessment: Three and a quarter hour written examination (the first fifteen minutes of which will be reading time) in the ST.

AC211

Managerial Accounting

This information is for the 2009/10 session.

Teachers responsible: Professor A Bhimani, A307 and others.

Availability: Compulsory for BSc Accounting and Finance. Optional for BSc Business Mathematics and Statistics, BSc Economics, BSc Econometrics and Mathematical Economics, BSc Human Resource Management and Employment Relations, BSc Management, BSc Management Sciences and the Diploma in Accounting and Finance and other students with the permission of the Accounting Departmental Tutor.

Pre-requisites: Students must have completed AC100, **Elements of Accounting and Finance**.

Course content: The course analyses the roles and applications of management accounting practices and concepts in contemporary organisations and enterprises. Management accounting is extensively involved in the planning, coordination and control of complex organisations and networks of organisations competing on a global scale. Given the changing nature of management accounting within and across modern organisations, the course explores key management accounting concepts and tools, and their institutional, strategic, behavioural and economic underpinnings. The course is organised in four modules. **Management Accounting and Strategy** looks at the emerging role of management accounting in modern enterprises, with a special focus on strategic finance in the global economy and the rise of

cost and management accounting innovations. It considers also international issues and cross-national comparisons of financial management and control practices. **Planning and Control in and across Organisations** addresses intra- and inter-organizational management accounting and control issues, with particular attention to planning and budgeting practices ranging from long-range planning to budgeting and variance analysis, including the behavioural, organisational, political and cultural aspects of budgeting. **Management Accounting for Decision Making** examines how management accounting serves the needs of short- and long-term decision making from an individual, organisational and inter-organisational perspective, with a special focus on capital budgeting and investment appraisal. The final module, **Performance Measurement**, addresses the use of financial and non-financial performance measures in complex organisational and managerial settings, with particular emphasis on their behavioural consequences and the limits of quantification.

Teaching: 20 lectures of two hours and 20 classes of one hour.

Formative coursework: Students will be expected to complete written assignments for classes and to make presentations of their work. Class discussions of course material, many of which will feature case study analyses, are essential.

Indicative reading: Illustrative texts and articles include: A Bhimani, *Strategic Finance*, Strategy Press, (2008); C Horngren, A Bhimani, S Datar & G Foster, *Management and Cost Accounting*, FT/Prentice Hall (2008); A. Bhimani, *Contemporary Issues in Management Accounting*, Oxford University Press (2006); Emsley, Redesigning variance analysis for problem solving, *Management Accounting Research* (2001) pp.21-40; Ittner & Larcker, Coming up short on non-financial performance measurement, *Harvard Business Review* (2003), pp.88-95; Miller & O'Leary, Managing operational flexibility in investment decisions: the case of Intel, *Journal of Applied Corporate Finance* (2005), pp. 87-93.

Assessment: A three-hour unseen examination will take place in the ST. The examination paper will consist of four sections with 3 questions in each: students must attempt one question from each section.

AC310

Management Accounting, Financial Management and Organizational Control

This information is for the 2009/10 session.

Teachers responsible: Professor A Bhimani, A307 and others

Availability: Optional for BSc Accounting and Finance, BSc Econometrics and Mathematical Economics, BSc Economics and other undergraduate/Diploma programmes and other students with the permission of the Accounting Departmental Tutor.

Pre-requisites: Students must have completed AC100 **Elements of Accounting and Finance**.

Course content: The course addresses contemporary issues in management accounting, financial management and organisational control. It focuses on cutting-edge concerns in practice and research, and seeks to foster a critical understanding of both. The course consists of four modules, all of which are taught by faculty with specific expertise in the area. The exact composition of the course may vary from year to year, but issues which are typically addressed include financial controls in internet-based firms and management accounting in the digital economy, supply-chain management and hybrid organisation structures, performance measurement and incentive systems, and public-sector financial management.

Strategic Finance, Digitization and Extended Enterprises: Management and strategic finance, e-business cost management, cyber-marketing and financial controls, internet entrepreneurship and management controls, e-business pricing strategies, extended enterprise management.

Economic Perspective on Management Accounting: Information economics, agency theory applications in management accounting, the role of information and agency issues in a supply chain management context.

Management Accounting in its Organisational Context: Decentralised decision-making and organisational architecture, the control function of management, (financial) results accountability, performance measurement, incentive systems, planning and budgeting, and strategy implementation.

Accounting in the New Public Sector: Management accounting and financial management in the 'New Public Sector', including performance measurement, cost accounting, cost management and pricing; the roles of accounting controls in the health system reforms in the UK and elsewhere.

Teaching: 20 Lectures of two hours and 20 classes of one hour given in MT and LT.

Formative coursework: Students will be expected to present cases and produce written work for classes. Some of this work may be done in groups. Case studies will be used extensively. All students will be expected to contribute to class discussion.

Indicative reading: Detailed reading lists will be given out at the start of each part of the course.

Illustrative references include: A Bhimani, *Management Accounting in the Digital Economy*, OUP (2003); *Contemporary Issues in Management Accounting*, OUP (2006); O Olson, J Guthrie & C Humphrey (Eds), *Global Warning: Debating International Developments in New Public Financial Management*, Cappelen Akademisk Forlag As, Oslo (1998); K Merchant & W Van der Stede, *Management Control Systems: Performance Measurement, Evaluation and Incentives*, FT/Prentice Hall (2007)

Assessment: A three-hour unseen examination will take place in the ST.

AC330

Financial Accounting, Analysis and Valuation

This information is for the 2009/10 session.

Teachers responsible: Professor R Macve, E306 and others.

Availability: Compulsory for BSc Accounting and Finance. Optional for BSc Management and Diploma in Accounting and Finance.

The course is also available as an outside option if students have taken the pre-requisite course AC100 Elements of Accounting and Finance.

Pre-requisites: Background required equivalent to AC100 Elements of Accounting and Finance. Not available as outside option nor to General Course students.

Course content: The course addresses the theory and practice of financial reporting. Accounting practices are examined in the light of historical development, regulatory requirements, theories of income and capital and other approaches to accounting theory and to the use of accounting information in business analysis and valuation. Financial accounting with particular reference to company accounts. Regulation of financial reporting. International standardisation of accounting practice. A conceptual framework for financial reporting. The measurement of income, costs and depreciation. The valuation of assets. Accounting for changing prices. Issues in financial accounting including accounting for business combinations under International Accounting Standards. Implications of empirical research into stock market effects of management choice of accounting policies. Business analysis and valuation. Further details will be given at the start of the course.

Teaching: 40 Lectures of one hour each (AC330), two each week MT, LT. 20 Classes of one hour each (AC330.A, AC330.B), weekly MT, LT, ST.

Formative coursework: Students should prepare weekly written work for class discussion. At least two pieces per term will be collected for marking.

Indicative reading: Detailed reading lists of books and journal articles will be provided during the course. No one book covers the entire course. Recommended books include G Whittington, *Inflation Accounting: an introduction to the debate*, CUP (1983); Baxter, W.T., *Inflation Accounting*, Oxford, Philip Allan, (1984); Beaver, W.H., *Financial Reporting: An Accounting Revolution*, Prentice-Hall (1998 - use latest edition); Palepu, K.G., Healy, P.M., Bernard, V.L

and Peek, E., *Business Analysis and Valuation: IFRS Edition*, Thomson (2007).

Assessment: Formal examination of three and a quarter hours (the first fifteen minutes of which will be reading time) in ST. The examination structure will follow that introduced in 2008-09.

AC340

Auditing, Governance and Risk Management

This information is for the 2009/10 session.

Teachers responsible: Dr Liisa Kurunmaki, A503 and others

Availability: Optional for BSc Accounting and Finance, BSc Management, BSc Economics and the Diploma in Accounting and Finance. The course is also available as an outside option to students on other programmes and is open to General Course students.

Pre-requisites: Students must have a background in accounting equivalent to **AC100 Elements of Accounting and Finance**.

Course content: The course provides a critical analysis of auditing practices and their role in organisational governance and risk management. Auditing is demanded by, and provides assurance to, a variety of internal and external stakeholders, including corporate shareholders and regulators. As societal demands for accountability have increased, auditing has become both more important and more regulated itself. Auditing also remains controversial and this course will address contemporary debates.

The course addresses the theoretical basis of auditing, its role as a risk management function, its practical methodologies and its legal, professional and social environment. The course is divided into four modules. **Corporate Financial Audit** provides a basic overview and introduction to corporate auditing theory and practice. The module investigates the roles of corporate financial audit in contemporary society; discusses issues related to the collection of audit evidence and assurance of audit quality; and analyses recent national and international developments in audit regulation and standard setting.

Internal Control and Risk Management critically examines recent developments in risk management and internal control practices, including the role of internal auditing and the problem of reporting on the effectiveness of control systems. **Public Sector Auditing and Accounting** considers variants of the audit function in the public sector context, such as value for money auditing.

Finally, **Sustainability Accounting and Auditing** addresses the broader accountability framework of the corporation and related environmental and social accounting and auditing issues. While the primary focus of the course is upon UK practice, international comparisons will also be made. There is also an intention to run a small number of practitioner lectures during the 2009-10 session. Further details will be provided at the start of the session.

Teaching: 20 lectures (AC340) and 16 classes (AC340.A) in the MT, LT and ST.

Formative coursework: Students will be expected to produce a minimum of four written essays per year and one class presentation. All students will be expected to contribute to class discussion.

Indicative reading: No one book covers the entire syllabus. In addition to professional and academic journals, reading will cover the following: P Moizer (Ed), *Governance and Auditing*, Edward Elgar (2005); and refer to M. Power *The Audit Explosion* www.demos.co.uk/publications/auditexplosion, Demos (1996) and *The Audit Society*, OUP (1999), D. Flint, *Philosophy and principles of auditing: an introduction*, Macmillan Education (1988). Background reading for the fourth module may be found in Henriques, A., *Corporate Truth: The Limits to Transparency* (Earthscan 2007). Students will also be provided with relevant examples of corporate and other reports and referred to relevant websites. Detailed course programmes and reading lists will be distributed at the first lecture of the course.

Assessment: A three-hour formal unseen examination will take place in the ST.

AC340 Financial Times Prize

The Financial Times sponsors a prize for the best examination performance in AC340. The prize is worth £150 and is awarded at the end of the examination period each year.

AN100**Introduction to Social Anthropology****This information is for the 2009/10 session.****Teachers responsible:** Professor C Stafford, A 601 and Dr C Allerton, A615**Availability:** This course is compulsory for BA/BSc Social Anthropology and BA Anthropology and Law students. It is optional for BSc Human Resource Management and Employment Relations. Available as an outside option.**Course content:** This course provides a general introduction to Social Anthropology as the comparative study of human cultures. Cultural variability and human universals. The interaction between nature and culture seen through the study of body techniques and the senses, birth and initiation, childhood, kinship and descent, gender, sexuality, marriage, death. Production and exchange; violence, modernity, ethnicity and race. Evolutionism and diffusionism; the debate about the integration of hunter-gatherer societies into the modern world.**Teaching:** Lectures AN100 weekly MT, LT, Classes AN100.A - specialists, weekly MT, LT, AN100.B - non-specialists, weekly MT, LT.**Formative coursework:** Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays. Anthropology students taking this course will have an opportunity to submit a tutorial essay for this course to their personal tutors. For non-Anthropology students taking this course, a formative essay may be submitted to the course teacher.**Indicative reading:** M Carrithers, *Why Humans Have Cultures: Explaining Anthropology and Social Diversity* (1992); M Bloch, *Prey into Hunter* (1996); E Hirsch & M O'Hanlon, *The Anthropology of Landscape*, (1995); C Piot, *Remotely global* (1999); M Mauss, *The Gift* (1970).

Detailed reading lists are provided at the beginning of the course.

Assessment: A three-hour examination in the ST worth 80%. Two assessed essays (2,000-2,500 words each) one per term (20%).**AN101****Ethnography & Theory: Selected Texts****This information is for the 2009/10 session.****Teachers responsible:** Professor M Mundy, A507 and Dr Mukulika Banerjee**Availability:** This course is compulsory for BA/BSc Social Anthropology and BA Anthropology and Law students. It is available to students on other degrees as permitted by the regulations and as an outside option.**Teaching:** Lectures AN101 weekly MT, LT, Classes AN101.A weekly MT, LT.**Course content:** This course discusses important aspects of anthropological and sociological theory in relation to modern ethnographic texts. It ranges from the classical social theory by Marx, Durkheim and Weber to the most recent theoretical advances in the discipline. The course is intended to give students a sound grasp of central theoretical concepts and of their significance for empirical research.**Formative coursework:** Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Anthropology students taking this course will have an opportunity to submit a tutorial essay for this course to their personal tutors. For non-Anthropology students taking this course, a formative essay may be submitted to the course teacher.

Indicative reading: R Aron, *Main Currents in Sociological Thought*; A Giddens, *Capitalism and Social Theory*; R Nisbet, *The Sociological Tradition*; L Coser & B Rosenberg, *Sociological Theory: a Book of Readings*; K Morrison, *Marx, Durkheim, Weber*; R Borofsky (Ed), *Assessing Cultural Anthropology*; C Geertz, *The Interpretation of Cultures*; A Kuper, *Anthropology and Anthropologists*; G Stocking, *Observers Observed*; E E Evans-Pritchard, *Witchcraft oracles and magic among the Azande*; V Turner, *The Forest of Symbols*; W Roseberry, *Anthropologies and Histories*; R Rosaldo, *Culture and Truth*. Detailed reading lists are provided at the beginning of the course.**Assessment:** A three-hour examination in the ST worth 80%. Two assessed essays (2,000-2,500 words each) one per term (20%).**AN102****Reading Other Cultures: Anthropological Interpretation of Text and Film****This information is for the 2009/10 session.****Teachers responsible:** Dr Veronique Benei, K100 and Dr Amit Desai, A608**Availability:** This course is compulsory for BA/BSc Social Anthropology. It is available to students from other degrees as permitted by the regulations and as an outside option.**Course content:** This course aims to provide training in the reading and interpretation of visual and textual anthropology for first-year students, and to develop analytic skills. The course introduces students to detailed, holistic study of a culture in its context, and develops skills in bringing together the various elements of cultural and social life analysed by anthropologists. By the end of each term, successful students will have both a detailed knowledge of three important texts, and also have a rounded view of the three cultures studied. They will also have developed the capacity to think critically about ethnographic writing and film-making. Great emphasis will be placed in this course on student presentation and participation. In addition, the course aims to enable students to examine in detail the process by which ethnographic texts are produced. The course brings students to a closer understanding of anthropological fieldwork. In gaining a thorough understanding of ethnographic methodology students will develop a sophisticated critical response to the texts they read.

Students will usually read three book-length ethnographic accounts of other cultures (or the equivalent) per term, and will study a film (or pictorial, architectural or other visual material) associated with each text. Teaching will normally be arranged in cycles of three weeks; in the first two hour session, students will be given a background lecture, with a one-hour class. In the second week, they will study a relevant ethnographic, documentary or fiction film (eg a significant film from the country under study), followed by a class. In the third week, they will have a two-hour seminar which brings together an overview of the significance of the text studied and its relationship to the visual material with which it is paired. There may be a final integrative session in the final week of each term.

Teaching: MT and LT. Three lectures per term plus an introductory lecture; three films/visual material presentations per term/six discussion classes per term/three two-hour seminars per term. This course will make consistent use of electronic resources, especially the 'public forum' posted on Moodle. Students are encouraged to avail themselves of this opportunity to constructively interact with the class and the class teachers.**Formative coursework:** Students will be required to read the three set texts per term, approximately 1/3 text (two-four chapters) each week, and it will be essential to do this in order to pass this course. Students will be asked to give informal and formal presentations in the classes and seminars, and to present an assessment essay after each term's work. Emphasis will be on developing students' abilities to read and analyse texts as a whole, and to relate them to the other material offered on the course. Supplementary readings may be provided during the term.

Anthropology students taking this course will have an opportunity to submit a tutorial essay for this course to their personal tutors. For non-Anthropology students taking this course, a formative essay may be submitted to the course teacher.

Indicative reading: Texts may be chosen from among the following and other works; Veronique Benei, *Schooling Passions: Nation, History, and Language in contemporary western India*; Michael Taussig, *My Cocaine Museum*; Pardis Mahdavi, *Passionate Uprisings: Iran's Sexual Revolution*; Rane Willersley, (2007) *Soul Hunters: Hunting, Animism, and Personhood among the Siberian Yukaghirs*; Sharon E. Hutchinson (1996), *Nuer Dilemmas: Coping with Money, War, and the State*; Rebecca Cassidy (2002), *The Sport of Kings: Kinship, Class, and Thoroughbred Breeding in Newmarket*. Detailed reading lists are provided at the beginning of the course.**Assessment:** A three-hour examination in the ST worth 80%. Two

assessed essays (2,000-2,500 words each) on per term (20%).

AN200

The Anthropology of Kinship, Sex and Gender

This information is for the 2009/10 session.

Teachers responsible: Dr Henrike Donner and Dr Amit Desai

Availability: This course is compulsory for BA/BSc Social Anthropology. It is optional for BA Anthropology and Law students and available to students on other degrees as permitted by the regulations.

Pre-requisites: Undergraduates should have completed an introductory course in Social Anthropology unless granted exemption by the course teacher.

Course content: An examination of the cultural frameworks and social aspects of kinship systems, gender roles, personhood and human sexuality, analysed through ethnographic examples from diverse cultures; an analysis of theoretical debates concerning core concepts such as 'kinship', 'marriage', 'gender', 'sex', and 'the person' and a critical discussion of 'nature' and 'culture'.

The course charts the history of anthropological debates on kinship and the critique of the notion of 'kinship' in the light of symbolic approaches, gender theory and culturally variant theories of sexuality and procreation. It also looks at the relationship between feminism and anthropology, race and notions of 'mixture', masculinity, friendship, love and marriage, kinship with non-humans, and English kinship.

Teaching: Lectures AN200 weekly MT, LT, Classes AN200.A weekly MT, LT.

Formative coursework: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Anthropology students taking this course will have an opportunity to submit a tutorial essay for this course to their personal tutors. For non-Anthropology students taking this course, a formative essay may be submitted to the course teacher.

Indicative reading: Introductory readings are: M Fortes & E Evans-Pritchard *African Political Systems* (1940) GN490 F73; C Lévi-Strauss *The Elementary Structures of Kinship* (1969) GN487 L66; D Schneider *A Critique of the Study of Kinship* (1984) GN487 S35; C MacCormack & M Strathern *Nature, Culture and Gender* (1980) GN479.65 N28; J. Goody (ed) *The Character of Kinship* (1973) GN487 G65; R. Fox *Kinship and Marriage* (1967) GN480 F79; J. Carsten (ed) *Cultures of Relatedness* (2000) GN487 C96; J. Carsten *After Kinship* (2003) GN487 C32; M. G. Peletz *1995 Kinship Studies in Late Twentieth Century Anthropology. Review of Anthropology*, 24, pp 343-372. (available through JSTOR); S. Ortner. 1996. *Making Gender: The Politics and Erotics of Culture*; H. L. Moore. 1988. *Feminism and Anthropology*

Assessment: A three-hour examination in the ST worth 80%. Two assessed essays (2,000-2,500 words each) one per term (20%).

AN205 Half Unit

The Anthropology of Melanesia

This information is for the 2009/10 session.

Teacher responsible

Dr Michael Scott, A616

Availability: Optional for BA/BSc Social Anthropology and BA Anthropology and Law.

Pre-requisite: Undergraduates should have completed an introductory course in anthropology unless granted exemption from the course teacher.

Course content: This course provides an introduction to the culture area in the southwest Pacific Ocean known as Melanesia through an examination of classic and contemporary ethnography of Papua New Guinea, Solomon Islands, Vanuatu, New Caledonia and Fiji. In the 1880s a hereditary Fijian priest named Dugamoi claimed to have acquired supernatural powers through initiatory out-of-body experiences and prophesied the imminent transformation of the Fijian social order: soon the European colonial rulers would become subject to Fijians and Fijian chiefs would serve the commoners. The wealth of Europeans - cloth, tinned goods, and other manufactured items - would all flow spontaneously and prodigiously to Fiji.

In 1919 the 'Vailala Madness' inspired the followers of Evara on the south coast of what is now Papua New Guinea with expectations that the spirits of their ancestors were about to arrive in a huge steamer bearing abundant supplies of flour, rice, tobacco, and knives and transferring control of trade in these goods from whites to blacks.

In the 1940s, Tsek instructed the people of the island of Espiritu Santo (in present-day Vanuatu) to prepare for the advent of cargo-laden Americans by killing their livestock, burning their villages, going naked, and living in communal antinomian anticipation of a new world order.

Collectively labelled 'cargo cults', such religious and political movements have, since the middle of the twentieth century, become iconic for many of the geographic and cultural area known as Melanesia. By tracking the classic ethnographic construction, late twentieth-century critique, and recent reassessment of this category, the course offers a thematically-centred survey of key themes in the anthropology of Melanesia.

Questions and topics considered include: what is 'Melanesia'? Is 'Melanesia' still a useful concept? The place of Melanesia in the history of anthropological theory; cosmologies, mythologies and religious practices; spatiality and emplacement; leadership and community formation; knowledge and secrecy; exchange; gender, race, personhood, and sociality; colonial histories; custom politics; indigenous Christianities; decolonization, nationalism and ethnogenesis; and Melanesian modernities.

Teaching: Lectures AN205 weekly MT, classes AN205 weekly MT.

Formative coursework: Students are expected to prepare discussion material for presentation in classes and are required to write assessment essays.

Indicative reading: I Bashkow, *The Meaning of Whitemen: Race and Modernity in the Orokaiva Cultural World*; J Bonnemaison, *The Tree and the Canoe: History and Ethnogeography of Tanna*; K Burridge, Mambu; J G Carrier (Ed), *History and Tradition in Melanesian Anthropology*; R J Foster (Ed), *Nation Making: Emergent Identities in Postcolonial Melanesia*; H Jebens (Ed), *Cargo, Cult and Culture Critique*; M Kaplan, *Neither Cargo Nor Cult: Ritual Politics and the Colonial Imagination in Fiji*; R M Keesing, *Custom and Confrontation*; A Lattas, *Cultures of Secrecy: Reinventing Race in Bush Kaliai Cargo Cults*; P Lawrence, *Road Belong Cargo: A Study of the Cargo Movement in the Southern Madang District, New Guinea*; J Leach, *Creative Land: Place and Procreation on the Rai Coast of Papua New Guinea*; J Robbins, *Becoming Sinners: Christianity and Moral Torment in a Papua New Guinea Society*; M W Scott *The Severed Snake: Matrilineages, Making Place, and a Melanesian Christianity in Southeast Solomon Islands*; M Strathern, *The Gender of the Gift*; H Whitehouse, *Arguments and Icons: Divergent Modes of Religiosity*; P Worsley, *The Trumpet Shall Sound: A Study of 'Cargo' Cults in Melanesia*. Detailed reading lists are provided at the beginning of the course.

Assessment: There is a two-hour examination in the ST worth 80%. One assessed essay of 2,000-2,500 words (20%).

AN216 Half Unit Not available in 2009/10

Cognition and Anthropology

This information is for the 2009/10 session.

Teacher responsible

Dr R Astuti, A612

Availability: Optional for BA Anthropology and Law and BA/BSc Social Anthropology.

Pre-requisites: Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Course content: The course will examine the relation between individual cognitive development and cultural constructs.

Why anthropologists should pay attention to psychology; why psychologists should pay attention to anthropology; innateness and cultural variability; intentionality, cultural accumulation and 'theory of mind'; social intelligence; concepts; language and thought; the nature of religious concepts.

Teaching: Lectures AN216 weekly LT, Classes AN216.A weekly LT.

Formative coursework: Students are expected to submit one-page

reading reports every week and to contribute to class discussion through presentations.

Indicative reading: C Strauss & N Quinn *A Cognitive Theory of Cultural Meaning* (1997); M Boch *How We Think They Think* (1998); D Sperber *Explaining Culture* (1996); M Cole *Cultural Psychology* (1996); M Tomasello *The Cultural Origins of Human Cognition* (1999); P Boyer *Religion Explained* (2001). Detailed reading lists are provided at the beginning of the course.

Assessment: A two-hour examination in the ST worth 80%. One assessed essay of 2000-2500 words (20%).

AN221 Half Unit

The Anthropology of Christianity

This information is for the 2009/10 session.

Teacher responsible

Dr F Cannell, A610.

Availability: Optional for BA Anthropology and Law and BA/BSc Social Anthropology.

Pre-requisites: Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Course content: The ethnography of local Christianities in the light of differing cultural and social situations including colonial conditions. The relationship between Christianity and the discipline of anthropology.

The course will examine a number of anthropological and historical studies of local forms of Christianity, including local forms of Catholicism, contemporary and historical Protestantisms including American Fundamentalist Protestantism and 'heretical' and other unorthodox Christianities. The course asks why anthropologists have shied away from analysing Christianity long after studies of other world religions, such as Islam, Hinduism and Buddhism, have become widely established. It looks at the relationship between Christianity and the history of anthropological thought, and locates the place of Christianity in the writings of Mauss, Durkheim, Foucault and others, in order to defamiliarise the religion which Europeans and Americans especially often take for granted. Issues examined may include the nature and experience of belief, the problems of writing about religion, Christianity and the state, the nature of religious confession, Christianity and women's religious and social experience (from Medieval women mystics to women priests), inquisitions and heretical beliefs, priests and alternative forms of mediation with divine power, miraculous saints, incorrupt bodies and 'non-eaters' and changing ideas about death, Heaven and Hell. Particular attention is paid to the nature of conversion, the history of missionaries and to Christianity in colonial and post-colonial situations in a variety of contexts such as Madagascar, South America, South East Asia and South Africa, and to issues of resistance and the re-appropriation of Christian doctrines by local populations.

Teaching: Lectures AN221 weekly, Classes AN221.A weekly in the LT.

Formative coursework: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Anthropology students taking this course will have an opportunity to submit a tutorial essay for this course to their personal tutors. For non-Anthropology students taking this course, a formative essay may be submitted to the course teacher.

Indicative reading: M Bloch, *From Blessing to Violence: History and Ideology in the Circumcision Ritual of the Merina of Madagascar*; F Cannell, *Catholicism, Spirit Mediums and the Ideal of Beauty in a Bicolano Community, Philippines* (PhD thesis, University of London); W Christian, *Person and God in a Spanish Valley* (reprint 1988); J Comaroff, *Body of Power, Spirit of Resistance*; J de Pina Cabral, *Sons of Adam, Daughters of Eve: the Peasant World View in the Alto Minho*; R Iltis, *Pasyon and Revolution: Popular Movements in the Philippines, 1840-1910*; J Nash, *We Eat the Mines and the Mines Eat us: Dependency and Exploitation in Bolivian Tin Mines*; M Taussig, *The Devil and Commodity Fetishism in South America*. Detailed reading lists are provided at the beginning of the course.

Assessment: A two-hour examination in the ST worth 80%. One

assessed essay of no more than 3,000 words (20%).

AN223 Half Unit Not available in 2009/10

The Anthropology of South-East Asia

This information is for the 2009/10 session.

Teacher responsible

Dr Catherine Allerton, A615

Availability: Optional for BA Anthropology and Law.

Pre-requisites: Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Course content: This course will introduce students to selected topics in the anthropology of Southeast Asia through the lens of the region's material cultures. What are some of the distinctive aspects of material culture in Southeast Asia? How does a comparative study of material culture help illuminate such key regional themes as: colonialism and post-colonialism, gender and personhood, 'custom' and 'religion', power and the foreign, unity and difference? Since this is a huge and varied region, the course will focus on the Austronesian-speaking island world of Indonesia, Malaysia and the Philippines, with some material from Thailand. The first lectures of the course will focus on some broad regional themes from the ethnography and history of island Southeast Asia. We will look at similarities of ecology and cultural patterns throughout the region, especially the contrast between highland and lowland societies. We will also consider comparative perspectives on notions of identity, power, gender and the construction of person in hierarchical and egalitarian systems of Southeast Asia.

We will then move to look at some key aspects of material culture, examining their significance amongst different societies and considering some of the ways in which both state and religious authorities have responded at different times to their perceived 'threat'. Topics will include: Houses and architecture; Landscape; Textiles and weaving; Clothing; Food and Sacrifice; Heirlooms; The materiality of modernity; Tourism, postmodernity and theme-parks

Teaching: Lectures AN223 weekly, Classes AN223.A weekly.

Formative coursework: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Anthropology students taking this course will have an opportunity to submit a tutorial essay for this course to their personal tutors. For non-Anthropology students taking this course, a formative essay may be submitted to the course teacher.

Indicative reading: V.T. King and W.D. Wilder, *The Modern Anthropology of South-East Asia: An introduction*; J.M. Atkinson and S. Errington, *Power and Difference*; Roxanna Waterson, *The Living House*; Henk Schulte Nordholt, *Outward Appearances*; Janet Hoskins, *Biographical Objects*; Penny van Esterik, *Materializing Thailand*; Webb Keane, *Signs of Recognition*; Jill Forshee, *Between the Folds*; John Pemberton, *On the Subject of 'Java'*; Janet Carsten, *The Heat of the Hearth*; Patricia Spyer, *Border Fetishisms*. Detailed reading lists are provided at the beginning of the course.

Assessment: A two-hour examination in the ST worth 80%. One assessed essay of 2,000-2,500 words (20%).

AN226

Political and Legal Anthropology

This information is for the 2009/10 session.

Teachers responsible: Dr Mathijs Pelkmans, A614 and Dr Fauzia Sharif

Availability: This course is compulsory for BA/BSc Social Anthropology and BA Anthropology and Law students. It is optional for LLB and LLF students.

Pre-requisites: Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Course content: The anthropological analysis of political and legal institutions as revealed in relevant theoretical debates and with reference to selected ethnography. The development of political and legal anthropology and their key concepts including forms of authority; forms of knowledge and power; political competition

and conflict; indigenous responses to colonialism; comparative legal ethnography; folk concepts of justice; development and critiques of legal pluralism; legal accommodation in Europe; forum shopping.

Teaching: Lectures AN226 weekly MT, LT. Classes AN226.A weekly MT, LT.

Formative coursework: Students are expected to prepare discussion material for presentation in the classes. They will be given a course work mark on the basis of the presentations and written work based upon the presentations.

Indicative reading: Gledhill, J 1994 *Power and its Disguises*; Leach, E 1954 *The Political Systems of Highland Burma*; Sharma, A and Gupta, A 2006 *The Anthropology of the State*; Verdery, K 1999 *The Political Lives of Dead Bodies*; Moore, S F 1978 *Law as Process*; Malinowski, B 1916 *Crime and Custom in Savage Society*; Bohannan, P 1957 *Justice and Judgement among the Tiv*; Comaroff J & S Roberts, 1981 *Rules and Processes*. Detailed reading lists are provided at the beginning of the course.

Assessment: A three-hour examination in the ST worth 80%. Students must give two oral presentations (one each term), the best of these two presentations will count for 5% of the overall mark for the course. Students who do not give two presentations will receive a mark of 0 (incomplete). In addition, students submit two written pieces based on their presentations of no more than 1000 words each: one in MT (7.5%) and one in LT (7.5%). These are not full essays, only write-ups of the presentations given and may be in bullet form.

AN227

The Anthropology of Economic Institutions and their Social Transformations

This information is for the 2009/10 session.

Teachers responsible: Dr Laura Bear and TBA

Availability: This course is compulsory for BA/BSc Social Anthropology students. It is optional for BA Anthropology and Law, BSc Economic History and BSc Human Resource Management and Employment Relations.

Pre-requisites: Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Course content: The anthropological analysis of economic institutions cross-culturally, their transformation as a result of their incorporation into a wider capitalist market, state policies and development initiatives. The second half of the course addresses the anthropology of globalisation. These themes will be examined in relation to relevant theoretical debates and with reference to selected ethnography.

Indicative lists of topics which may be covered in this course: key concepts and theoretical debates in economic anthropology; sharing and egalitarianism; property; the social organization of production and exchange; gift versus commodity exchange; economic aspects of kinship and gender relations; work, creativity and alienation; slavery; economic psychology; monetization as an agent of social change; theories of consumption; local responses to the transition from peasant to proletarian; the social and political impact of post-Fordism, flexible work regimes and the knowledge economy; transnationalism; new social movements; consumer citizenship; capitalist and state interventions in the environment and local reactions to them; commoditization of bodies and biological citizenship.

Teaching: Lectures AN227 weekly MT, LT, Classes AN227.A MT, LT.

Formative coursework: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Anthropology students taking this course will have an opportunity to submit a tutorial essay for this course to their personal tutors. For non-Anthropology students taking this course, a formative essay may be submitted to the course teacher.

Indicative reading: M Sahlins, *Stone Age Economics* (1974); J Parry & M Bloch (Eds), *Money and the Morality of Exchange* (1989); M Bloch, *Marxism and Anthropology* (1983); S Plattner (ed.), *Economic Anthropology* (1989); J Carrier, *A Handbook of Economic Anthropology* (2005); M Kearney, *Reconceptualising*

the Peasantry (1996) J Inda and R Rosaldo (eds) *The Anthropology of Globalisation* (2007); M Edelman and A Haugerud (eds) *The Anthropology of Development and Globalization* (2004); J Collier and A Ong (eds) *Global Assemblages: Technology, Politics and Ethics as Anthropological Problems* (2004). This is an indicative reading list: detailed reading lists are provided at the beginning of the course.

Assessment: A three-hour examination in the ST worth 80%. Two assessed essays (2,000-2,500 words each) one per term (20%).

AN230 Half Unit Not available in 2009/10

The Anthropology of Industrialization and Industrial Life

This information is for the 2009/10 session.

Teacher responsible

Professor J Parry, A505

Availability: This course is optional for BA/BSc Social Anthropology, BA Anthropology and Law and BSc Human Resource Management and Employment Relations.

Pre-requisites: Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Course content: This course deals with anthropological perspectives on the industrialization process, on industrial life and industrial work, examined in relation to relevant theoretical debates and with reference to selected ethnographies. The themes touched on are likely to include the way in which local understandings of modern machine production are laid down on the template of pre-existing cultural assumptions and cosmological ideas; the rural-urban nexus linking neophyte proletarians with peasant villages; the extent to which traditional forms of social structure and inequality are reproduced in the modern factory; the modern factory as an ethnic 'melting-pot' and as an agent of the 'secularization' and 'disenchantment of the world'; shop-floor organization, cultural and organizational factors affecting the intensity of labour, and the extent to which factory production requires new concepts of time and new kinds of work discipline; the social organization of the industrial neighbourhood; gender relations in factory and neighbourhood; the extent to which industrial workers in 'the Third World' represent an 'aristocracy of labour', the contrast between workers in the organised sector and the unorganised sector, and the conditions under which the industrial workforce emerges as a class 'for itself'; trade-union activism; resistance to and collusion with management; local discourses about industrial pollution and environmental degradation.

Teaching: Lectures AN230 weekly LT, Classes AN230.A weekly LT.

Formative coursework: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Anthropology students taking this course will have an opportunity to submit a tutorial essay for this course to their personal tutors. For non-Anthropology students taking this course, a formative essay may be submitted to the course teacher.

Indicative reading: J Nash, *We eat the Mines and the Mines eat us: Dependency and Exploitation in Bolivian Tin Mines* (1979); A Ong, *Spirits of Resistance and Capitalist Discipline: Factory Women in Malaysia* (1987); D Wolf, *Factory Daughters: Gender, Dependency and Rural Industrialization in Java* (1992); S Westwood, *All Day, every Day: Factory and Family in the Making of Women's Lives* (1984); F Zonabend, *The Nuclear Peninsula* (1993); R Chandavarkar, *The Origins of Industrial Capitalism in India: Business Strategies and the Working Classes in Bombay, 1900-40* (1994); M Holmstrom, *South Indian Factory Workers: their Life and their World* (1976); M Holmstrom, *Industry and Inequality: towards a Social Anthropology of Indian Labour* (1984); J Parry, J Breman & K Kapadia (Eds), *The Worlds of Indian industrial labour* (1999). Detailed reading lists are provided at the beginning of the course.

Assessment: A two-hour examination in the ST worth 80%. One assessed essay of 2,000-2,500 words (20%).

AN231 Half Unit Not available in 2009/10**The Anthropology of China****This information is for the 2009/10 session.****Teacher responsible**

Professor S Feuchtwang, A613

Availability: This course is optional for BA Anthropology and Law students. It is available to students on other degrees as permitted by the regulations.**Pre-requisites:** Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.**Course content:** The ethnography of China, Taiwan, Hong Kong and Singapore; anthropological approaches to issues in Chinese kinship, religion, education and political-economy.

Chinese kinship: descent, lineages and ancestral cults, marriage, affinity and gender. Chinese popular religion: Daoism, Buddhism and Confucianism; local religion and the community; pilgrimage, spirit mediumship and healing. Literacy, education and nationalism in China; popular culture and the state. Anthropological studies of the Chinese economy.

Teaching: Lectures AN231 weekly, Classes AN231.A weekly.**Formative coursework:** Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Anthropology students taking this course will have an opportunity to submit a tutorial essay for this course to their personal tutors. For non-Anthropology students taking this course, a formative essay may be submitted to the course teacher.

Indicative reading: E Ahern, *Chinese Ritual and Politics*; D Davis & S Harrell (Eds), *Chinese Families in the Post-Mao Era*; H Baker & S Feuchtwang (Eds), *An Old State in New Settings*; S Feuchtwang, *The Imperial Metaphor: Popular Religion in China*; P Steven Sangren, *History and Magical Power in a Chinese Community*; C Stafford, *The Roads of Chinese Childhood*; R Watson & P Ebrey (Eds), *Marriage and Inequality in Chinese Society*; J Watson & E Rawski (Eds), *Death Ritual in Late Imperial and Modern China*; H Gates, *China's Motor: A thousand years of petty capitalism*. Detailed reading lists are provided at the beginning of the course.**Assessment:** A two-hour examination in the ST worth 80%. One assessed essay of 2,000-2,500 words (20%).**AN235 Half Unit Not available in 2009/10****The Anthropology of Southern Africa****This information is for the 2009/10 session.****Teacher responsible**

Dr M Engelke, A609

Availability: Optional for BA Anthropology and Law and BA/BSc Social Anthropology.**Pre-requisites:** Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.**Course content:** This course serves as an introduction to the ethnography of Southern Africa. Topics to be considered include colonialism and postcolonialism, Christian missionization, labour migration, Apartheid and anti-colonial struggles, changing kinship and gender relations, ethnicity and identity, witchcraft, and the role of performance and expressive culture in social transformation. The ethnography of South and southern Africa has played a formative role in social anthropology, generating some of the key theoretical issues which underpin the discipline. This course provides students with an opportunity to understand changes in anthropological theory and practice by comparing the classic ethnographic texts with more recent writings from the same regions. Areas covered include South Africa, Lesotho, Swaziland, Botswana, Mozambique, Zambia and Zimbabwe. The course develops students' ethnographic knowledge about specific communities, and also equips them with the skills to address key theoretical issues from the broader corpus of anthropological writings, in the context of data from this particular region.**Teaching:** Lectures AN235 weekly (MT), Classes AN235.A weekly (MT).**Formative coursework:** Students are expected to prepare discussion material for presentation in the classes and are required

to write assessment essays.

Anthropology students taking this course will have an opportunity to submit a tutorial essay for this course to their personal tutors. For non-Anthropology students taking this course, a formative essay may be submitted to the course teacher.

Indicative reading: J Comaroff, *Body of Power, Spirit of Resistance*; J L & J Comaroff, *From Revelation to Revolution*; J Ferguson, *Expectations of Modernity*; L White, *Magomero*; A Ashforth, *Madumo: A Man Bewitched*; D Lan, *Guns and Rain*; V Turner, *The Forest of Symbols*. Detailed reading lists are provided at the beginning of the course.**Assessment:** A two-hour examination in the ST worth 80%. One assessed essay of 2,000-2,500 words (20%).**AN237 Half Unit****The Anthropology of Development****This information is for the 2009/10 session.****Teacher responsible**

Professor Deborah James, A506

Availability: Optional for BA Anthropology and Law and BA/BSc Social Anthropology.**Pre-requisites:** Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.**Course content:** This course considers a range of contributions made by anthropologists to the analysis of development. It assesses the reconcilability of two divergent perspectives: development anthropology, with its corpus of writings by practitioners working on practical projects, and the 'anthropology of development', comprising a series of critiques of development theory and practice by anthropologists. It examines the historical background, showing how development and its discourses were made in the wake of the colonial encounter, and exploring the role played by anthropologists in this process. Critiques of both state-planned and market-driven development are considered and weighed against the ethnographic evidence, and anthropological studies of development organisations, institutions and 'the aid industry' considered. The anthropology of planning and policy; actor-centred perspectives on development; indigenous technical knowledge and its use in agricultural projects; NGOs and participatory approaches; microcredit and gender; fertility and reproductive health are among the topics explored. Regional ethnographies used include those from various parts of Southern and West Africa, China, Latin America, South and South-East Asia.**Teaching:** Lectures AN237 weekly LT, Classes AN237.A weekly LT.**Formative coursework:** Students are expected to prepare discussion material for presentation in the classes. A coursework mark will be assigned on the basis of oral and written presentations. Anthropology students taking this course will have an opportunity to submit a tutorial essay for this course to their personal tutors. For non-Anthropology students taking this course, a formative essay may be submitted to the course teacher.**Indicative reading:** Cooper, F & R Packard (Eds), *International Development and the Social Sciences* (1997); Escobar, A *Encountering Development: the making and unmaking of the third world* (1995); J Ferguson, *The Anti-politics machine "Development", depoliticization and Bureaucratic Power in Lesotho* (1994); K Gardner & D Lewis *Anthropology, Development and the Post-modern challenge* (1996); S Greenhalgh (Ed), *Situating Fertility: anthropological and demographic enquiry* (1995). Grillo, R D and R L Stirrat *Discourses of Development: anthropological perspectives*, Berg, Oxford; Gudeman, S 2001 *The Anthropology of Economy* Oxford, Blackwells; Long, N 2001 *Development Sociology: Actor Perspectives*, London, Routledge; Mosse D 2004 *Cultivating Development: an ethnography of aid policy and practice*, London, Pluto Press; Rapley, J 1996 *Understanding Development: Theory and Practice in the Third World*. Lynne Reiner Robertson, A F 1984 *People and the State: an anthropology of planned development*, Cambridge, Cambridge University Press Detailed reading lists are provided at the beginning of the course.**Assessment:** A two-hour examination in the ST worth 80%. An oral presentation worth 5%. Students who do not given a presentation

will receive a mark of 0 (incomplete). A written essay of 2000-2500 words on the topic covered in the presentation worth 15%.

AN238 Half Unit Not available in 2009/10

Anthropology and Human Rights

This information is for the 2009/10 session.

Teacher responsible

Dr M Engelke, A609

Availability: Optional for BA Anthropology and Law and BA/BSc Social Anthropology.

Pre-requisites: Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Course content: The tension between respect for 'local cultures' and 'universal rights' is a pressing concern within human rights activism. In the past decade, anthropologists have been increasingly involved in these discussions, working to situate their understandings of cultural relativism within a broader framework of social justice. This course explores the contributions of anthropology to the theoretical and practical concerns of human rights work. The term begins by reading a number of key human rights documents and theoretical texts. These readings are followed by selections in anthropology on the concepts of relativism and culture. Students will then be asked to relate their understandings of human rights to the historical and cultural dimensions of a particular case, addressing such questions as the nature of humanity, historical conceptions of the individual, colonialism and imperialism, the limits of relativism, and the relationship between human rights in theory and in practice. Case studies will include: gay rights in southern Africa; genocide in Rwanda; the plight of the Yanomami in South America; state violence in Guatemala; and Aboriginal land tenure in Australia.

Teaching: Lectures weekly LT, classes weekly LT.

Formative coursework: Students are expected to prepare discussion material for classes/seminars and are required to write an assessment essay.

Anthropology students taking this course will have an opportunity to submit a tutorial essay for this course to their personal tutors. For non-Anthropology students taking this course, a formative essay may be submitted to the course teacher.

Indicative reading: M Ishay (Ed), *The Human Rights Reader: Major Political Essays, Speeches, and Documents from the Bible to the Present*; P G Lauren, *The Evolution of International Human Rights: Visions Seen*; E Messer, 'Anthropology and Human Rights' *Annual Review of Anthropology* 1993; J Cowan et al (Eds), *Culture and Rights: Anthropological Perspectives*; R Wilson (Ed), *Human Rights, Culture, and Context: Anthropological Perspectives*; R Rorty, 'Human Rights, Rationality, and Sentimentality' in S Shute & S Hurley (Eds), *On Human Rights: The Oxford Amnesty Lectures*; F Boas, 'The Limitations of the Comparative Method of Anthropology' in Bohannon & Glazer (Eds), *High Points in Anthropology*; F Boas, 'On Alternating Sounds' in G W Stocking (Ed), *The Shaping of American Anthropology, 1883-1911: A Franz Boas Reader*; C Geertz, 'The Impact of the Concept of Culture on the Concept of Man' in *The Interpretation of Cultures*; T Turner, 'Human Rights, Human Difference: Anthropology's Contribution to an Emancipatory Cultural Politics' *Journal of Anthropological Research* 1997. Detailed reading lists are provided at the beginning of the course.

Assessment: A two-hour examination in the ST worth 80%. One assessed essay of 2,000-2,500 words (20%).

AN240 Half Unit Not available in 2009/10

Investigating the Philippines: New Approaches and Ethnographic Contexts

This information is for the 2009/10 session.

Teacher responsible

Dr F Cannell, A610

Availability: This is an optional course for BA/BSc Social Anthropology and BA Anthropology and Law students. This course may be taken as an outside option by undergraduates from other departments. It is most suitable for second and third year students

but interested first year external students may seek an exemption.

Pre-requisites: Undergraduates taking this course should have completed an introductory course in social anthropology unless granted exemption by the teacher.

Course content: This course offers the chance to look at the ethnography of one country in more detail than is usual for regional courses. It considers topics taken from the ethnography of the lowland and highland Philippines, with a focus on exciting new high quality writing, drawing on the recent renaissance in Philippine Studies. The course will balance works by expert non-Filipino ethnographers with the new writing of 'native ethnographies' by Filipino scholars resident both in the Philippines themselves and in the US.

The course will be framed within the colonial, religious and social history of the archipelago, and will consider both new interpretations of Philippine history, and topics on contemporary social issues, as well as using classic works on the Philippines. Teaching each week will normally be organised around the reading of one outstanding ethnography, allowing students to look closely at particular cases. Topics in any year are likely to be drawn from the following list (although obviously only ten topics can be offered in one year) ; Migration, 'mail-order brides, and the Philippine diaspora ; New religious movements: Philippine colonialism and the processes of conversion: Healing, spirit possession, midwifery and local medicine: The contemporary Catholic Church; Violence in the Philippines; Ecology, landscape and environmental politics: Kinship and its transformations; Gender, Philippine queer theory and Philippine transvestitism: Ritual, drama and local performance traditions: Philippine architecture and material culture.: Philippine cinema: Colonial politics, tribal politics and issues of self-representation: Magic, sorcery and "anitismo"; Tourism, symbolic economies and the impact of international capitalism.

Teaching: Lectures AN240 weekly LT, seminars AN240.A weekly LT.

Formative coursework: Students are expected to prepare discussion material for classes/seminars. Students in the Anthropology Department have the opportunity to submit non-assessed essays to their tutor. Students external to the Department may submit a short piece of written work to the course teacher by arrangement.

Indicative reading: Selected texts: Renato Rosaldo *Ilongot Headhunters*; Vicente Rafael *Contracting Christianity*; Fenella Cannell *Power and Intimacy in the Christian Philippines*; Sally-Ann Ness *Where Asia Smiles*; Heather L. Claussen, *Unconventional Sisterhood*; J.Neil C. Garcia *Philippine Gay Culture: the Last Thirty Years*; M. F. Manalansan *Global Divas: Filipino Gay Men in the Diaspora*; Vicente Rafael *White Love and Other Events in Filipino History*; Evelyn Tan Cullemar *Babaylanism in Negros*; Benito M Vergera *Displaying Filipinos: Photography and Colonialism in Early 20th Century Philippines*; Renaldo Clemena Iletto *Pasyon and Revolution*; K.F. Wiegele, *Investing in Miracles: El Shaddai and the Transformation of Popular Catholicism in the Philippines*; Nicole Constable *Maid to Order in Hong Kong*; Albert Alejo *Generating Energies in Mount Apo: Cultural Politics in a Contested Environment*; Catherine Ceniza Choy *Empire of Care: Nursing and Migration in Filipino American History*; Esther C.M. Yau and Kyung Hyun Kim *Asia/Pacific Cinema*; Caroline S. Hau, *Necessary Fictions: Philippine Literature and the Nation*. Detailed reading lists are provided at the beginning of the course.

Assessment: A two-hour examination in the ST (80%) and one 2,000-2,500 word essay (20%).

AN241 Half Unit Not available in 2009/10

The Anthropology of India

This information is for the 2009/10 session.

Teachers responsible: Dr H Narasimhan, Dr H Donner, A506 and Dr A Desai.

Availability: Optional for BA/BSc Social Anthropology and BA Anthropology and Law.

Pre-requisites: Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Course content: The caste system; the village and its local

economy; kinship. The modern transformation of caste and stratification systems; untouchability and reservations. Modern industry and economic development and their impact on caste and class. Popular Hindu belief and practices and the social organisation of religion; religious reformism and nationalism. Modern politics and the state; the impact of globalisation.

Teaching: Lectures weekly MT, Classes weekly MT.

Formative coursework: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Anthropology students taking this course will have an opportunity to submit a tutorial essay for this course to their personal tutors. For non-Anthropology students taking this course, a formative essay may be submitted to the course teacher.

Indicative reading: V Das, *Structure and Cognition: Aspects of Hindu Caste and Ritual*; L Dumont, *Homo Hierarchicus*; C Fuller, *Servants of the Goddess; The Camphor Flame: Popular Hinduism and Indian Society*; A Gold, *Fruitful Journeys*; J Parry, *Death in Banaras; Caste and Kinship in Kangra*; M Srinivas, *Religion and Society among the Coorgs*. Detailed reading lists are provided at the beginning of the course.

Assessment: A two-hour examination in the ST worth 80%. One assessed essay of 2,000-2,500 words (20%).

AN242 Half Unit Not available in 2009/10

Social Anthropology and Darwinian Theories

This information is for the 2009/10 session.

Teacher responsible

Professor Maurice Bloch

Availability: Optional for BA/BSc Social Anthropology and BA Anthropology and Law. Also available as an outside option where regulations permit and with the permission of the course teacher.

Pre-requisites: Undergraduates taking this course should have completed an introductory course in anthropology unless granted exemption by the course teacher.

Course content: The option will consider critically the classical evolutionary anthropologists - Tylor, Morgan, Frazer - and their relation to Darwinism. It will explain why their ideas ceased to be convincing. It will then examine mid-twentieth century evolutionary theories, such as those of Leslie White. The main part of the course will examine critically recent attempts to understand culture and evolution and their implications for mainstream contemporary anthropology.

Evolutionary anthropology and its relation to Darwinism. The rise and decline of the early evolutionary programme in anthropology. Leslie White and cultural evolution. New approaches to culture and evolution: socio-biology; co-evolution; meme theory; the epidemiological approach to culture.

Teaching: Weekly lectures MT, weekly classes MT.

Formative coursework: Students will have an opportunity to write tutorial essays on topics from the course which will be formatively assessed.

Anthropology students taking this course will have an opportunity to submit a tutorial essay for this course to their personal tutors. For non-Anthropology students taking this course, a formative essay may be submitted to the course teacher.

Indicative reading: G. Stocking, *Victorian Anthropology*; C. Darwin, *The descent of man, and selection in relation to sex*; C. Darwin, *The expression of the emotions in man and animals*; D. Sperber, *Explaining culture: a naturalistic approach*; C. Degler, *In Search of Human Nature*; R. Boyd and P. Richerson, *The origin and evolution of cultures*; L. Morgan, *Ancient Society*; M. Bloch, *Essays on Cultural Transmission*; E. Tylor, *Researches into the early history of mankind and the development of civilization*

Assessment: A two-hour examination in the ST (80%) and one 2,500 word essay (20%).

AN243 Half Unit

Children and Youth in Contemporary Ethnography

This information is for the 2009/10 session.

Teacher responsible

Dr Catherine Allerton

Availability: BA/BSc Social Anthropology and BA Anthropology and Law. This course is also available to General Course students and as an outside option where regulations permit and with permission of the course tutor.

Pre-requisites: Undergraduates taking this course should normally have completed an introductory course in anthropology unless granted exemption by the course teacher.

Course content: For much of its history, and with some notable exceptions, anthropology has paid little serious attention to children. However, recent years have seen a growing interest in both 'childhood' as a historical and social construction, and in children's engagement with their own social worlds. This course aims to introduce students to emerging ethnographic work on children and youth, in order to explore both its theoretical and methodological challenges. Ethnographic studies will cover a wide range of societies and regions, including anthropological work on children and childhood in the West.

The course will begin with an investigation of children's place in anthropology, including early anthropological work on 'Culture and Personality' and 'child socialisation'. The course will then move to consider a variety of topics that have been the focus of recent ethnographic study. These may include: children's play, childhood identities and kinship, education and schooling, youth cultures and globalization, children's work, street children and children's competencies in contexts of crisis, including war. The course shall also consider the challenge that children pose to anthropological methodologies and shall investigate some of the ways in which fieldwork has been conducted with children.

Teaching: Weekly lectures and classes in the Lent Term. Film screenings in the Lent Term.

Formative coursework: In addition to preparing discussion material for classes, students will normally write one tutorial essay for the course. Non-Anthropology students taking this course may submit an essay to the teacher responsible.

Indicative reading: R.A. LeVine and R.S. New (eds) 2008. *Anthropology and child development: a cross-cultural reader*; N. Scheper-Hughes and C. Sargent (eds) 1998. *Small wars: the cultural politics of childhood*; A. Goncu (ed) 1999. *Children's engagement in the world*; D. Durham & J. Cole (eds) 2006. *Generations and globalization: youth, age and family in the new world economy*; M. Liebel. 2004. *A will of their own: cross cultural perspectives on working children*; V. Amit-Talai and H. Wulff (eds) 1995. *Youth cultures: a cross-cultural perspective*; A. James. 1993. *Childhood identities: self and social relationships in the experience of the child*; A. de Waal and N. Argenti (eds) 2002. *Young Africa: Realising the rights of children and youth*; J. Boyden and J. de Berry (eds) 2004. *Children and youth on the frontline: ethnography, armed conflict and displacement*; Levinson, B, D. Foley & D. Holland. (eds) 1996. *The cultural production of the educated person: critical ethnographies of schooling and local practice*.

Assessment: A two hour unseen examination in the ST (80%) and a 2,000-2,500 word essay (20%).

AN244 Half Unit Not available in 2009/10

Anthropology and Media

This information is for the 2009/10 session.

Teacher responsible

Dr Matthew Engelke, A609

Availability: BA/BSc Social Anthropology and BA Anthropology and Law. This course will also be available as an outside option where regulations permit, and with the permission of the course teacher.

Pre-requisite: Undergraduates should have completed an introductory course in Anthropology unless granted exemption from the course teacher.

Course content: This course introduces students to anthropological analyses of media, including books and other printed texts, photography, radio, television, film, and the internet. Although 'the anthropology of media' is often understood to be a relatively new subfield, there has been a long-standing interest in media technologies within the discipline. There is also an important manner, from an anthropological point of view, in which 'media technologies' have to be understood not only as these cultural artefacts (radio, film)

but also the more elementary senses they express (hearing, sight, etc). We therefore investigate media both as a broad conceptual category and as specific technologies of communication.

The course begins with a historical overview of anthropologists' investigations of media technologies, broadly construed. We then move on to consider ethnographic case studies of media in context. Examples may include: photography in India, radio in Zambia, television and cassette circulation in Egypt, mobile phones in Jamaica, book groups in England, and 'indigenous video' in Brazil and Australia. Throughout the course, these case studies are framed in relation to some of the key theoretical debates that have shaped media studies in anthropology and related disciplines since the 1930s. Some attention is also given to the methodological problems involved in studying media, especially the extent to which it challenges the possibility of conducting fieldwork by participant observation.

Teaching: Lectures AN244 weekly MT, Classes AN244.A weekly MT. Revision session ST.

Formative coursework: Anthropology students taking this course will have an opportunity to submit a tutorial essay for this course to their personal tutors. For non-Anthropology students taking the course, a formative essay may be submitted to the course teacher.

Indicative reading: *Domestication of the Savage Mind* (J Goody), *Imagined Communities*, (B Anderson), 'The Work of Art in the Age of Mechanical Reproduction' (W Benjamin), *Media Worlds* (F Ginsburg, L Abu-Lughod, and B Larkin, eds), *Understanding Media* (M McLuhan), *Understanding Media* (D Boyer), 'Anthropology and the Mass Media' (D Spitulnik), 'Anthropology and its contributions to studies of Mass Media' (S Dickey), *Media Rituals* (N Couldry), *A Voice: And Nothing More* (M Dolar), *The Presence of the Word* (W Ong)

Assessment: Two hour unseen examination in the Summer Term (80%) and 2,000-2,500 word assessed essay (20%).

AN245 Half Unit

The Anthropology of Borders and Boundaries

This information is for the 2009/10 session.

Teacher responsible

Dr Mathijs Pelkmans

Availability: BA/BSc Social Anthropology. Also available as an outside option where regulations permit and with the permission of the course tutor.

Pre-requisites: Undergraduates taking this course should have completed an introductory course in social anthropology unless granted exemption by the course tutor.

Course content: How do territorial borders influence human behaviour and thinking, and how, in turn, do citizens manage and manipulate such borders? These questions have become pressing in the current age of globalization and intensifying trans-national connections. The fall of the Iron Curtain and the disintegration of the USSR are but a few of the changes that have rendered ideas of borders as the self-evident limits of notions of society and culture problematic. At the same time, increased porosity of borders may make cultural differences more salient in everyday social and symbolic practice. Moreover, because of the tenuous relations between border dwellers and the state, border studies highlight blind spots in our understandings of concepts as society, identity, culture, ethnicity, and nation. As such, the study of borders links up with central anthropological questions. Whether dealing with ideas about purity, dynamics of inclusion and exclusion, or the (partly artificial) separation of modern society into "spheres," boundaries are being drawn, enlivened, and contested.

Teaching: Weekly lectures and classes in the LT. Revision sessions will also be held in the Summer Term.

Formative coursework: Anthropology students taking this course will have an opportunity to write tutorial essays on topics from the course. Non-Anthropology students taking the course can submit a formative essay to the course teacher.

Indicative reading: Barth, Frederick. 1969. "Introduction." In *Ethnic Groups and Boundaries: The Social Organization of Culture Difference*, edited by F. Barth, 9-38. Boston: Little, Brown; Berdahl, Daphne. 1999. *Where the World Ended: Re-Unification and Identity in the German borderland*, Introduction. University of California Press; Bornstein, Avram. 2002. *Crossing the Green Line between*

the West Bank and Israel. Philadelphia: University of Pennsylvania Press; Brubaker, Rogers. 2004. *Ethnicity without groups*. Cambridge: Harvard University Press; Cole, John, and Eric Wolf. 1999 [1974]. *The Hidden Frontier: Ecology and Ethnicity in an Alpine Valley*. Berkeley: University of California Press; Donnan, Hastings, and Thomas M. Wilson. 1999. *Borders: Frontiers of Identity, Nation and State*. Oxford: Berg; Driessen, Henk. 1992. *On the Spanish-Moroccan Frontier: A study in ritual, power, and ethnicity*. Oxford: Berg; Green, Sarah F. 2006. *Notes From the Balkans: Locating Marginality and Ambiguity on the Greek-Albanian Border*. Princeton University Press, 2006; Kearney, Michael. 2004. *Changing fields of anthropology: from local to global*. Lanham: Rowman & Littlefield; Pelkmans, Mathijs. 2006. *Defending the Border: Identity, Religion, and Modernity in the Republic of Georgia*. Ithaca: Cornell University Press.

Assessment: Two hour unseen examination in the ST (80%) and one essay of 2000-2500 words (20%).

AN246 Half Unit Not available in 2009/10

The Anthropology of Post-Soviet Eurasia

This information is for the 2009/10 session.

Teacher responsible

Dr Mathijs Pelkmans

Availability: BA/BSc Social Anthropology and BA Anthropology and Law. This optional course is also available to students on other degrees where regulations permit and with the permission of the course tutor. Also available to General Course students.

Pre-requisites: Undergraduates taking this course should have completed an introductory course in social anthropology unless granted exemption by the course teacher.

Course content: This course discusses recent anthropological literature on the former Soviet Union, focusing on issues such as religion, nationalism and everyday economics.

This course will use an ethnographic lens to look at some of the most salient processes occurring in the former Soviet world. We will start by looking at what "really existing socialism" meant for people's everyday existence during the Soviet period, and how Soviet politics influenced popular ideas of culture and identity. Next, we will examine the varying ways in which inhabitants of the region reconfigured political, economic, and ideological landscapes following the collapse of the Soviet Union. Drawing from ethnographies of Siberia, central Russia, Ukraine, Central Asia, and the Caucasus, the course will provide an overview of debates on religious renewal, nationalism, conflict, economic life, and lifestyle. The course argues that this relatively new field of anthropological research offers fresh and inspiring perspectives on long-standing anthropological debates.

Teaching: 10 hours of lectures and 10 hours of classes in the MT. There will also be a revision session in the ST.

Formative coursework: Anthropology students taking this course will have an opportunity to submit a tutorial essay for this course to their personal tutors. For non-Anthropology students taking this course, a formative essay may be submitted to the course teacher.

Indicative reading: Derluguian, Giorgi. 2005. *Bourdieu's Secret Admirer in the Caucasus: A world-system biography*. Chicago: The University of Chicago Press; Grant, Bruce. 1995. *In the Soviet House of Culture: A century of Perestroika's*. Princeton: Princeton University Press; Humphrey, Caroline. 2002. *The Unmaking of Soviet Life: Everyday Economies after Socialism*; Humphrey, Caroline. 1998. *Marx Went Away, but Karl Stayed Behind*. Updated version of *Karl Marx Collective: Economy, Society, and Religion in a Siberian Collective Farm*. The University of Michigan Press; Nazpary, Joma. 2001. *Post-Soviet Chaos: Violence and dispossession in Kazakhstan*. Pluto Press; Ries, Nancy. 1997. *Russian Talk: Culture and Conversation during Perestroika*. Ithaca: Cornell University Press; Tishkov, Valery. 2004. *Chechnya: Life in a War-torn society*. Berkeley: University of California Press; Vitebsky, Piers. 2005. *The reindeer People: Living with animals and spirits in Siberia*. HarperCollins; Wanner, Catherine. 2007. *Communities of the converted: Ukrainians and global evangelism*. Ithaca: Cornell University Press.

Assessment: Two hour unseen examination in the ST (80%) and a 2,000-2,500 word essay (20%).

AN247 Half Unit Not available in 2009/10
Anthropological Approaches to Questions of Being
This information is for the 2009/10 session.

Teacher responsible

Dr Michael W Scott

Availability: BA/BSc Social Anthropology, BA Anthropology and Law. The course is also available as an outside option and to General Course students where regulations permit and with the permission of the course tutor.

Pre-requisites: Undergraduates taking this course should have completed an introductory course in social anthropology unless granted exemption by the teacher.

Course content: In titles of books and articles and in descriptions of conferences and seminars, anthropologists are using the word 'ontology' with increasing frequency, but what do they mean by it? Historically, ontology is a branch of Western thought devoted to the study of the nature of being (Greek *ontos*) and how the various categories of being said to exist in the universe are related to one another. Building on, but broadening the scope of this Western tradition, the anthropology of ontology is a growing area of research that seeks to document ethnographically and model theoretically the often radically different ontologies - sets of assumptions about the number and nature of fundamental categories in the world - that inform social practice in diverse historical, geographic, cultural, and sub-cultural contexts. Several recent publications have called for a 'turn to ontology', or the development of a new field of 'ontological anthropology'. But there is, as yet, no unified approach to this topic. Working in different geographical regions and drawing on different intellectual antecedents, anthropologists have developed different analytical vocabularies that are now in need of comparison and mutual interpretation. This course provides an orientation to the different approaches within this emergent field.

Through ethnographic readings from Aboriginal Australia, Amazonia, Central Asia, China, Melanesia, Native Alaska, and Polynesia, as well as the anthropology of Christianity and the history of science, the course takes a comparative approach to the exploration of different ontologies and their relationship to practice, cultural change, ethics, and social conflict. Questions and topics covered include:

The relationship between ontology and cosmology
 Where and how - beyond myth and ritual - are ontologies available to ethnographic observation?

Theories of animism versus Western nature/culture dualism

Amazonian perspectivism

Relationship to place and the environment as indices of ontology

The ontological status of 'things'

Dreams, illness, and curing as indices of different modalities of being

Conflicting ontological assumptions in intercultural contexts

Cognitivist experimental methods for the study of intuitive ontology

Scientific ontologies

Race and gender as categories of being

ET culture and UFOlogy as sites of ontological anxiety

What ontological assumptions have informed anthropology?

Teaching: 10 hours of lectures and 10 hours of classes in the MT. There will also be a revision session in the ST.

Formative coursework: Anthropology students taking this course will have the opportunity to submit a tutorial essay for this course to their personal tutors. For non-Anthropology students taking this course, a formative essay may be submitted to the course teacher.

Indicative reading: Battaglia, Debora (Ed) 2005. *E.T. Culture: Anthropology in Outerspaces*. Durham: Duke University Press.
 Boyer, Pascal 1998. Cognitive Tracks of Cultural Inheritance: How Evolved Intuitive Ontology Governs Cultural Transmission. *American Anthropologist* 100(4): 876-889; Clammer, John, Sylvie Poirier, and Eric Schwimmer (Eds) 2004. *Figured Worlds: Ontological Obstacles in Intercultural Relations*. London: University of Toronto Press; Descola, Philippe 2007. Beyond Nature and Culture. In *Proceedings of the British Academy*, Volume 139: 2005 Lectures: 137-155. London: Oxford University Press; Goldman, L. R., & C. Ballard (Eds) 1998. *Fluid Ontologies: Myth, Ritual and Philosophy in*

the Highlands of Papua New Guinea. London: Bergin and Garvey; Henare, Amiria, Martin Holbraad, and Sari Wastell (Eds) 2007. *Thinking Through Things: Theorising Artefacts Ethnographically*. London: Routledge; Puett, Michael J. 2002. *To Become a God: Cosmology, Sacrifice, and Self-Divination in Early China*. London: Harvard University Press; Schrempf, Gregory 1992. *Magical Arrows: The Maori, the Greeks, and the Folklore of the Universe*. London: University of Wisconsin Press; Scott, Michael W. 2007. *The Severed Snake: Matrilineages, Making Place, and Melanesian Christianity in Southeast Solomon Islands*. Durham, NC: Carolina Academic Press; Viveiros de Castro, Eduardo 1998. Cosmological Deixis and Amerindian Perspectivism. *Journal of the Royal Anthropological Institute* 4(3): 469-488.

Assessment: Two hour unseen examination in the ST (80%) and 2,000-2,500 word essay (20%).

AN248 Half Unit
Ethnography of a Selected Region
This information is for the 2009/10 session.

Teachers responsible: Professor Deborah James, A506 and one or two LSE fellows - TBA

Availability: BA/BSc Social Anthropology and BA Anthropology and Law. The course is also available as an outside option where regulations permit and with the permission of the teacher responsible for the course.

Pre-requisites: Undergraduates taking this course should have completed an introductory course in social anthropology unless granted exemption by the teacher.

Course content: The course will focus on one (or two) specific culture/ethnographic areas through an examination of classic and contemporary ethnographic works. Topics to be covered in relation to this specific area may include colonialism and post-colonialism; kinship, gender and personhood; custom/tradition, belief and practices and the social organisation of religion; power, unity and difference; hierarchy and egalitarianism; modern politics and the state; the impact of globalisation.

Teaching: Lectures weekly MT (10 x 1-hour), classes weekly MT (10 x 1-hour). Revision sessions in the Summer Term.

Formative coursework: Students will have an opportunity to write tutorial essays on topics from the course which will be formatively assessed.

Indicative reading: To be announced

Assessment: Two hour unseen examination in the ST (80%) and one essay of 2,000-2,500 words (20%).

AN265
Medical Anthropology
This information is for the 2009/10 session.

Teacher responsible

Dr. H. Narasimhan

Availability: Optional on BA/BSc Social Anthropology and BA Anthropology and Law.

Course content: This course looks at anthropological approaches to health and illness. We will begin with a focus on medical anthropology's development as a subfield, and chart this growth through various theoretical frameworks that have shaped research in the last few decades. Through ethnographic examples, the course will enable students to obtain an understanding of the debates and discussions within medical anthropology, and draw connections to the larger debates in anthropology itself. Topics covered will include maternal and child health policy in India, poverty and illness in Brazil, HIV/Aids in Haiti, new reproductive technologies in Egypt, and medical pluralism in a U.S. hospital.

Teaching: The course will be taught by weekly one-hour lectures and classes in the Michaelmas term. One class is held in the Summer Term.

Formative coursework: Anthropology students taking this course will have the opportunity to submit a tutorial essay for this course to their academic tutors. For non-Anthropology students taking this course, a formative essay may be submitted to the course teacher.

Indicative reading: Pool, R and Geissler, W. 2005. *Medical Anthropology*. Open University Press; Van Hollen, Cecilia. 2003.

Birth on the threshold: Childbirth and Modernity in South India. University of California Press; Fadiman, Anne 1998 *The Spirit Catches You and You Fall Down: a Hmong Child, her American Doctors and the Collision of Two Cultures.* Farrar Straus & Giroux Inc.; Scheper-Hughes, Nancy 1992. *Death without Weeping: The Violence of Everyday Life in Brazil*. University of California Press; Farmer, Paul. 1993. *AIDS and Accusation: Haiti and the Geography of Blame.* University of California Press; Inhorn, Marcia. 2003. *Local Babies, Global Science: Gender, Religion and in Vitro Fertilization in Egypt.* Routledge; Kleinman, Arthur. 1980. *Patients and Healers in the context of culture.* University of California Press; Nichter, Mark and Mimi Nichter. 2002. *Anthropology and International Health: Asian Case Studies.*

Routledge; A. Castro and M. Singer. 2004. *Unhealthy Health Policy: A critical anthropological examination.* Altamira Press; A. Leibing and L. Cohen. 2006. *Thinking about Dementia: Culture, Loss and the Anthropology of Senility.* Rutgers University Press.

Assessment: One two-hour examination in the Summer Term (80%) and a 2,000-2,500 word assessed essay due at the end of the Michaelmas Term (25%).

AN300

Advanced Theory of Social Anthropology

This information is for the 2009/10 session.

Teachers responsible: Professor Maurice Bloch, A611 and Dr Henrike Donner, H613

Availability: This course is compulsory for BA/BSc Social Anthropology. It is optional for BA Anthropology and Law and available to students on other degrees as permitted by the regulations.

Pre-requisites: Students should have a substantial background in Social Anthropology.

Course content: The aim of the course is to train students to look critically at the theoretical implications of anthropological approaches by examining their origins, their strengths and their critique.

The content of the course is dependent in large part on the interests and expertise of the current teaching staff. Current topics include theories of meaning, theories dealing with power relations, theories of practice and the nature of the social and of culture. We will consider the theory of human beings that are and have been taken for granted in anthropological theory and engage with ideas about power, social reproduction, history and ethics in anthropology.

Teaching: Lectures AN300 weekly MT, LT, Classes AN300.A weekly MT, LT.

Formative coursework: Students are expected to prepare discussion material for presentation in weekly classes and to write short commentaries on the required readings for each week. Anthropology students taking this course will have an opportunity to submit a tutorial essay for this course to their personal tutors. For non-Anthropology students taking this course, a formative essay may be submitted to the course teacher.

Indicative reading: R Wagner, *The Invention of Culture*; E.R. Leach, *Political Systems of Highland Burma*; C. Levi-Strauss, *The Savage Mind*; M. Foucault; M. Bloch, *Essays on Cultural Transmission*; P. Bourdieu, *Outline of a Theory of Practice*. A detailed reading list is provided at the beginning of the course.

Assessment: A three-hour examination in the ST worth 80%. The remaining 20% is based on two assessed essays.

AN301

The Anthropology of Religion

This information is for the 2009/10 session.

Teachers responsible: Dr Fenella Cannell, A610, Dr Mukulika Banerjee and Dr Mette High

Availability: This course is compulsory for BA/BSc Social Anthropology. It is optional for BA Anthropology and Law and available to students on other degrees as permitted by the regulations.

Pre-requisites: Students should have a substantial background in Social Anthropology.

Course content: This course covers selected topics in the

anthropology of religion, focusing upon relevant theoretical debates. Reference will be made to ethnographies of the ritual, symbolism and religious knowledge of non-Western societies. Various anthropological approaches to the study of religion, ritual and symbolism will be covered. Key topics will include some or all of the following: the religious representation of life, death, sex, morality and gender; the relation between cosmology and magical practice; typologies of thought: the religious, the aesthetic, the scientific; religion and the social construction of the emotions; the work of the symbol; myth and history; shamanism and spirit possession; theodicy and world religions; persons, objects and spirits in the process of conversion; the problem of religious belief; the category of 'religion'; ritual.

Teaching: Lectures AN301 weekly MT, LT, Classes AN301.A weekly MT, LT.

Formative coursework: Students are expected to prepare discussion material for presentation in the classes and are required to write assessment essays.

Anthropology students taking this course will have an opportunity to submit a tutorial essay for this course to their personal tutors. For non-Anthropology students taking this course, a formative essay may be submitted to the course teacher.

Indicative reading: M Bloch, *Prey into Hunter: The Politics of Religious Experience*; M Douglas, *Purity and Danger*; E Evans-Pritchard, *Witchcraft, Oracles and Magic among the Azande*; D Lan, *Guns and Rain*; G Lewis, *Day of Shining Red*; C Lévi-Strauss, *The Savage Mind*; M Bloch, *From Blessing to Violence*; J Comaroff, *Body of Power, Spirit of Resistance*; P Boyer, *The Naturalness of Religious Ideas*; F Cannell, *Power and Intimacy in the Christian Philippines*; M Bloch & J Parry, *Death and the Regeneration of Life*, T Asad, *Genealogies of Religion: Discipline and Reasons of Power in Christianity and Islam*; V Raphael, *Contradicting Colonialisms: Translation and Christian Conversion in Tagalog Society under early Spanish Rule*. Detailed reading lists are provided at the beginning of the course.

Assessment: A three-hour examination in the ST worth 80%. Two assessed essays (2,000-2,500 words each) one per term (20%).

AN399

Special Essay Paper in Social Anthropology

This information is for the 2009/10 session.

Availability: This course is compulsory for BA/BSc Social Anthropology. (The course is not available to General Course students.)

Course content: The essay may be based on any topic deemed to be amenable to anthropological analysis, and agreed by the candidate's tutor. The tutor will be concerned that there is an adequate body of relevant literature available for analysis, and that the topic as defined is not unmanageably large.

There is no formal course content. Candidates will be expected to draw widely on their reading from other anthropology courses.

Teaching: A workshop with the Examinations Chair and other staff members will be held to help students conceptualise a relevant question for the essay and provide guidance on research techniques and on regulations. Tutors advise candidates during their normal tutorial meetings on scope, topic, and relevant reading, as well as on general approaches. At the beginning of the Summer Term each candidate is allocated a mentor who will also advise, utilising specialist knowledge of the subject where possible. Students have the opportunity to submit an abstract and a three-page outline to their mentor during the summer term. Tutors and mentors are not permitted to read or comment on drafts of the essay.

Assessment: Students will be assessed entirely on the basis of the essay that they submit.

The essay may not be more than 8,000 words of main text, including footnotes and appendices but excluding bibliography. In students' own interests the essay should ideally be typed, double spaced, using the reference procedures of *The Journal of the Royal Anthropological Institute*. The essay must be handed in by the date announced by the School, normally by May 1st to the Anthropology Departmental Office.

EC100**Economics A**

This information is for the 2009/10 session.

Teachers responsible: Professor N Barr, S368 and Professor C Whitehead, S364.

Availability: Optional for BSc Economic History, BSc Environmental Policy, BSc Human Resource Management and Employment Relations, BSc International Relations and BSc Management Sciences. It is not available to Economics specialists. Available as an outside option.

Pre-requisites: This is an introductory course in microeconomics and macroeconomics for those not expecting to take further specialist courses in economics. It may not be taken if **Economics B** has already been taken and passed. No previous knowledge of economics is assumed. The treatment will be non-mathematical, but students are expected to be able to interpret graphs.

Course content: This course provides a foundation in economics, primarily to those without a significant background in the subject. It is suitable for those who wish for a single course covering the basic analytic framework and for those who intend to do further non-specialist, economics courses. The course covers standard micro and macroeconomic theory and its extensions in order to make it possible to discuss empirical and policy issues. Topics include demand and supply, theories of consumer behaviour and cost, market structures, efficiency, distribution and optimality, factors markets, macroeconomic equilibrium in the goods and money markets, aggregate demand and supply, unemployment, inflation, the balance of payments and applications to policy.

Teaching: Lectures EC100: 20 MT on microeconomics; 20 LT, on macroeconomics and 2 ST on revision.

Lecture handouts are distributed at frequent intervals; they contain the outline of the lectures, details of suggested readings and questions for discussion in classes.

Classes EC100.A: 20 Sessional.

These classes are usually taught by Teaching assistants. They deal mainly with questions arising out of the lectures and questions on the lecture handouts. They are also used to discuss students' written work. The course follows fairly closely standard first-year textbooks such as Begg, Fischer & Dornbusch, Mankiw or Baumol & Blinder (see details below).

Formative coursework: Class teachers will normally set and mark four pieces of written work from each student during the course.

Indicative reading: Students should buy one of the following: J G Lipsey & A Chrystal, *An Introduction to Positive Economics* (10th edn), Oxford, 2003; D Begg, S Fischer & R Dornbusch, *Economics* (6th edn), McGraw-Hill, 2000; N G Mankiw, *Principles of Economics* (2nd edn), Dryden, 2001; W J Baumol & A S Blinder, *Economics Principles and Policy* (7th edn), Dryden Brace Jovanovich, 1997. No one book is better than any of the others; each student should buy the book which best suits his/her personal style.

Supplementary reading list: Before the start of the course students may wish to consult some texts written for the general reader. These include: P Donaldson, *Economics of the Real World*; P Donaldson & J Farquhar, *Understanding the British Economy*; J K Galbraith, *Almost Everyone's Guide to Economics*; R Pennant Rea & C Crook, *Economists Economics*; M Stewart & R Heilbroner, *Worldly Philosophers*. Further supplementary reading is given in the handouts.

Assessment: A three-hour written examination in the ST based on the full syllabus. The examination contains two types of question:

- (a) a compulsory question consisting of eight questions requiring short answers, of which the student must answer four; and
- (b) seven or eight questions requiring longer answers of which the student must answer three. Students will be expected to answer questions on both micro and macro economics.

Copies of previous years' examination papers are available.

EC102**Economics B**

This information is for the 2009/10 session.

Teacher responsible

Professor A Young, S377

Availability: Compulsory for BSc Accounting and Finance,

BSc Actuarial Science, BSc Econometrics and Mathematical Economics, BSc Economic History with Economics, BSc Economics, BSc Economics and Economic History, BSc Economics with Economic History, BSc Environmental Policy with Economics, BSc Geography with Economics, BSc Government and Economics, BSc Management, BSc Mathematics and Economics, BSc Philosophy and Economics and BSc Social Policy and Economics. Optional for BSc Business Mathematics and Statistics, BSc Economic History, BSc Environmental Policy, BSc Human Resource Management and Employment Relations, BSc Industrial Relations and Human Resource Management, BSc Management Sciences and BSc Social Policy. Available as an outside option.

Pre-requisites: This is an introductory course in microeconomics and macroeconomics for those expecting to take further courses in economics. Knowledge of A-level economics is an advantage, while some knowledge of mathematics (eg elementary calculus) is strongly recommended. Students without a mathematical background need to take an introductory mathematics course, such as **Basic Quantitative Methods**, at the same time. EC102 is unavailable to anyone who has passed **Economics A**.

Course content: Part A Supply and demand: consumer choice; characteristics of individual market demand; information & signalling; altruism & cooperation; theory of the firm; perfect competition, monopoly & price discrimination; externalities & property rights; public goods.

Part B Measurement of the aggregate economy; money & inflation; trade & exchange rates; unemployment; economic fluctuations; stabilization policy; government debt; growth & development.

Teaching: Lectures EC102: 20 MT and 20 LT

Classes EC102.A: 20 Sessional.

Formative coursework: Two problem sets in MT and two problem sets in LT.

Indicative reading: In addition to the main textbooks below, students without A-level Economics may find it helpful to also consult a good introductory textbook, such as N Gregory Mankiw, *Principles of Economics* (4th edn, South-Western, 2007) or P Krugman, R Wells & K Graddy, *Economics* (European edn, Worth Publishers, 2007).

Part A: Robert H Frank, *Microeconomics and Behavior* (6th edn, McGraw-Hill), 2006; Marshall Jevons, *The Fatal Equilibrium* (Ballantine Books), 1986.

Part B: N Gregory Mankiw & Mark P Taylor, *Macroeconomics: European Edition*, Worth publishers, 2008.

Assessment: A three-hour written examination in the ST, based on the full syllabus of parts A and B of the course.

EC201**Microeconomic Principles I**

This information is for the 2009/10 session.

Teachers responsible: Dr E Eyster, S475 and Dr M Bray, S476

Availability: This course is for BSc Econometrics and Mathematical Economics, BSc Accounting and Finance, BSc Economic History with Economics, BSc Economics, BSc Economics and Economic History, BSc Economics with Economic History, BSc Environmental Policy with Economics, BSc Geography with Economics, BSc Government and Economics, BSc Management Sciences, BSc Philosophy and Economics, BSc Social Policy and Economics, the Diploma in Accounting and Finance and MSc Economics (Two Year Programme).

Pre-requisites: This is an intermediate course in microeconomic analysis. Students are expected to have completed EC102

Economics B or an equivalent introductory course in economics based on textbooks such as D Begg, S Fischer & R Dornbusch, *Economics*; P A Samuelson & W Nordhaus, *Economics*; or R G Lipsey, *Positive Economics*. Students are also expected to have completed an introductory mathematics course such MA107

Quantitative Methods (Mathematics) and should revise calculus including partial derivatives and the use of Lagrangians.

Course content: I. Consumer Theory. Utility functions and indifference curves. Income and substitution effects. The Slutsky equation. The expenditure function, compensating and equivalent variation, and consumer surplus. Selected applications to savings

and labour supply, including the effects of taxes and benefits.

II. Producer Theory. Production and cost functions. Firm and industry supply. Perfect Competition and Monopoly.

III. Strategic Choice. Basic ideas in game theory. Applications to oligopoly and auctions.

IV. General equilibrium and welfare. Competitive equilibrium. Efficiency of equilibrium. Welfare criteria.

V. Topics in welfare economics. Public goods, externalities, second best pricing.

VI. Uncertainty and information. Choice under uncertainty. Insurance markets. Asymmetric information. Selected applications.

Teaching: Lectures EC201: 40 MT and LT.

Classes EC201.A: (undergraduates) EC201.B (graduate students): 20 Sessional.

Classes will be largely devoted to discussion of problems designed to strengthen students' understanding of analytical methods.

Formative coursework: Students should complete the weekly web-based quizzes before attending classes. In addition, at least five pieces of written work will be required and marked by class teachers.

Indicative reading: A reading list will be provided at the start of the course. The main text for the course is Perloff, *Microeconomics: theory and application with calculus*, Pearson 2008, but frequent reference is also made to other texts and to journal articles.

Assessment: A three-hour written examination in the ST. Candidates are required to answer eight short questions and three long questions.

EC202

Microeconomic Principles II

This information is for the 2009/10 session.

Teachers responsible: Professor F A Cowell, R520 and Dr F Nava, S482

Availability: Compulsory for BSc Mathematics and Economics.

Optional for BSc Accounting and Finance, BSc Business Mathematics and Statistics, BSc Econometrics and Mathematical Economics, BSc Economics, BSc Economic History with Economics, BSc Economics and Economic History, BSc Economics with Economic History, BSc Environmental Policy with Economics, BSc Geography with Economics, BSc Management Sciences, BSc Philosophy and Economics, the Diploma in Accounting and Finance and MSc Economics (Two Year Programme).

Pre-requisites: This is an intermediate course in microeconomic analysis. Students are expected to have completed **Economics B** or an equivalent introductory course in Economics. Students who have thoroughly mastered mathematics to the level of MA107 should be able to follow the course, but would find it difficult. MA100 would give a better grounding.

Course content: The coverage is similar to **Microeconomic Principles I**. However a greater mathematical facility will be assumed of the student permitting both greater depth and a number of additional topics, such as duality, to be covered. Further details are available on <http://darp.lse.ac.uk/EC202.htm>

Teaching: Lectures EC202: 40 MT and LT.

Classes EC202.A: 20 Sessional.

Classes will be largely devoted to discussion of problems designed to strengthen students' understanding of analytical methods.

Formative coursework: Students are urged to attempt the assigned problems before attending classes. At least five pieces of written work will be required and marked by class teachers.

Indicative reading: The text for the course is Cowell, F.A. (2006) *Microeconomics: Principles and analysis*, Oxford University Press, Oxford. Additional readings to complement the lecture notes on specific topics from other books or articles will be indicated as needed.

Assessment: A three-hour written examination in the ST. Candidates are required to answer four questions.

EC210

Macroeconomic Principles

This information is for the 2009/10 session.

Teachers responsible: Dr L Rachel Ngai, S675 and Dr Kevin Sheedy, S682

Availability: Compulsory for BSc Economics, BSc Economics with Economic History, BSc Geography with Economics, BSc Government

and Economics, BSc Philosophy and Economics and MSc Economics (Two Year Programme). Optional for BSc Accounting and Finance, BSc Business Mathematics and Statistics, BSc Econometrics and Mathematical Economics, BSc Economic History with Economics, BSc Economics and Economic History, BSc Environmental Policy with Economics, BSc Management, BSc Management Sciences, BSc Mathematics and Economics, BSc Mathematics and Economics, BSc Social Policy and Economics and the Diploma in Accounting and Finance.

Pre-requisites: This is an intermediate course in macroeconomic analysis, for BSc degrees in Economics and is also available to other students as permitted by the regulations. Students are expected to have completed **Economics B** or an equivalent introductory course in Economics. Students are also expected to have completed an introductory mathematics course such as **Basic Quantitative Methods**.

Course content: The course will cover: Economic growth, consumption, investment, unemployment, business cycles, inflation, monetary and fiscal policy, financial markets and international macroeconomics.

Teaching: Lectures EC210: 40 MT and LT.

Classes EC210.A: (undergraduates). EC210.B (graduate students): 20 sessional.

Formative coursework: Students are urged to attempt the assigned problems before attending classes. Two pieces of written work per term will be required and marked by class teachers.

Indicative reading: The main textbook for the course is S D Williamson, *Macroeconomics*, 3rd ed., supplemented by chapters 7-9 from D N Weil, *Economic Growth*, 2nd ed. and chapters 5-7, 15, 23 and 25 from F S Mishkin, *The Economics of Money, Banking, and Financial Markets*, 8th ed. A combined package will be available in the Economists' Bookshop.

Assessment: A three-hour written examination in the ST.

Candidates are required to answer eight out of ten short questions from Section A and three out of six long questions from Sections B and C (with at least one question from each section).

EC220

Introduction to Econometrics

This information is for the 2009/10 session.

Teacher responsible

Dr C Dougherty, S376

Availability: Optional for BSc Accounting and Finance, BSc Economics, BSc Economics and Economic History, BSc Economics with Economic History, BSc Government and Economics, BSc Management Sciences, BSc Philosophy and Economics, BSc Social Policy and Economics, the Diploma in Accounting and Finance and MSc Economics (Two Year Programme).

Pre-requisites: Students are expected to have completed an introductory statistics course such as **Elementary Statistical Theory or Quantitative Methods (Statistics)**.

Course content: The course begins with four optional review lectures on random variables, expectations, unbiasedness, efficiency, consistency. The main lectures cover covariance, variance and correlation; simple and multiple regression analysis; test statistics; problems of multicollinearity and misspecification; transformation of variables; dummy variables and binary response models; proxy variables; autocorrelation; heteroscedasticity; measurement errors and Friedman's Permanent Income Hypothesis; simultaneous equations bias; instrumental variables; two-stage least squares; binary choice (linear probability model, logit analysis, probit analysis); censored regression model (Tobit analysis); sample selection bias (heckman two-step method); an introduction to maximum-likelihood estimation; an introduction to non stationary time series, unit root tests, cointegration, and error-correction models.

Teaching: Lectures EC220: 43 (three optional) Sessional.

Dr Dougherty gives the three preliminary review lectures in the first two weeks of the MT and the main lectures from the third week of the MT. The theory lectures continue in the LT and ST.

Classes EC220.A: 20 Sessional. EC220.B for graduate students.

Formative coursework: Exercises are provided each week and are

discussed in the classes. Students are required to hand in written answers to the exercises for correction.

Indicative reading: C R S Dougherty, *Introduction to Econometrics* (3rd edn), Oxford University Press, 2006. Further materials will be available on the EC220 website (<http://econ.lse.ac.uk/courses/ec220/>)

Assessment: A three-hour written examination in the ST.

EC221

Principles of Econometrics

This information is for the 2009/10 session.

Teachers responsible: Dr M Schafgans, S583 and Dr T Komarova, S875

Availability: Compulsory for BSc Econometrics and Mathematical Economics. Optional for BSc Accounting and Finance, BSc Business Mathematics and Statistics, BSc Economics, BSc Economics and Economic History, BSc Economics with Economic History, BSc Mathematics and Economics, BSc Mathematics and Economics, BSc Philosophy and Economics and MSc Economics (Two Year Programme).

Pre-requisites: This course is an intermediate-level introduction to the theory and practice of econometrics. A knowledge of linear algebra and calculus (eg previous attendance at **Mathematical Methods**) and of basic statistical theory (**Elementary Statistical Theory**) is required. Although the course does involve some computing no previous experience is required.

Course content: Statistical background; continuous distribution, sampling theory, estimation, hypothesis testing, asymptotic theory. The Linear Model; multiple regression, t-and F-tests, dummy variables, multicollinearity, general linear restrictions, measurement errors, omitted variables. Maximum likelihood estimation And the Wald, Likelihood Ratio, and Lagrange Multiplier tests. Dynamic models, time series autoregressive models, seasonal adjustment, generalised least squares, serial correlation, heteroscedasticity, distributive lags, stationarity, unit roots. Simultaneous equation systems, instrumental variables and two stage least squares. Panel data and limited dependent variable models.

Teaching: Lectures EC221: 20 x two-hours MT and LT. Additional help lectures 20 x one-hour MT and LT.

Classes EC221.A: 20 Sessional.

Formative coursework: Written answers to set problems will be expected on a weekly basis.

Indicative reading: The main text for the course is G S Maddala, *Introduction to Econometrics*, John Wiley. Other useful texts include: W Greene, *Econometric Analysis*, Macmillan; J Johnston & J Dinardo, *Econometric Methods*, McGraw-Hill; D Gujarati, *Basic Econometrics*, McGraw-Hill; J Kmenta, *Elements of Econometrics*, Macmillan; M Stewart & K Wallis, *Introductory Econometrics*, Blackwell; J M Wooldridge, *Introductory Econometrics: A Modern Approach*, Thomson.

Assessment: A three-hour written examination in the ST. The paper contains nine questions, of which four are to be answered, of which one is compulsory.

EC230

European Economic Policy

This information is for the 2009/10 session.

Teachers responsible: Dr A Marin, S566 and Dr S d'Costa-Kadam

Availability: This course is optional for BSc Economic History, BSc Environmental Policy, BSc Environmental Policy, BSc International Relations, BSc Management but is not available to Economics specialists.

Pre-requisites: Introductory economics such as **Economics A** or **Economics B** (or equivalents) is required.

Course content: A major aim of the course will be both to introduce students to a study of those EU policies and issues which might be considered 'economic', and to enable them to understand the viewpoint of economists on issues which have a wider interest. The treatment, however, will be non-mathematical and not assume a detailed knowledge of economic theory. The topics considered are likely to include:

1 EMS, EMU and monetary policy of the EU.

2 CAP and reforms.

3 Trade integration, including the single market programme.

4 Regional policy.

5 Environmental policy.

Teaching: Lectures EC230: 20 MT and LT.

Classes/seminars EC230.A: 22 Sessional.

Formative coursework: Four pieces of written work to be handed in to the class teacher over the year.

Indicative reading: Background texts include: T Hitiris, *European Union Economics*, 5th edn, FT-Prentice Hall, 2003; A El-Algraa (Ed), *The European Union*, 7th edn, Prentice Hall, 2004; D Swann, *The Economics of Europe*, 9th edn, Penguin, 2000. Detailed references relevant to each topic area will be given out during the course.

Assessment: A three-hour written examination in the ST.

EC301

Advanced Economic Analysis

This information is for the 2009/10 session.

Teachers responsible: Dr J Spinnewijn, Dr E Ilzetzki, Dr F Nava and Dr K Jin

Availability: This course is optional for BSc Econometrics and Mathematical Economics, BSc Economics, BSc Economics and Economic History, BSc Economics with Economic History, BSc Government and Economics, BSc Mathematics and Economics, BSc Philosophy and Economics and BSc Social Policy and Economics.

Pre-requisites: Students should have completed **Microeconomic Principles I or II** (or equivalent) and **Macroeconomic Principles** (or equivalent) and mathematics to at least the level of **Mathematical Methods**.

Course content: This course consists of four lecture topics introducing recent developments in economic theory.

Teaching: Lectures EC301: 40 MT and LT.

Classes EC301.A: 16 Sessional.

Indicative reading: The course is mainly based on lecture notes and journal articles. Relevant textbooks will be announced at the beginning of each term.

Assessment: A three-hour written examination in the ST. The paper is divided into four parts. Each part corresponds to the material taught by one of the four instructors. Students are required to answer one question (out of two) for each part.

EC302

Political Economy

This information is for the 2009/10 session.

Teacher responsible

Dr R Razin, S480

Availability: Optional course for BSc Economics, BSc Economics with Economic History, BSc Econometrics and Mathematical Economics, BSc Economics and Economic History, BSc Government and Economics, BSc Philosophy and Economics and BSc Social Policy and Economics. It is available as an outside option, and to General course students.

Pre-requisites: Students should have completed Microeconomic Principles I or II (or equivalent) and Macroeconomic Principles (or equivalent).

Course content: The course seeks to introduce students to the major theoretical models of Political Economy and the available empirical evidence. Sample topics to be covered include: Preference aggregation and voting; Political economy of income redistribution; Political economy of regulation; Constitutional rules and policy outcomes; Bureaucracy; Lobbying; The role of the media; Campaign Finance; Political Parties; Turnout in elections; Ethnic Politics; International conflicts; Debates and Communication.

Teaching: Lectures: 20 MT & LT. Classes: eight in MT, ten in LT and two in ST.

Formative coursework: At least four exercises or pieces of written work will be required and assessed by class teachers.

Indicative reading: There is no text book covering all the material in the course. The following books are recommended as supplements to what is covered in the lectures. *Analyzing Politics, Rationality, Behavior and Institutions*, K.A. Shepsle and M.S. Bonchek. W. W. Norton & Company, New York, London. *Liberalism*

Against Populism, W.H. Riker, Waveland Press, Prospect Heights, Illinois. For additional readings see <http://econ.lse.ac.uk/courses/ec302/>

Assessment: A three-hour written examination in the ST.

EC303

Economic Analysis of the European Union

This information is for the 2009/10 session.

Teachers responsible: Dr G Mion, S513A and Dr K Sheedy, S682

Availability: This course is optional for BSc Econometrics and Mathematical Economics, BSc Economics, BSc Economics and Economic History, BSc Economics with Economic History, BSc Government and Economics, BSc Philosophy and Economics and BSc Social Policy and Economics.

Pre-requisites: Students should have completed **Microeconomic Principles I** or **II** (or equivalent) and **Macroeconomic Principles** (or equivalent).

Course content: The course will concentrate on economic policy issues in the EU and relevant analytical tools. It will treat the issues at a level appropriate for students with the knowledge of economics provided by the courses already taken, though the historical, political and institutional context of the EU will also be relevant. The topics covered are likely to include some of the following:

- 1 EMS, EMU and monetary policy.
- 2 CAP and possible reforms.
- 3 Labour markets and migration
- 4 Single market, and regional policy
- 5 Firms and productivity

Teaching: Lectures EC303: 20 MT and LT.

Classes/seminars EC303.A: 20 Sessional.

Indicative reading: General background readings: R Baldwin & C Wyplosz, *The Economics of European Integration*, 2nd edn, McGraw-Hill, 2006; T Hitiris, *European Union Economics*, 5th edn, FT-Prentice Hall, 2003; A El-Algraa (Ed), *The European Union*, 7th edn, Prentice Hall, 2004; D Swann, *The Economics of Europe*, 9th edn, Penguin, 2000. References relevant to each topic area, including articles from academic journals, will be given out during the course.

Assessment: A three-hour written examination in the ST.

EC307

Development Economics

This information is for the 2009/10 session.

Teachers responsible: Dr G Fischer, R537 and Dr O Bandiera, R526

Availability: This course is optional for BSc Economics, BSc Econometrics and Mathematical Economics, BSc Economics and Economic History, BSc Economics with Economic History, BSc Environmental Policy with Economics, BSc Government and Economics, BSc Geography with Economics, BSc Philosophy and Economics and BSc Social Policy and Economics.

Pre-requisites: Students should have completed **Microeconomic Principles I** or **II** (or equivalent) and **Macroeconomic Principles** (or equivalent). A knowledge of introductory econometrics such as that provided by **Introduction to Econometrics** is also necessary given the strong applied forms of the course.

Course content: The course provides an introduction to selected issues in economic development including theory, evidence and policy. The course will explore the related themes of Economic Growth and Development. The course begins by analysing the growth performance of different countries and by presenting the main growth theories to the purpose of identifying, both theoretically and empirically, the determinants of economic growth. The course will then analyse economic institutions in developing countries focusing around the themes of "Markets, Institutions and Welfare" and "Public Policy and Welfare". Failures in key markets such as those for land, labour, credit and insurance have far reaching implications both for productive efficiency and welfare. The story of economic development is, in many ways, one of how informal, imaginative institutions have evolved to fill the gaps left by these market failures. The course will study how institutions have evolved to cope with missing markets, and how they affect the allocation and the distribution of resources. The

course will analyse both the channel through which the institutional environment affects efficiency and welfare and how public policy can be designed to increase welfare and growth. The course has a strong applied focus. Under each section we want to derive testable implications from the theory, subject these to econometric testing, comment on the robustness of the results obtained and draw out policy conclusions.

Teaching: Lectures EC307: 20 MT and LT.

Classes EC307.A: 20 MT and LT.

Indicative reading: Teaching in the course will be done mainly from journal articles drawn from the forefront of theoretical and applied research in development economics. The main textbook for the course is D Ray, *Development Economics*, Princeton UP, 1998. Use will also be made of three other reference texts: (i) C Jones, *Introduction to Economic Growth*, Norton, 1998; (ii) A Deaton, *The Analysis of Household Surveys: A Microeconomic Approach to Development Policy*, John Hopkins UP, 1997 and (iii) J Behrman & T N Srinivasan (Eds), *Handbook of Development Economics*, Elsevier, 1995. Students less familiar with econometrics should review C Dougherty, *Introductory Econometrics*, OUP, 1992.

Assessment: A three-hour written examination in the ST.

EC309

Econometric Theory

This information is for the 2009/10 session.

Teacher responsible

Dr M Seo, S580

Availability: This course is for BSc Econometrics and Mathematical Economics, BSc Mathematics and Economics and MSc Econometrics and Mathematical Economics (Two Year Programme).

Pre-requisites: A knowledge of linear algebra, calculus and statistical theory is required. Students should have taken the course **Principles of Econometrics** (or equivalent).

Course content: This course gives an introduction to the theory of estimation and inference of economic models; the linear model, asymptotic theory; concepts of model specification; maximum likelihood and other optimization estimators; dynamic models; simultaneous equation systems; panel data.

Teaching: Lectures EC309: 20 MT and LT.

Classes EC309.A: 20 Sessional.

Formative coursework: Written answers to set problems will be expected on a weekly basis.

Indicative reading: The main text for the lectures is R Davidson & J G MacKinnon, *Econometric Theory and Methods*, Oxford University Press (2004). Other useful texts include Davidson (2000), *Econometric Theory*; Amemiya (1985), *Advanced Econometrics*; and Hayashi (2000), *Econometrics*.

Assessment: A three-hour written examination in the ST. The paper contains eight questions, of which four are to be answered.

EC311

History of Economics: How Theories Change

This information is for the 2009/10 session.

Teacher responsible

Dr Michael White

Availability: Optional for BSc Econometrics and Mathematical Economics, BSc Economics, BSc Economic History, BSc Economic History with Economics, BSc Economics and Economic History, BSc Economics with Economic History, BSc Government and Economics, BSc Philosophy and Economics, BSc Social Policy and Economics and other students by permission of the course lecturer. This course is capped www.lse.ac.uk/collections/studentServicesCentre/programmesAndCourses/coursecapping.htm

Course content: The course examines the ways in which economics has developed from the Mercantilists of the 17th century to the Neoclassical thinking of the later 20th century. The course will explore how the theories, concepts and methods of economics have changed over the last 250 years. We will use the original texts in order to understand how economists of the past approached perennial questions (about for example, the sources of growth or the role of money) and resolved them in the context of the scientific thinking and the economic conditions of their own

time and place.

Teaching: Lectures EC311: 20 weekly MT and LT.
Classes EC311.A: 20 MT and LT.

Formative coursework: Students will be expected to discuss assigned texts and produce several pieces of written work.

Indicative reading: A reading list of original texts and secondary literature will be given at the beginning of the course. For an introduction, students may read R L Heilbroner's, *The Worldly Philosophers*; for general background, consult Roger E Backhouse's, *The Penguin History of Economics* or David Colander & Harry Landreth's, *History of Economic Thought*.

Assessment: A three-hour written examination in the ST.

EC313

Industrial Economics

This information is for the 2009/10 session.

Teachers responsible: Professor M Schankerman, R516 and Dr P Schmidt-Dengler, S686

Availability: Optional for BSc Business Mathematics and Statistics, BSc Econometrics and Mathematical Economics, BSc Economics, BSc Economics and Economic History, BSc Economics with Economic History, BSc Environmental Policy with Economics, BSc Geography with Economics, BSc Government and Economics, BSc Management, BSc Philosophy and Economics, BSc Social Policy and Economics and the Diploma in Accounting and Finance.

Pre-requisites: Students should have completed **Microeconomic Principles I** or **II** (or equivalent).

Course content: The aim of the course is to understand the structure, conduct, and performance of firms by studying analytic models of imperfect competition and strategic (game theoretic) interaction among firms, determinants of industrial structure, and the process of entry and entry deterrence. The main subjects include monopoly and price discrimination, vertical arrangements between firms, transactions costs and contract design, game theoretic models of firm behaviour, collusive arrangements, strategic entry deterrence by pricing, investment, and product differentiation. Economic models will be used to address policy issues.

Teaching: Lectures EC313: 30 hours MT and LT.
Classes EC313.A: 15 MT and LT.

Formative coursework: At least four problem sets will be required and assessed by class teachers.

Indicative reading: A detailed reading list will be provided at the beginning of the course. As a primary text, students should choose between Church and Ware's *Industrial Organization: a strategic approach* and Tirole's *The Theory of Industrial Organisation*. Supplementary reading will be assigned.

Assessment: A three-hour written examination in the ST.

EC315

International Economics

This information is for the 2009/10 session.

Teachers responsible: Professor S Redding, R432 and Dr K Jin

Availability: Optional for BSc Accounting and Finance, BSc Econometrics and Mathematical Economics, BSc Economics, BSc Economics and Economic History, BSc Economics with Economic History, BSc Environmental Policy with Economics, BSc Government and Economics, BSc Philosophy and Economics and BSc Social Policy and Economics.

Pre-requisites: Students should have completed **Microeconomic Principles I** or **II** (or equivalent) and **Macroeconomic Principles** (or equivalent).

Course content: **International Macroeconomics:** The course offers an introduction to international macroeconomic theory and develops the main tools for macroeconomic policy analysis. We start by studying the balance of payment and the determination of exchange rates, money, and prices in open economies. We discuss the costs and benefits of different nominal exchange rate regimes and their sustainability, examining the causes and consequences of speculative attacks and financial crises, the role of international financial markets, and international macroeconomic independence.

International Trade Theory: This part of the course strives to explain the pattern of trade observed in the world and to account

for the prices at which goods are traded. Positive and normative aspects of international markets are examined. Use is made of the theory of comparative advantage, increasing returns, and strategic theories of international trade. Relations between trade and domestic markets for both goods and factors are examined in terms of the theory of trade according to factor endowments.

The course studies the effect of trade policy within both partial and general equilibrium frameworks. Economic integration between countries is also discussed using the same modelling tools.

Teaching: Lectures EC315: 20 MT and LT.

Classes EC315.A: 20 Sessional.

Formative coursework: Students will be expected to prepare two pieces of assessed written work during each of the MT and LT.

Indicative reading: *Exchange Rates and International Finance*, 3rd ed, Laurence Copeland; *International Economics: Theory and Policy*, 7th ed, Paul Krugman and Maurice Obstfeld; *Foundations of International Macroeconomics*, Maurice Obstfeld and Kenneth Rogoff.

Assessment: A three-hour written examination in the ST.

EC317

Labour Economics

This information is for the 2009/10 session.

Teacher responsible

Professor S Pischke, R425

Availability: This course is optional for BSc Econometrics and Mathematical Economics, BSc Economics, BSc Economics and Economic History, BSc Human Resource Management and Employment Relations, BSc Management, BSc Philosophy and Economics and BSc Social Policy and Economics.

Pre-requisites: Students should have completed **Microeconomics Principles I** or **II** (or equivalent) and **Macroeconomic Principles** (or equivalent) as well as **Introduction to Econometrics** (or equivalent).

Course content: The course seeks to introduce students to the major theoretical principles of labour economics and to recent applied work in the area. Topics will include labour supply, welfare policies, labour demand, the impact of the minimum wage, labour market equilibrium, the impact of immigration, wage determination, the formation of human capital, motivation of workers and issues in personnel economics, compensating wage differentials, discrimination, wage inequality, and trade unions.

Teaching: Lectures EC317: 30 hours MT and LT.

Classes EC317.A: 15 MT and LT.

Formative coursework: Students will be expected to make one class presentation, lead one class discussion and write two essays over the course of the year.

Indicative reading: There is no comprehensive text for this course. The two best textbooks are G Borjas, *Labor Economics*, and R G Ehrenberg & R S Smith, *Modern Labor Economics*. Additional reading, drawn from journals, will be suggested during the course.

Assessment: A three-hour written examination in the ST.

EC319

Mathematical Economics

This information is for the 2009/10 session.

Teachers responsible: Dr R Razin, S480 and Dr F Nava

Availability: This course is optional for BSc Mathematics and Economics, BSc Economics, BSc Econometrics and Mathematical Economics, BSc Philosophy and Economics, BSc Social Policy and Economics and MSc Econometrics and Mathematical Economics (Two Year Programme).

Pre-requisites: Students should have completed **Microeconomic Principles I** or **II** (or equivalent). Fluency in calculus is essential, including multivariate calculus, some knowledge of analysis, linear algebra and set theory. **Mathematical Methods** would be adequate background for a student who already has or is willing to acquire some additional probability theory. Students who took more abstract mathematics courses in their first and second years may find that they need to acquire some additional mathematical techniques, but should not find this difficult. Provision will be made for teaching these techniques if necessary. A highly motivated

student with a less technical background could do the course, if he or she finds handling economics mathematically comes naturally. Any such student should see Dr Razin before the course starts.

Course content: The study of some aspects of economic theory where mathematical modelling is particularly helpful. The lectures use mathematics, and students will be expected to solve economic problems posed in a mathematical form. Considerable emphasis will also be given to the economic motivation and interpretation of the models discussed.

Techniques of Constrained Optimization this is a rigorous treatment of the mathematical techniques for solving constrained optimization problems, which are basic tools of economic modelling. Topics include: Definitions of feasible set and solution, sufficient conditions for the existence of a solution, maximum value function, shadow prices, Lagrangian necessity and sufficiency theorems.

Static Games in Economics. Expected-utility representation, Nash Equilibrium in static markets, electoral competition, Bayes-Nash Equilibrium, auctions, juries, markets with incomplete information.

Dynamic Games in Economics. Subgame perfection, war of attrition, market entry/exit, repeated oligopoly games, information transmission games, legislative bargaining.

Teaching: Lectures EC319: 20 MT and LT.

Classes EC319.A: 20 Sessional.

Formative coursework: Students are urged to attempt the assigned problems before attending classes. At least four pieces of written work will be required.

Indicative reading: Martin Osborne, *An Introduction to Game Theory*, Oxford University Press, 2003. Lecture notes provided for topics not covered by the book.

Assessment: A three-hour written examination in the ST. The paper contains eight questions, of which students should attempt four (two from each section).

EC321

Monetary Economics

This information is for the 2009/10 session.

Teachers responsible: Professor R Jackman, S777 and Professor P Sinclair

Availability: Optional for BSc Business Mathematics and Statistics, BSc Econometrics and Mathematical Economics, BSc Economics, BSc Economics and Economic History, BSc Economics with Economic History, BSc Government and Economics, BSc Mathematics and Economics, BSc Philosophy and Economics and BSc Social Policy and Economics.

Pre-requisites: Students should have completed **Microeconomic Principles I** or **II** (or equivalent) and **Macroeconomic Principles** (or equivalent).

Course content: The course provides an introduction to monetary theory, to the effects of monetary variables on the macroeconomic system, the role of the Central Bank and the conduct of monetary policy in closed and open economies. Subjects covered include: The nature and function of money. Classical monetary theory, neutrality, inflation and the Keynesian revolution. Modern theories of the demand for money. The banking system, financial intermediation and the determinants of the money supply. The transmission mechanism of monetary policy. Old and modern theories of monetary economics. The theory and practice of monetary policy and the design of optimal policies, in closed and open economies. The term structure of interest rates. The role and conduct of Central Banks, and arguments for Central bank independence.

Teaching: Lectures EC321: 30 MT and LT.

Classes EC321.A: 18 Sessional.

Formative coursework: Students should expect to write two essays or exercises in both the MT and LT, to be handed into, and marked by, their class teacher. Setting essay topics is the responsibility of class teachers, although a list of suggested topics will be distributed in the lectures.

Indicative reading: The most useful text books are K Bain & P Howells, *Monetary Economics: Policy and its Theoretical Basis*, and C Goodhart, *Money, Information and Uncertainty*, 2nd edn. Other useful texts include M Lewis & P Mizen, *Monetary Economics*; B

McCallum, *Monetary Economics*; D Laidler, *The Demand for Money*, 3rd edn; A Blinder, *Central Banking in Theory and Practice*.

Assessment: A three-hour written examination in the ST. The paper may include short questions and problems in addition to longer essays.

EC325

Public Economics

This information is for the 2009/10 session.

Teachers responsible: Dr J Leape, Y211 and Dr H Kleven, R518

Availability: This course is for BSc Economics, BSc Economics and Economic History, BSc Economics with Economic History, BSc Environmental Policy with Economics, BSc Geography with Economics, BSc Government and Economics, BSc Philosophy and Economics and BSc Social Policy and Economics.

Pre-requisites: Students should have completed **Microeconomic Principles I** or **II** (or equivalent).

Course content: This is a course in theoretical and applied public economics using intermediate economic theory. Topics include the theoretical analysis of taxation and expenditure, assessment of the tax and expenditure systems in the UK and elsewhere, and evaluation of reform proposals. The role of the state and implications of different approaches. Public choice. Economics of the welfare state: income transfers, health care and education. Efficiency and income distribution issues. Effects of taxes on labour supply and savings. Taxes and investment: domestic and international issues. Tax policy: principles, incidence, direct versus indirect taxation, optimal taxation, tax evasion. Privatisation and regulation of natural monopolies. Current topics in public finance.

The main institutional references will be to the UK but some attention will also be given to other countries, especially the US.

Teaching: Lectures EC325: 20 MT and LT.

Classes EC325.A: 20 Sessional.

Indicative reading: The most useful textbooks are: N A Barr, *Economics of the Welfare State* (4th edn, 2004) and H S Rosen, *Public Finance* (7th edn, 2005). Many of the readings will be journal articles.

Assessment: A three-hour written examination in the ST.

EC331

Quantitative Economics Project

This information is for the 2009/10 session.

Teacher responsible Professor A Marcet, S678

Availability: This course is compulsory for BSc Econometrics and Mathematical Economics and MSc Econometrics and Mathematical Economics (Two Year Programme).

Pre-requisites: Students should have completed **Principles of Econometrics**.

Course content: This course provides an opportunity to learn how to do quantitative economic research in a practical way. Seminars are designed to provide training in independent research work and to encourage the student to take an overall view of the different specialised areas in economics.

Teaching: Seminars in Quantitative Economics EC331.A: 10 x two hours LT.

Students are expected to pursue research on a subject of their own choice under the supervision of a member of staff. In the seminar each student will present a preliminary outline of the results of the project for comments by fellow students and teachers.

Formative coursework: Students are required to prepare material for their presentations in the seminar, but this is not formally graded.

Indicative reading: As each student chooses an individual topic, there is no reading list for this course.

Assessment: A completed project (up to 10,000 words) on an approved subject will be required to be submitted by **1 May** in the year in which the course is taken. There is no written examination. The project carries all the marks.

EC333**Problems of Applied Econometrics****This information is for the 2009/10 session.****Teachers responsible:** Professor M Schankerman, R516 and Dr G Michaels, R438**Availability:** This course is optional for BSc Economics, BSc Econometrics and Mathematical Economics, BSc Economics and Economic History and BSc Social Policy and Economics.**Pre-requisites:** Students should have completed **Microeconomic Principles I or II** (or equivalent), **Macroeconomic Principles** (or equivalent) and *either* **Introduction to Econometrics** or **Principles of Econometrics**.**Course content:** The purpose of this course is to give students a grounding in recent developments in econometrics for applications to economics. A major feature of the course is the computer-based exercises for the classes, which will enable students to obtain considerable practical experience in analysing a wide variety of econometric problems. Among the econometric topics covered will be limited dependent variable models and duration models.**Teaching:** Lectures EC333: 10 MT and 10 LT.

Classes EC333.A: 20 Sessional.

Indicative reading: A detailed reading list will be provided at the beginning of the course. J Wooldridge, *Introductory Econometrics* might be helpful and/or W Green, *Economic Analysis*.**Assessment:** A three-hour written examination in the ST.**EH101****Internationalization of Economic Growth****This information is for the 2009/10 session.****Teachers responsible:** Dr Tim Leunig, C321 and Professor Albrecht Ritschl, C415**Availability:** Compulsory for BSc Economic History, BSc Economic History with Economics, BSc Economics and Economic History and BSc Economics with Economic History. Optional for BSc Environmental Policy, BA History, BSc International Relations and BSc International Relations and History. Available to all other students where their degree regulations permit including General Course Students. Available as an outside option.**Course content:** The course examines the inter-relationships between the development of the international economy and the growth of national economies since the late nineteenth century. The course is designed to introduce students not only to a wide variety of topics and issues, but also to the wide variety of approaches used by historians. The course includes analyses of the original leading nation, Britain, and its replacement, the United States, as well as the catch-up of areas such as continental Europe, and the failure to catch-up of earlier well-placed areas such as Latin America. The effects of major events - such as wars and debt crises - are investigated, and we also consider the implications of changing global economic institutions, such as the Gold Standard and IMF, as well as the effects of sometimes rapid changes in product and process technology.**Teaching:** Lectures: There is one lecture course (EH101) with 22 lectures in the MT, LT and ST. The lectures are given by Dr Leunig and Professor Ritschl. A lecture programme will be circulated at the first meeting. This course uses Moodle to provide a web based location for your core LSE course materials.**Classes:** The lectures are accompanied by weekly classes (EH101.A). Classes are given by several different teachers. They do not necessarily deal with the same topics each week but they all cover the same ground.**Formative coursework:** Students are expected to write four very short papers during the year and two longer essays.**Indicative reading:** The following are particularly useful: A G Kenwood & A L Loughheed, *The Growth of the International Economy, 1820-2000* (2000); J Foreman-Peck, *A History of the World Economy*; R Floud & P Johnson (Eds), *The Cambridge Economic History of Modern Britain*, Vol 2 & Vol 3 (2004); T Kemp, *The Climax of Capitalism. The US Economy in the 20th Century*; P Johnson (Ed), *Twentieth-Century Britain: Economic, Social and Cultural Change* (1994); E Jones, L Frost & C White, *Coming Full Circle. An Economic History of the Pacific Rim* (1993); C HFeinstein, P Temin & G Toniolo, *The European Economy between the Wars* (1997); M S Schulze (Ed), *Western Europe, Economic & Social Change*; B Eichengreen, *Globalizing Capital. A History of the International Monetary System*; M S Blackford, *The Rise of Modern Business in the USA, Britain and Japan*; William Easterly, *The Elusive Quest for Growth* (2002). (A fuller reading list and class topics will be given out at the first meeting.)**Assessment:** A three-hour written examination in the ST.**EH203****From Money to Finance: European Financial History, 800-1750****This information is for the 2009/10 session.****Teacher responsible**

Dr Olivier Volckart

Availability: BSc Economic History, BSc Economic History with Economics and BSc Economics and Economic History. The course is also available to General Course students and as an outside option on other degree programmes where regulations permit.**Pre-requisites:** None, however, it is essential that students who are unacquainted with the period devote time to the necessary background reading on medieval and early modern European history.**Course content:** The course examines in outline the European financial history between the ninth and the mid-eighteenth centuries, taking the students from the simple beginnings of medieval European monetary history to the more complex arrangements that emerged toward the end of the early modern age. Developments in the major European countries (England, Spain, Italy, France and Germany) will be discussed and compared. The course emphasises both the many features shared by these countries and their often considerable differences, places monetary history in the context of more general economic history and discusses how money influenced the wider economy.**Teaching:** Weekly lectures and classes in the Michaelmas and Lent Terms. There will also be two revision sessions in the Summer Term.**Formative coursework:** Students are expected to write four essays or equivalent pieces of written work during the year.**Indicative reading:** Barrett, W. (1990): World Bullion Flows, 1450-1800, in: Tracy, J.D., ed., *The Rise of Merchant Empires: Long-Distance Trade in the Early Modern World 1350-1750*, Cambridge (Cambridge University Press), pp. 224-254; Cipolla, C.M. (1956): *Money, Prices and Civilization in the Mediterranean World*, Princeton (Princeton University Press), ch. 4 on "Ghost Money", pp. 38-51; Day, J. (1980/87): The Great Bullion Famine of the Fifteenth Century, in: *ibid.*, *The Medieval Market Economy*, Oxford (Basil Blackwell), pp. 1-54; Munro, J.H. (2008): Money, Prices, Wages, and "Profit Inflation" in Spain, the Southern Netherlands, and England during the Price Revolution era: ca. 1520 - ca. 1650, in: *História e Economia: Revista Interdisciplinar* 4,1, pp. 13-71; Schubert, E.S. (1988): Innovations, Debts, and Bubbles: International Integration of Financial Markets in Western Europe, 1688-1720, in: *Journal of Economic History* 48,2, pp. 299-306; Schumpeter, J.A. (1918/91): The Crisis of the Tax State, in: R. Swedberg, ed., Joseph A. Schumpeter: *The Economics and Sociology of Capitalism*, Princeton/NJ (Princeton University Press), pp. 99-140; and Spufford, P. (1991): *Money and its Use in Medieval Europe*, Cambridge et al. (Cambridge University Press).**Assessment:** Three hour unseen examination in the Summer Term (100%).**EH205 Not available in 2009/10****Towns, Society and Economy in England and Europe, 1450-1750****This information is for the 2009/10 session.****Teachers responsible:** Dr Oliver Volckart, C215 and Dr Patrick Wallis, C414**Availability:** This is an optional course for BSc Economic History, BSc Economic History with Economics, BSc Economics and Economic History, BSc Economics with Economic History and BA History.**Course content:** The course examines in outline the social and

economic history of European towns between the mid-15th and the mid-18th centuries.

Towns and economic development; the urban economy: manufactures, services and domestic and international trade; town-country relations, towns and rural industry; towns and the state; capital cities; urban hierarchies and networks; social structure and social mobility; standards of living; social conflict, crime and criminal repression; population structure; women, family and work; poverty and welfare; medicine and health; religion, education and literacy.

Teaching: Weekly lectures and classes (EH205). Classes are designed to discuss at greater depth topics covered in the lectures. Students are expected to prepare discussion papers for each class.

Formative coursework: Students are expected to write four essays or equivalent pieces of written work in the course of the year.

Indicative reading: Detailed reading lists are distributed at the beginning of the course. The following are useful general works: S R Epstein, *Town and Country in Europe 1300-1800* (2001); C Friedrichs, *The Early Modern City, 1450-1750* (1995); P M Hohenberg & L H Lees, *The Making of Urban Europe, 1000-1950* (1985); J Goodman & K Honeyman, *Gainful Pursuits: The Making of Industrial Europe, 1600-1914* (1988); C M Cipolla (Ed), *The Fontana Economic History of Europe, Vol 2* (1979); H A Miskimin, *The Economy of Later Renaissance Europe, 1460-1600* (1977); G C Clay, *Economic Expansion and Social Change: England, 1500-1700* (2 vols, 1984).

Assessment: A three-hour written examination in the ST.

EH220

Comparative Economic Development: Late Industrialisation in Russia, India and Japan

This information is for the 2009/10 session.

Teachers responsible: Dr Peter Howlett, C514 and Dr Tirthankar Roy, C315

Availability: This is a compulsory course for BSc Economic History. It is optional for BSc Economic History with Economics, BSc Economics, BSc Economics and Economic History, BSc Economics with Economic History, BSc Human Resource Management and Employment Relations, BSc International Relations and BSc Management. This course is also available to one-year General Course students.

Course content: The course surveys the economic development of Russia, India and Japan over the last 150 years. The emphasis is comparative and the focus on particular problems of industrialisation in the pre-World War I, interwar and post-1945 years.

Dynamism and constraints in pre-industrial economies; state policy and industrial take-off; peasant agriculture, agricultural performance and industrialisation; traditional and modern manufacturing; capital, labour and entrepreneurship; effect of war and military expenditure; industrialisation strategies, planning and the role of the state; institutions and institutional reform; technological capability; impact of the international economy; quality of life issues.

Teaching: Lectures: 20 weekly lectures (EH220) and 24 classes (EH220.A).

Formative coursework: Students will be expected to write four essays or equivalent pieces of written work during the year and will also be expected to give class papers.

Indicative reading: No one book covers the whole syllabus and a detailed reading list will be supplied; the following texts are valuable for parts of the course: G C Allen, *A Short Economic History of Modern Japan* (repr 1991); V N Balasubramanyan, *The Economy of India* (1984); N Charlesworth, *British Rule and the Indian Economy, 1800-1914* (1978); R W Davies, *Soviet Economic Development from Lenin to Krushchev* (1998); P Francks, *Japanese Economic Development* (2nd edn, 1999); P Gatrell, *The Tsarist Economy 1850-1917* (1986); P Gregory & R C Stuart, *Soviet and Post-Soviet Economic Structure and Performance* (1994); D Rothermund, *Economic History of India* (1988).

Assessment: A three-hour written exam in the ST.

EH225 Not available in 2009/10

Latin America and the International Economy

This information is for the 2009/10 session.

Teacher responsible

Professor Colin Lewis, C320

Availability: This is an optional course for BSc Economic History, BSc Economic History with Economics, BSc Economics, BSc Economics and Economic History, BSc Economics with Economic History, BSc Environmental Policy, BSc Environmental Policy with Economics and BSc International Relations.

Course content: The course examines the societies and economies of Latin America from effective incorporation in the international economy in the late nineteenth century to the era of globalisation and assesses how Latin America has changed over the last hundred years or so. Causes and outcomes of 'engagement' with the world economy will be explored in the following broad themes: growth and structural change- the quest for development; the political economy of state formation and the politics of state action- from authoritarian regimes to democratic consolidation; society, poverty and progress- mobility and modernisation or violence and inequality; ideas and institutions.

Teaching: Parallel programme of weekly lectures (EH225) and classes (EH225.A). MT, LT, ST with weekly lecture data handouts and class discussion synopses.

Formative coursework: Students are expected to write four essays or equivalent pieces of written work.

Indicative reading: C Abel & C M Lewis (Eds), *Latin America: Economic Imperialism and the State*; D Bushnell & N Macaulay, *The Emergence of Latin America in the Nineteenth Century*; S Engerman & K Sokoloff, *Factor Endowments, Institutions and Differential Paths of Growth among New World Economies*; T Hálperin Donghi *The Contemporary History of Latin America*; T.E Skidmore & P.H. Smith *Modern Latin America* (2004); R Thorp, *Progress, Poverty and Exclusion*. For reference: L Bethell, *The Cambridge History of Latin America*, vols IV and VI.

Assessment: A three-hour written examination in the ST.

EH236

The Integration of Europe's Economy, 1815-1990

This information is for the 2009/10 session.

Teacher responsible

Dr. Max Schulze, C515

Availability: This is an optional course for BSc Economic History, BSc Economic History with Economics, BSc Economics and Economic History, BSc Economics with Economic History, BA History, BSc Economics and BSc Management.

Pre-requisites: Knowledge of basic economic analysis at the level of an introductory university course and the ability to read a European language other than English would be advantageous.

Course content: The course examines Europe's economic development and the processes of economic integration and disintegration from the early nineteenth century to the present. One of its aims is to introduce students to a variety of theoretical approaches to the European growth and integration experience and to assess the validity of alternative explanations.

Issues covered include: I. Concepts of economic development and integration; the relationship between integration and growth.

II. Integration and industrialisation in the 19th century: regional, national and international integration of goods and factor markets; the roles of transport, technological change, and technology transfer; multilateralism and the working of the gold standard; the post-1870 rise of neo-mercantilism; the industrialisation of the European periphery; the changing role of the state. III. The disintegration of the European economy, 1914-1945: economic consequences of the war; growth in the 1920s; the Great Depression and the collapse of the international economy; the emergence of trading blocs; the European economy in the Second World War. IV. Re-integration of the European economy after 1945: the economic legacy of the war; reconstruction and modernisation; the role of the Marshall Plan; liberalisation, foreign trade, and payments; the impact of supra-national institutions: the ECSC and EU; attempts at monetary integration. Comparative country

case studies will be used to explore the development of national economies in their international context.

Teaching: Weekly one-hour lectures with supporting classes. Students will be expected to contribute at least one presentation to class.

Formative coursework: Students are expected to write four essays or equivalent pieces of written work.

Indicative reading: A detailed reading list is provided at the beginning of the course. No single work covers the course adequately, but the following readings offer some indication of the material used: L A Craig & D Fisher, *The Integration of the European Economy* (1997); C H Feinstein, P Temin & G Toniolo, *The European Economy between the Wars* (1997); D H Aldcroft & S P Ville (Eds), *The European Economy 1750-1914* (1994); N F R Crafts & G Toniolo (Eds), *Economic Growth in Europe since 1945* (1966); B Eichengreen, *Golden Fetters* (1992); C P Kindleberger, *The World in Depression* (1973); C P Kindleberger, *A Financial History of Western Europe* (1993); A S Milward, *War, Economy and Society* (1987); S Pollard, *Peaceful Conquest. The Industrialisation of Europe, 1760-1970* (1986); M S Schulze (Ed), *Western Europe: Economic and Social Change since 1945* (1999); R Sylla & G Toniolo (Eds), *Patterns of European Industrialisation. The 19th Century* (1991); H van der Wee, *Prosperity and Upheaval. The World Economy 1945-1980* (1986).

Assessment: One three-hour written examination in the ST.

EH237

Theories and Evidence in Economic History

This information is for the 2009/10 session.

Teachers responsible: Dr Patrick Wallis, C414, Dr Debin Ma, C313 and Dr Chris Minns, C319

Availability: This is a compulsory second-year course for students taking BSc Economic History, BSc Economic History with Economics, BSc Economics and Economic History and BSc Economics with Economic History. This course is not available to any other students.

Course content: The course examines theories and concepts used in economic history, and provides an introduction to the methods used by economic historians to collect evidence and generate inference on relevant historical questions. The course will begin with an examination the development of history as a subject and discipline. Consideration will be given to the assumptions made in economics and their principal applications in economic history. The course will also introduce students to essential methods for the design and execution of a research project. Students will be introduced to the analysis of historical arguments and the critical interpretation of primary and secondary sources. The course will also provide students with the basic quantitative skills required to pursue an independent research project, and to engage critically with current scholarship in economic history.

Teaching: 20 lectures and 20 classes across the Michaelmas and Lent Terms. One revision session will be held in the Summer Term.

Formative coursework: Students are expected to write four essays or equivalent pieces of written work.

Indicative reading: J Tosh, *The Pursuit of History* (2002), L Jordanovea, *History in Practice* (2000), CH Feinstein and M Thomas, *Making History Count* (2002), and P Hudson, *History by Numbers* (2000)

Assessment: Three hour unseen examination in the Summer Term (100%).

EH238 Half Unit

The Industrial Revolution

This information is for the 2009/10 session.

Teachers responsible: Dr Patrick Wallis, C414, Dr Tim Leunig, C3121 and Professor Albrecht Ritschl

Availability: Optional on BSc Economic History, BSc Economic History with Economics, BSc Economics and Economic History, BSc Economics with Economic History and BA History. The course is also available to one-year General Course students.

Course content: This course examines the Industrial Revolution in Britain, the turning point into modern economic growth. The course is designed to introduce students to the key debates around

industrialisation. It will consider the causes and timing of British industrialisation; the process of industrialisation; and the economic and social effects of the industrial revolution. The course focuses on the British case, but will also explore why some other countries did not industrialise at that point, and processes of catch-up that followed.

Teaching: 10 lectures and 9 seminars in the MT. 10 lectures and seminars in the LT. 1 lecture and seminar in the ST.

Formative coursework: During the course students are expected to write four essays or equivalent pieces of written work.

Indicative reading: Mokyr, *The British Industrial Revolution*; Floud and Johnson, *Cambridge Economic History of Modern Britain*, vol I; Berg, *Age of Manufactures*; Allen, *The British Industrial Revolution in Global Perspective*; Crafts, *British Economic Growth*.

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

EH240

Business and Economic Performance since 1945: Britain in International Context

This information is for the 2009/10 session.

Teacher responsible

Dr Tim Leunig, C321

Availability: This is an optional course for BSc Accounting and Finance, BSc Economic History, BSc Economic History with Economics, BSc Economics, BSc Economics and Economic History, BSc Economics with Economic History, BSc Human Resource Management and Employment Relations, BSc Management and the Diploma in Accounting and Finance. There are no pre-requisites for this course.

Course content: This course looks at the history of British business and industry, with an emphasis on the post-war period. It examines some of the hypotheses on why the UK economy grew more slowly than other OECD nations with particular reference to the decades after the Second World War. Explanations of relative economic decline are examined in the context of comparisons with other European nations and with the US and Japan. The main attention is on recent decades, including current changes in performance, but the historical roots of Britain's poor performance are also considered. The focus is on business performance in the public and private sectors, including scale effects, multinationals' comparative performance, technology, labour management and management quality. Other factors alleged to have contributed to Britain's poor performance, ranging from 'culture' through government policy to education and trade unions, are also discussed.

Teaching: EH240 consists of 20 lectures in MT and LT, with directly related classes (EH240.A). In addition a revision session is offered in the ST.

Formative coursework: During the course students are expected to write four essays or equivalent pieces of written work.

Indicative reading: The course textbook is: Geoffrey Owen, *From Empire to Europe: The Decline and Revival of British Industry since the Second World War*. The following are also useful: R Floud & P Johnson (Eds), *The Cambridge Economic History of Modern Britain*, Vol III (3rd edn, 2004), chapters 3, 4, 5, 7, 10, 11, 12, 13 and 15; N F R Crafts & N Woodward (Eds), *The British Economy since 1945* (1991); M Dintenfass, *The Decline of Industrial Britain 1870-1980*; B Elbaum & W Lazonick (Eds), *The Decline of the British Economy* (1986); S N Broadberry, *The Productivity Race: British Manufacturing in International Perspective, 1850-1990* (1997).

Assessment: A three-hour written examination in the ST.

EH301

The Origins of the World Economy, 1450 - 1750

This information is for the 2009/10 session.

Teacher responsible

Dr Oliver Volckart, C215

Availability: Optional course for BSc Economic History, BSc Economic History with Economics, BSc Economics and Economic History and BSc Economics with Economic History. Not available to General Course students.

Course content: The course examines economic and social

development in Western and Eastern Europe and Asia from the late Middle Ages to the mid-18th century. Its purpose is to discuss comparatively the sources of long-term economic development and growth in the past.

The course surveys issues, theories and historiography; economic development in premodern western Europe, population; agriculture; industry and protoindustry; urbanization; market integration and trade; technology; state structure, policy and political economy; taxation; technology, causes and consequences of west European overseas expansion; the emergence and nature of a 'world economy'. Comparison with east-central Europe, Mong-Ching China, and Tokugawa Japan.

Teaching: Approximately 22 two-hour lectures and seminars.

Formative coursework: Students are expected to write three essays or equivalent pieces of written work. A full list of lectures and seminar papers is distributed at the beginning of the course.

Indicative reading: Detailed reading lists are distributed at the beginning of the course. The principal text is SR Epstein, *Freedom and Growth. The Rise of States and Markets in Europe, 1300-1750* (2000); The following are useful general works: D C North & R P Thomas, *The Rise of the Western World* (1973); E L Jones, *The European Miracle* (3rd edn, 2003); E L Jones, *Growth Recurring, Economic Change in World History* (2nd edn, 2000); J De Vries, *The Economy of Europe in an Age of Crisis, 1600-1750* (1976); K Pomeranz, *The Great Divergence. China, Europe, and the Making of the Modern World Economy* (2000).

Assessment: A three-hour written examination in the ST (100%).

EH304

The Economic History of North America: from Colonial Times to the Cold War

This information is for the 2009/10 session.

Teachers responsible: Dr Tim Leunig, C315 and Dr Chris Minns, C319

Availability: BSc Economic History, BSc Economics and Economic History, BSc Economic History with Economics and BSc Economics with Economic History. Also optional for BSc Economics students with the permission of the course convenor, where teaching capacity permits. The course is not available to General Course students.

Pre-requisites: Students taking the course as an outside option must have completed at least one other economic history course.

Course content: The course surveys major developments in the economic history of North America between 1600 and 2000. Colonial development; the American Revolution; Early North American Industry; Slavery; Westward expansion; the American Civil War; Regional Economic Development; Railroads and growth; International and internal trade; Finance and banking in the 19th century; Migration and labour markets in the 19th Century; World wars and North American Economies; the Great Depression; Post-war economic development and policy.

Teaching: 22 weekly 2-hour seminars (combination of lectures and classes)

Formative coursework: A minimum of two essays and a mock examination.

Indicative reading: A detailed reading list will be distributed at the beginning of the course.

Atack and Passell, *A New Economic View of American History* (1994); Engerman and Gallman, *The Cambridge Economic History of the United States*, vols 1,2,3 (2000); Hughes, *American Economic History* (1990); Haines and Steckel (eds.), *A Population History of North America*. (2000).

Assessment: A 3-hour written examination in the Summer Term (100%)

EH315 Not available in 2009/10

Africa and the World Economy

This information is for the 2009/10 session.

Teacher responsible

Dr Gareth Austin, C314

Availability: This is an optional course for BSc Economic History, BSc Economics, BSc Economic History with Economics, BSc Economics and Economic History, BSc Economics with Economic

History and BA History. General Course students are not normally admitted, but exceptions may be made for those taking other economic history courses, space and timetable permitting.

Pre-requisites: There are no formal pre-requisites but it will normally be assumed that students will have taken at least one course in economics and one in economic history and that they are taking or have taken complementary courses such as: **Comparative Economic Development; Latin America and the International Economy; Origins of the World Economy;** or **Development Economics**.

Course content: This course examines aspects of the economic history of sub-Saharan Africa, focusing on the nature and consequences for Africa of its external relationships.

The course examines the general theoretical and historiographical debate about Africa's relative poverty, particularly in the context of Africa's historical relationships with the world economy.

Part I: Periods and Processes. Theories and historiography: an introduction. Precolonial period: 'deep time' perspectives on African environment, settlement, and intercontinental trade; the Atlantic slave trade; violence and economic growth in the 19th century. Colonial period: the European Scramble for Africa; the early colonial period (to 1939), including the cash-crop 'revolution' in certain 'peasant' colonies, and the rise and attempted destruction of African peasantries in certain 'settler' colonies; the last colonial period (1939-c60), including development schemes, manufacturing growth, and decolonization (case-study of 'Mau Mau' revolt in Kenya). Post-colonial period: from state-led development policies to Structural Adjustment and beyond. The capitalism and apartheid debate in South Africa.

Part II: Thematic Analysis. Resources and technology: factor ratios analysis and choice of technique; models of economic growth in Africa. Making markets: debates about culture and market rationality, indigenous entrepreneurship, and institutions. Labour coercion and African economic growth: internal slavery, colonial coercion, and the causes and consequences of the freeing of labour. Gender divisions of labour. Patterns of foreign trade, investment and enterprise. States and economic growth. Theories and historiography: a revised overview.

Teaching: Seminars or lectures, weekly MT, LT, ST.

Formative coursework: All students are required to write three essays or equivalent pieces of written work.

Indicative reading: For a general introduction: J Iliffe, *Africans: The History of a Continent* (1995). See further: J Iliffe, *The Emergence of African Capitalism* (1983); R Austen, *African Economic History* (1987); J Thornton, *Africa and Africans in the Making of the Atlantic World* (2nd edn, 1998); B Freund, *The Making of Contemporary Africa* (2nd edn, 1998); A Hopkins, *An Economic History of West Africa* (1973); C Feinstein, *Conquest, Discrimination and Development: an Economic History of South Africa* (2005); R Bates, *Essays on the Political Economy of Rural Africa* (1983); F Cooper, *Africa since 1940* (2002); and the novel by Ngugi Wa Thiong'o, *Petals of Blood* (1977).

Assessment: A three-hour written examination in the ST (100%).

EH325

Issues in Modern Japanese Economic Development: Late Industrialisation, Imperialism and High Speed Growth

This information is for the 2009/10 session.

Teacher responsible

Professor Janet Hunter, C420

Availability: This is an optional course for BSc Economic History, BSc Economic History with Economics, BSc Economics with Economic History, BSc Economics and Economic History and BSc Human Resource Management and Employment Relations. This course is not normally available to General Course students.

Pre-requisites: Students will normally be expected to have taken **Comparative Economic Development: Russia, India, Japan** (EH220) in the 2nd year.

Course content: The course examines particular aspects of Japanese economic history since the mid-19th century, making some use of statistical and English language primary sources,

as well as broader debates on the pattern of modern Japanese development. An overview of some major themes in modern Japanese development and in the historiography is therefore combined with a focus on particular issues. Topics for 2009/10 will include pre-industrial growth and its legacy; growth of the agricultural and manufacturing sectors; Japanese formal and informal empire; the Pacific War and the Occupation of Japan; trade and interaction with the international economy; consumption; institutions and organisations; gender in modern Japanese economic history.

Teaching: 22 weekly seminars (EH325) of two hours each. Students are expected to do prior reading, to engage in group discussion and to make presentations on a regular basis.

Formative coursework: Students are expected to write three essays or equivalent pieces of written work.

Indicative reading: A detailed reading/seminar list is handed out at the beginning of the course, but the texts listed below provide a background: A Gordon, *A Modern History of Japan* (2003); P Francks, *Japanese Economic Development* (2nd edn, 1999); A Hayami et al (Eds), *Emergence of Economic Society in Japan, 1600-1859* (2004); J E Hunter, 'The Japanese Experience of Economic Development' in P O'Brien (Ed), *Industrialisation: Critical Perspectives on the World Economy* (1998); T Nakamura & K Odaka (Eds), *Economic History of Japan 1914-1955: A Dual Structure* (2003).

Assessment: A three-hour written examination in the ST (100%)

EH326

Innovation and Finance in the 19th and 20th Centuries

This information is for the 2009/10 session.

Teacher responsible

Dr Gerben Bakker, C322

Availability: Optional 3rd year course for BSc Economic History, BSc Economic History with Economics, BSc Economics, BSc Economics and Economic History, BSc Economics with Economic History and BSc Management. In exceptional circumstances, other students (with a previous course in economic history) may be admitted with the consent of the course teacher. This course is not available to General Course students. This course will be capped.

Course content: The course explores the relationship between finance and innovation in the nineteenth and twentieth centuries, the impact on economic growth and how policy makers managed (or failed) to encourage investment and technology adoption. Technological change and organizational innovation are critical determinants of the pace of economic growth. This course looks at the specific ways in which innovation transformed economies around the world in the modern era. The course has a global reach though it will concentrate on countries in Northern Europe and the United States. Particular attention focuses on links between finance and innovation: finance is a fundamental input for almost every type of productive activity. The course will explore issues such as the links between financial development and growth; the relationship between market size and structure and technological progress; the extent to which innovation caused stock market booms and busts; how firms developed the capabilities to profit from new technologies; and how policy makers attempted to nurture institutions to stimulate investment and technology adoption. The course will therefore cover themes such as the process of invention, innovation typologies, the history of R&D management, anti-trust policy, corporate governance, organisational change, incentives, intellectual property rights and the regulation of technology and its finance more broadly.

Teaching: 22 weekly two-hour seminars, MT, LT, ST.

Formative coursework: All students are expected to write three essays or equivalent pieces of written work.

Indicative reading: A full reading list/course outline is distributed at the beginning of the course. The following readings provide some indication of the scope and nature of materials used in the course. Naomi Lamoreaux and Kenneth Sokoloff eds., *Financing Innovation in the United States, 1870 to the Present* (MIT Press, 2007); Joel Mokyr, *The Gifts of Athena: Historical Origins of the Knowledge Economy* (Princeton University Press, 2002); Raghuram Rajan and Luigi Zingales, "Financial Dependence and Growth," *American*

Economic Review 88 (1998): 559-586; Nathan Rosenberg, *Inside the Black Box: Technology and Economics*, (Cambridge University Press, 1982); Joseph A. Schumpeter, "Can Capitalism Survive?" in his *Capitalism, Socialism and Democracy* (Routledge reprint, 1942, 2000); Benn Steil, David G. Victor and Richard R. Nelson eds., *Technological Innovation and Economic Performance* (Princeton University Press, 2002); John Sutton, *Technology and Market Structure: Theory and History* (MIT Press, 1998); James M. Utterback, *Mastering the Dynamics of Innovation* (Harvard Business School Press, 1996).

Assessment: A three-hour written examination in the ST (100%).

EH327

China's Traditional Economy and its Growth in the Very Long-Term

This information is for the 2009/10 session.

Teacher responsible

Dr Kent Deng, C213

Availability: Optional course for third-year BSc Economic History, BSc Economic History with Economics and BSc Economics and Economic History students, as regulations permit. General Course students are not normally admitted.

Course content: The course explores the main aspects China's economic growth in the very long term from c.1000 AD to 1800. It begins with a survey of general models/themes in Chinese economic history, followed by particular issues: the formation, expansion and the function of the Chinese empire; Confucian values and state economic policies; property rights; peasantry and peasant economy; proto-industrialisation; commerce and trade; science and technology; demographic fluctuations; living standards; external shocks and foreign influence; internal rebellions and revolutions; reforms and modernisation.

Teaching: 22 lecture-seminars of two-hours each in the MT, LT and ST. Students are expected to do prior reading and to make presentations on a regular basis.

Formative coursework: Students are required to write three essays or equivalent pieces of written work.

Indicative reading: A full reading list and course outline are distributed at the beginning of the course. The following readings provide indication of the scope and nature of materials used in the course: K G Deng, 'A Critical Survey of Recent Research in of Chinese Economic History', *Economic History Review* (2000); J K Fairbank, *Chinese Thought and Institutions* (1957); M Elvin, *The Pattern of the Chinese Past* (1973); C A Ronan, *The Shorter Science and Civilisation in China* (1978-86); J Y Lin, 'The Needham Puzzle: Why the Industrial Revolution did not Originate in China', *Economic Development and Cultural Change* (1995); G W Skinner, *The City in Late Imperial China* (1977); J Lee & F Wang, *One Quarter of Humanity* (1999); K Pomeranz, *The Great Divergence, Europe, China and The Making of the Modern World Economy* (2000); A Watson, *Economic Reform and Social Change in China* (1992); R B Wong, *China Transformed* (1997).

Assessment: A three-hour written examination in the ST (100%).

EH390

Dissertation in Economic or Social History

This information is for the 2009/10 session.

Teachers responsible: Dr Peter Howlett, C514

Availability: This course is compulsory for BSc Economic History, BSc Economic History with Economics and BSc Economics and Economic History. It is optional for students on the BSc Economics with Economic History. The course is not available to General Course students.

Course content: The subject of the dissertation should relate broadly to one of the economic history courses that have been chosen.

Assessment: The dissertation must not exceed 10,000 words in length. After being marked, the dissertation will not be returned to the candidate.

Selection of title: The title of the dissertation should be approved by the candidate's supervisor and a title form signed by the

supervisor must be submitted to the course organiser before the end of the MT.

Arrangements for supervision: There are compulsory discussion classes in the MT to help you choose a subject. In the LT there will be non-compulsory classes to provide more detailed feedback on issues and problems faced by individual students in researching and writing their dissertation. In addition, each student will have a dissertation supervisor (who in the first instance will be their tutor) - there is a limit to the amount of help that your supervisor can give, but they are free to advise up to the writing of the first draft. After reading the first draft, they may draw attention to any points that are thought to require it. Subsequent work is entirely the candidate's own responsibility.

FM212

Principles of Finance

This information is for the 2009/10 session.

Teachers responsible: Professor Christopher Polk, A453 and Dr Mungo Wilson, A459

Availability: Compulsory for BSc Accounting and Finance and the Diploma in Accounting and Finance. Optional for BSc Business Mathematics and Statistics, BSc Econometrics and Mathematical Economics, BSc Economics, BSc Management, BSc Management Sciences, BSc Mathematics and Economics, BSc Philosophy and Economics, and BSc Social Policy and Economics.

Pre-requisites: Elementary economics and quantitative methods.

Course content: The course examines the theory of financial decision-making by firms and examines the behaviour of the capital markets in which these decisions are taken.

The topics covered are the theory of capital budgeting under certainty in perfect and imperfect capital markets, portfolio theory, equity and bond markets, the capital asset pricing model, efficient markets, sources of funds, basic theory of capital structure and the cost of capital, company dividend decisions and financial markets and institutions.

Teaching: 40 lectures (AC212) of one-hour MT and LT and 20 classes (AC212.A/B/C) of one-hour MT and LT.

Formative coursework: Students are expected to produce written work for classes and to make positive contributions to class discussion.

Indicative reading: Detailed course programmes and reading lists are distributed at the start of the course. Illustrative texts include: Grinblatt & Titman, *Financial Markets and Corporate Strategy* (Irwin, McGraw-Hill) or Brealey, Myers and Allen, *Corporate Finance* (McGraw-Hill).

Assessment: A three-hour written examination in the ST. Students will answer a total of four questions, two each from Sections A and B.

FM300

Corporate Finance, Investments and Financial Markets

This information is for the 2009/10 session.

Teachers responsible: Dr M Verardo, A452 and Dr J Favilukis, A357

Availability: Optional for BSc Accounting and Finance, BSc Economics, BSc Management Sciences, BSc Econometrics and Mathematical Economics.

Pre-requisites: FM212 *Principles of Finance*.

Course content: This course is intended for third-year undergraduates and will be a broad-based follow-up to FM212 *Principles of Finance*. The goal is to broaden, and selectively deepen, students' understanding of finance, building on their existing knowledge of financial economics. The course will cover a broad range of topics, with both a theoretical and an empirical emphasis. These include topics in corporate finance, investments and performance evaluation and international finance. The course consists of two interchangeable ten-week components, one on investments and international finance, and the other on corporate finance.

The first component provides students with a way of thinking about and framing investment decisions by examining the empirical behaviour of security prices. We first study the empirical evidence

of the CAPM and other asset pricing models, and then analyze different tests of market efficiency focusing on event studies, investment anomalies and behavioural finance. Finally, this part of the course illustrates techniques of performance evaluation and attribution and, after introducing elements of international finance, explores issues related to international portfolio management. The second component of the course examines theory and evidence concerning major corporate financial policy decisions. We focus particularly on the firm's decision to finance with debt vs. equity, the impact of taxes on such decisions, and the role of dividends. We will begin with the Modigliani and Miller proposition and discuss the firm's choice to raise capital using debt versus equity and the firm's choice to payout earnings using dividends versus repurchases. We will analyze the impact of taxes, financial distress, and asymmetric information on such decisions. We will also cover optimal managerial compensation, take on the role of the policy maker to learn about corporate governance mechanisms and discuss some recent corporate scandals. Finally, we will review empirical evidence from a wide range of international sources to support or refute the theories we discussed.

Teaching: 40 lectures of one-hour each in MT and LT, and 20 classes of one-hour in MT, LT, and ST. Classes start in week three of MT.

Formative coursework: Students are expected to produce written work for classes and to make positive contributions to class discussions.

Indicative reading: Detailed course programmes and reading lists are distributed at the start of the course. Illustrative texts include: Bodie, Kane & Marcus, *Investments* (Irwin) and Grinblatt & Titman, *Financial Markets and Corporate Strategy* (Irwin, McGraw-Hill).

Assessment: A three-hour written examination in the ST.

FM320

Quantitative Finance

This information is for the 2009/10 session.

Teachers responsible: Dr J Danielsson, A454b and Dr S Guibaud, A352

Availability: Optional for BSc Accounting and Finance, BSc Business Mathematics and Statistics, BSc Econometrics and Mathematical Economics, BSc Economics, BSc Management, BSc Management Sciences and BSc Mathematics and Economics.

Pre-requisites: Students must have taken **Principles of Finance**, **Microeconomic Principles I** or **Microeconomic Principles II**.

Introduction to Econometrics, Principles of Econometrics or other statistical courses where at least linear regression models are covered are recommended but not required. General Course students may only take this course with the approval of the course leader.

Course content: This course is intended for third-year undergraduates and builds upon FM212 *Principles of Finance*. The main topics covered are financial risk analysis and financial risk management (first part of the course) and derivative pricing (second part). As such, this course is complementary to FM300 *Corporate Finance, Investments and Financial Markets*, with minimal overlap. The first part of the course provides students with a thorough understanding of market risk from both a practical and technical points of view. We discuss the empirical properties of market prices (fat tails, volatility clusters, etc.), forecasting of prices, concepts of financial risk (volatility, Value-at-Risk, etc.), volatility models (ARCH, GARCH, etc.), and we analyze how interactions and feedback between market players can generate endogenous risk and liquidity crises. Finally, we discuss credit markets and liquidity, with applications to the current situation in financial markets. This part of the course presents methods and models used by banks and other financial institutions in the management of risk and allocation of risk capital, as well as models of financial crises. Students apply the models to real financial data using Matlab, a computer software popular in both industry and academia. No prior knowledge of programming is assumed: students will learn-by-doing in class. Students will at times use data and software for classwork assignments.

The second part of the course focuses on derivatives, addressing

three questions: how do these products work? In what type of investment strategies can they be used? And above all: How are they priced and hedged? No-arbitrage arguments, risk-neutral valuation and the martingale pricing approach will be introduced and applied to the pricing of equity derivatives (European call and put options, American options, exotic options), futures and forwards contracts, and interest rate derivatives (swaps, caps and floors, swaptions, etc). The lectures start with a self-contained introduction to continuous-time stochastic processes and elements of stochastic calculus. The course covers the Black-Scholes model, as well as stochastic volatility and local volatility models, aiming to explain how these models are used for the pricing and hedging of equity derivatives. The standard market model (Black's model), as well as term structure models (Vasicek, CIR, HJM), are then introduced and applied to the pricing of interest rate derivatives. If time permits, credit derivatives might also be covered.

Assessment: A three-hour unseen examination will take place in the ST.

Teaching: 20 lectures of two hours and 20 classes of one hour over the MT, LT and ST. Classes start in week three of MT.

Formative coursework: Students will be expected to produce written work for classes and to make positive contributions to class discussion.

Indicative reading: Most of the course will be based on lecture handouts.

J Hull, *Options, Futures, and Other Derivatives*, Prentice Hall (6th Edition) will be the required textbook for the second half of the course. An illustrative text for the first part of the course is: P Christoffersen, *Elements of Financial Risk Management*, Academic Press (2003).

Detailed course programs and reading lists will be distributed at the first lecture of each half of the course and made available on the course website.

GV100

Introduction to Political Theory

This information is for the 2009/10 session.

Availability: Compulsory for BSc Government, BSc Politics and Philosophy and BSc Social Policy with Government. Optional for BSc Environmental Policy, BSc Government and Economics, BSc Government and History, BSc Human Resource Management, BSc International Relations and BSc Social Policy. Available as an outside option.

Teacher responsible (A): Professor Janet Coleman

Course content (A): An introduction to some of the major western political theorists. This course is divided into two parts: The Foundations of Western Political Thought (MT) Modern Political Theory (LT)

A study of some of the major political theorists from the ancient Greeks to the 16th Century. Topics will include discussions concerning human nature, the origin of government and law, man's relation to society and the state, the rise, development and comparison of different constitutions (democracy, monarchy, republic etc), the nature of just and unjust government, the relation between the spiritual and the secular in thinkers such as: Plato, Aristotle, Cicero, Augustine, Aquinas, Machiavelli.

Teaching (A): There will be 10 weekly lectures in MT and eight weekly one-hour classes. One revision lecture in ST.

Formative coursework (A): Students are required to write two essays. Specific reading lists referring to modern commentaries and historical context will be handed out at the beginning of the course.

Indicative reading (A): Plato, *The Apology and Republic*; Aristotle, *Politics*; Cicero, *Republic*; Augustine, selections from *The City of God*; Aquinas, selections from the *Summa Theologiae*; Machiavelli, *The Prince*.

Teacher responsible (B): Professor Paul Kelly

Course content (B): A study of some major political theorists of the modern period who theorize political association in different ways on the basis of a conception of individuals as free and equal, together with one of the main critics of this tradition of theorizing. Topics will include natural law and natural rights, the basis of political obligation, the idea of social contract and the theory of utility in thinkers such as: Hobbes, Locke, Rousseau, J S Mill, Marx

and Rawls.

Teaching (B): 10 weekly lectures and 10 weekly one-hour classes. One revision lecture in ST.

Formative coursework (B): Students are required to write two essays.

Indicative reading (B): Hobbes, *Leviathan*; Locke, *2nd Treatise of Government*; Rousseau, *Discourse on the Origins of Inequality* and *The Social Contract*; J S Mill, *Utilitarianism* and *On Liberty*; Marx, *Selected Writings* (Ed D McLellan); Rawls, *A Theory of Justice*.

Assessment: One three-hour examination in the ST. The paper will be divided into two parts: The Greeks to Machiavelli; and beyond.

GV101

Introduction to Political Science

This information is for the 2009/10 session.

Teachers responsible: Dr Bill Kissane, Dr Jonathan Hopkin and others.

Availability: This is compulsory for BSc Government, BSc Politics and Philosophy and BSc Social Policy with Government. It is optional for BSc Government and Economics, BSc Government and History, BSc Human Resource Management and Employment Relations and BSc Social Policy. It is available as an outside option.

Course content: The course is an introduction to the main topics of Comparative Politics within a British politics setting. The first part of the course introduces key political concepts in a comparative perspective whilst the second focuses specifically on the analysis of British politics.

The main topics covered are political institutions, the state, the Westminster model, Britain and the EU, monarchical government, Presidentialism and parliamentarianism, comparative electoral systems, civil society, federalism and judicial review.

Teaching: Twenty lectures will be given, ten in MT and ten in the LT. There will be twenty classes, each of one-hour.

Formative coursework: Students are expected to write four essays.

Indicative reading: A Lijphart, *Patterns of Democracy*, Yale University Press 1999; P. Dunleavy et al., *Developments in British Politics* 8 (Palgrave 2006).

Assessment: The course will be examined with a three-hour paper in the ST.

GV225

Public Choice and Politics

This information is for the 2009/10 session.

Teachers responsible: Dr V Larcinese, Dr T Dewan, & Dr Kai Spiekermann

Availability: Compulsory for BSc Government and Economics, optional for BSc Government, BSc Government and History, BSc Management, BSc Social Policy with Government, BSc Business Mathematics and Statistics. Also available to General Course students.

Pre-requisites: Students will normally be expected to have taken GV101 *Introduction to the Study of Politics*, or equivalent, in a previous year. An introductory knowledge of economics would be useful.

Course content: This course is concerned with positive political economy and public choice theory applied to the study of political conflicts, democratic institutions and public policy. The course covers the main tools for the study of public choice (rational decision-making theory, game theory, social choice theory) and a number of both theoretical and applied topics, including the empirical study of institutions.

This course will cover the main topics in positive political economy and institutional public choice. These include: the aggregation of preferences; voting paradoxes and cycles; electoral competition and voting behaviour; the problems of and solutions to collective action; welfare state and redistribution; the impact of information and mass media on voting behaviour and public policy; the theory of coalitions, the behaviour of committees and legislatures including agenda-setting and veto-player power; principal-agent problems in politics; models of bureaucracy.

Teaching: Twenty weekly one-hour lectures (GV225) in the MT and

LT and twenty weekly one-hour classes (GV225) eight in the MT, 10 in the LT and two in the ST. Three lectures in ST (revision).

Indicative reading: Text Books: P Dunleavy, *Democracy, Bureaucracy and Public Choice*; D Mueller, *Public Choice III*; K A Shepsle & M S Bonchek, *Analyzing Politics*; George Tsebelis *Veto Players*.

Major Works: A Downs, *An Economic Theory of Democracy*; M Olson, *The Logic of Collective Action*; W Niskanen, *Bureaucracy and Representative Government*.

Assessment: The course will be assessed by one three-hour unseen written examination in the ST. The exam will have two parts. Part A is a compulsory question. In Part B, candidates will answer two questions from eight posed.

GV227

The Politics of Economic Policy

This information is for the 2009/10 session.

Teachers responsible: Dr Cheryl Schonhardt-Bailey and Dr Stephanie Rickard

Availability: Optional for BSc Environmental Policy, BSc Environmental Policy with Economics, BSc Economics, BSc Government, BSc Government and Economics, BSc Government and History, BSc International Relations, BSc Management, BSc Social Policy with Government and General Course students.

Pre-requisites: Students will normally be expected to have taken GV101 **Introduction to Political Science** or equivalent, in a previous year. An introductory knowledge of economics would be useful.

Course content: The aim of this course is to look at the political science literature which tries to explain major reversals in public policy, and to apply that literature to major cases of economic policy reversal (both contemporary and historical). In particular, it aims to examine the extent to which economic policy change is affected by ideas, economic interests and institutions. The material for the course is drawn mainly from the comparative literature on the politics of economic policy-making in the developed countries, and in all cases the aim is to assess rival interpretations of policy dynamics. Course topics will include the study of policy dynamics and political science explanations of policy reversals; including the political economy of European Monetary Union and financial stability; central bank independence; trade policy (historical cases and contemporary); redistribution; and agricultural policy.

Teaching: 16 one-hour lectures/research sessions (GV227), 4 workshops (GV227) and 20 one-hour classes (GV227.A) in MT and LT.

Indicative reading: K McNamara, *Currency of Ideas: Monetary Politics in the European Union*; C Schonhardt-Bailey, *From the Corn Laws to Free Trade: Interests, Ideas and Institutions in Historical Perspective*; M Artis & F Nixon, *Economics of the European Union*; A Blinder, *Central Banking in Theory and Practice*; L Meyer, *A Term at the Fed*; C Davis, *Food Fights over Free Trade*; **Acemoglu & Robinson**, *Economic Origins of Dictatorship and Democracy*.

Assessment: The course is examined by a two-hour unseen written paper in the ST. Candidates must also submit one essay for Assessment by the beginning of May. In the overall Assessment for the course, the unseen examination will count as 75% of the final mark and the essay as 25%.

GV262

Contemporary Political Theory

This information is for the 2009/10 session.

Teacher responsible

Mr Alex Leverhingham

Availability: Optional course for BSc International Relations, BSc Environmental Policy, BSc Environmental Policy with Economics, BSc Government, BSc Government and Economics, BSc Government and History, BSc Social Policy with Government and pre requisite for students wishing to take either of the third year options in Political Theory.

Pre-requisites: Introduction to **Political Theory** or equivalent.

Course content: This course provides an advanced introduction to contemporary political theory. The course will cover concepts

such as Democracy Freedom and Equality. In the course of the year students will be introduced to such major contemporary theorists in the field as Rawls, Nozick, Sandel, Walzer and Okin. This course will provide students with a good grounding in the methods and substantive concerns of contemporary political theory as well as familiarity with the works of major thinkers in the field.

Indicative reading: J. Rawls, *A Theory of Justice*; R. Nozick, *Anarchy, State and Utopia*; W Kymlicka, *Contemporary Political Philosophy*; S Moller Okin, *Justice, Gender and the Family*; A Swift, *Political Philosophy: A Beginners' Guide for Students and Politicians*; M. Sandel, *Liberalism and the Limits of Justice*; R. Dworkin, *Sovereign Virtue*.

Assessment: There will be a three-hour unseen examination in the ST.

GV263

Public Policy Analysis

This information is for the 2009/10 session.

Teachers responsible: Professor E Page and Dr Martin Lodge.

Availability: Optional for BSc Environmental Policy with Economics, BSc Environmental Policy, BSc Government, BSc Government and Economics, BSc Government and History and BSc Social Policy with Government.

Pre-requisites: **Introduction to the Study of Politics** or equivalent.

Course content: A systematic examination of the policy process in the context of developed nations.

This course introduces key theories and models in the study of public policy and encourages a critical appreciation of the main trends in contemporary public policy-making. The course looks at the different stages of the 'policy cycle' (e.g. agenda-setting, implementation and evaluation), the determinants of public policy (for example, public opinion, political parties, technology) as well as central themes in the study and practice of public policy, such as corruption and risk management.

Teaching: 22 weekly lectures and 21 weekly classes.

Indicative reading: K Meier, *The Politics of Sin, 1994*; M Hill, *The Policy Process in the Modern State*, (3rd edn), Prentice Hall, New York, 1997; Brian W Hogwood & A Lewis Gunn, *Policy Analysis for the Real World*, Oxford University Press, 1984; Christopher Hood, *The Limits of Administration*, Wiley, 1976; Bryan D Jones, *Reconceiving Decision-Making in Democratic Politics: Attention, Choice, and Public Policy*, University of Chicago Press, 1994; John W Kingdon, *Agendas, Alternatives and Public Policies* (2nd edn), HarperCollins, New York 1995; Jeffrey L Pressman & Aaron Wildavsky, *Implementation* (3rd edn), University of California Press, 1984; R Rose, *Learning from Comparative Public Policy*, Chatham House, 2004; Carol H Weiss, *Evaluation: Methods for Studying Programs and Policies* (2nd edn), Prentice Hall, 1998.

Assessment: By Summer term examination (75%) and assessed essay during the Lent Term (25%).

GV264

Politics and Institutions in Europe

This information is for the 2009/10 session.

Teachers responsible: Dr Vesselin Dimitrov, Ms Kyriaki Nanou and others.

Availability: Optional course for BSc Environmental Policy with Economics, BSc Environmental Policy, BSc Government, BSc Government and Economics, BSc Government and History, BSc International Relations and BSc Social Policy with Government. For General Course students.

Pre-requisites: **Introduction to Political Science** or equivalent.

Course content: The course aims to give students an understanding of the full range of leading topics and areas of debate and research relevant to the analysis of political institutions and politics in Europe. The course analyses the nature of liberal societies and state-society relations; the institutional architecture of liberal democracies in Europe; parties and governments; and the development of regionalism and European integration. The course covers not only long-established democracies in Western Europe, but also newly-emerging democracies in Central and Eastern

Europe.

Course topics include: nation building and identity; electoral behaviour; parties and party systems; government formation and coalitions; political economy; the challenge from below, especially from varieties of regionalism; and the challenge from above: democratic accountability in the context of European integration.

Teaching: 20 weekly one-hour lectures in MT and LT, one revision session in ST, and 20 classes (MT: 9; LT: 10; ST: 1).

Indicative reading: I Budge *et al*, *The Politics of the New Europe: Atlantic to Urals* (1997); J M Colomer (Ed), *Political Institutions in Europe* (1996); V Dimitrov, K H Goetz & H Wollmann, *Governing after Communism: Institutions and Policymaking* (2006); J Elster *et al*, *Institutional Design in Post-Communist Societies* (1998); M Gallagher *et al*, *Representative Government in Modern Europe* (3rd edn) (2001); J Hayward & E Page (Eds), *Governing the New Europe* (1994); P Heywood *et al* (Eds), *Developments in European Politics* (2006); S Hix, *The Political System of the European Union* (2nd edn) (2005); J-E Lane & S O Ersson, *Politics and Society in Western Europe* (1999); A Lijphart, *Patterns of Democracy* (1999); Y Meny & A Knapp, *Government and Politics in Western Europe* (1998).

Assessment: One three-hour unseen written examination in the ST.

GV265

States, Nations and Empires

This information is for the 2009/10 session.

Teacher responsible

Jonathan Monten

Availability: Optional for BSc Environmental Policy with Economics, BSc Environmental Policy, BSc Government, BSc Government and Economics and BSc Social Policy with Government students, third-year BSc International Relations and for General Course students. Also available to students on other degrees where regulations permit.

Pre-requisites: GV101 **Introduction to Political Science** or equivalent.

Course content: The course is a study of the historical development of various types of states, principally inside but also beyond Europe, of the ideas and institutions that underlay them, of the challenges faced, the reasons one kind of a state gave way to another, and the prospects for states and other forms of political organization. Particular attention will be paid to the emergence and spread of the nation-state, its relationship with other kinds of states (city-states, empires etc) and the challenges it confronts in the contemporary world.

The topics considered include: Factors of power over the millennia; pre-modern empire; the rise of the territorial state in Europe and its development towards the nation-state form; the rise and fall of European empire and the formation of nation-states beyond Europe; the Soviet and Nazi challenges to the nation-state and why these failed; economic and cultural globalization and supra-national polities in the contemporary world.

Teaching: 20 weekly lectures in the MT and LT and 20 one-hour classes in the MT and LT, plus one revision session in the ST.

Indicative reading: S.E. Finer, *The History of Government* (3 vols); M. Mann, *The Sources of Social Power* (2 vols); D. Lieven, *Empire*; H. Spruyt, *The Sovereign State and its Competitors*; M. Raeff, *The Well-Ordered Police State*; J. Spence, *In Search For Modern China*; J. Breuilly, *Nationalism and the State*; C. Tilly, *Coercion, Capital and European States, c.990-1990*; J. Darwin, *After Tamberlane: the global history of empire*; M. Mazower, *Dark Century: Europe's Twentieth Century*; M.W. Doyle, *Empires*; J.A. Scholte, *Globalization: A Critical Introduction*, (2nd ed.).

Assessment: There will be a three-hour examination in the ST (100%).

GV302

Key Themes in the History of Political Thought

This information is for the 2009/10 session.

Teacher responsible

Professor Janet Coleman

Availability: Optional course for BSc Government, BSc Government and Economics, BSc Government and History and BSc Social Policy

with Government. Available for General Course students with permission.

Pre-requisites: Students will normally be expected to have taken **Introduction to Political Theory** or equivalent, in a previous year.

Course content: A thematic study of political thought in Ancient, Medieval/Renaissance and Modern periods. This advanced course treats some of the major themes in the history of western European political thought as drawn from the writings of selected political philosophers of the ancient Greek, Roman, medieval, renaissance, early modern and modern periods. The aim is to demonstrate, and explain, some of the continuities and discontinuities in ethical and political problems and their solutions over time and changing context.

Examples of such themes: different views on the nature of "man" and the consequences for political agency of different perspectives on human reason, will, desire; debates on the origins of law and the purpose of legislation; changing conceptions of justice; different views on government and the state's relation to the individual; on the sources of public authority and the nature of legitimate sovereignty; on the relation of property ownership to personal identity and to participation in collective governance; the historical and socio-political presuppositions behind the different constitutional regimes: democracy, monarchy, republic etc; on the role of religion in politics; the changing perspectives on the relationship between life in the family and a life of active citizenship; theories of natural law and natural rights; contractarianism; idealist political theory; utilitarianism; nationalism; liberal, conservative and socialist traditions of thought; anarchism and feminism.

The themes, thinkers and primary texts will be selected each year to reflect the current debates in contemporary scholarly literature on them and the research interests of the lecturer.

The key theme for 2009-10 is Republics and republicanism in the writings of Cicero, Machiavelli, Hobbes and Locke. A specific and dedicated reading list will be on Public Folders and distributed at the beginning of the year.

Teaching: 20 weekly lectures and 20 weekly classes.

Indicative reading: J Coleman, *A History of Political Thought from Ancient Greece to Early Christianity* and *A History of Political Thought from the Middle Ages to the Renaissance*; I Hampsher-Monk, *A History of Modern Political Thought*.

Primary Sources: A selection of the following (this list should not be taken as exhaustive): Plato, *Republic*; Aristotle, *Politics*; Cicero, *De Republica*; Augustine, *The City of God*; selected writings by Aquinas and William of Ockham; Marsilius of Padua, *Defender of Peace*; Machiavelli, *The Prince, Discourses*; Hobbes, *Leviathan*; Locke, *Two Treatises of Government*; Rousseau, *Social Contract* and *Discourse on Inequality*; Kant, *Groundwork of the Metaphysic of Morals, The Metaphysic of Morals*; G W F Hegel, *The Philosophy of Right*; Hume, *Treatise of Human Nature*; Bentham, *An Introduction to the Principles of Morals and Legislation*; J S Mill, *Utilitarianism On Liberty*; Hobhouse, *Liberalism*; Shaw *Fabian Essays in Socialism*; Spencer *The Man versus the State*.

A full reading list will be handed out at the beginning of the year.

Assessment: One three-hour paper will be taken in the ST. Four questions will be answered.

GV310

Democracy and Democratization

This information is for the 2009/10 session.

Teachers responsible: Dr Francisco Panizza & Dr Daphne Halikopolou

Availability: Third year BSc Government, BSc Government and Economics, BSc Government and History, BSc International Relations and BSc Social Policy with Government students. Also available to General Course students, with permission.

Pre-requisites: **Introduction to Political Science** GV101.

Course content: The course is concerned with theories and case studies of democratic transformations. It focuses on several different parts of the world including Southern and Eastern Europe, Latin America, Asia, the Middle East and the former Soviet Union. It analyses processes of transition to democracy in historical context and also analyses relations between democracy, democratisation

and economic development in a global capitalist economy.

Teaching: 20 lectures and weekly classes plus two revision classes in the ST.

Formative coursework: Two essays are required, one in each term.

Indicative reading: Rueschemeyer, Dietrich, Evelyne Huber Stephens, and John D. Stephens. (1991) *Capitalist Development and Democracy*. Oxford and Cambridge: Polity, pp.41-78, 69-105, 1959; A Przeworski, *Democracy and the Market* (1991); Martin Wolf, *Why Globalisation Works* (2004); Amy Chua, *World on Fire* (2003).

Assessment: There will be a three-hour unseen examination in the ST.

GV314

Empirical Research in Government

This information is for the 2009/10 session.

Teacher responsible

Professor E C Page

Availability: Optional course for BSc Government, BSc Government and History and BSc Government and Economics.

Course content: The course introduces a variety of techniques and issues in the empirical study of political science and applies them to a practical research project in which students participate throughout the year.

The focus of the course will be the practical research project. Details of the research project will be made available at the time students make their course choices. At the theoretical level the course will cover questions relating to the utilization of policy research, forms of research design, sampling, questionnaire construction, coding and converting non-quantitative to quantitative indicators, response rates, elite interviewing and research ethics. As the practical research project progresses classes will cover the development of practical skills such as, principles of research report writing and, where appropriate for the project, use of text processing programmes, and SPSS.

Teaching: 22 weekly two-hour classes. Students will be expected to participate in the empirical research project outside class time. This will include tasks such as interviewing respondents, drawing up a questionnaire and coding.

Indicative reading: A Buckingham & P Saunders, *The Survey Methods Workbook* (2004); J B Manheim, *Research Methods in Political Science*, 5th edn; Corbetta Piergiorgio, *Social Research: Theory, Methods and Techniques*, (2003); Tim May, *Social Research: Issues, Methods and Process*, 3rd edn, (2001); Claus Moser & Graham Kalton, *Survey Methods in Social Investigation*, 2nd edn, (1985); Melanie Mauthner et al (Ed), *Ethics in Qualitative Research*, (2002).

Assessment: The course will be assessed in three ways:

- (i) One quarter (25%) of the overall mark will be assessed by an essay of up to 2,500 words (due beginning of the LT).
- (ii) One quarter (25%) of the overall mark will be assessed by each student writing up a report on part of the practical research project. A system of peer review will make it possible to gain (but not lose) marks through active and effective participation in the research project (due in the ST).
- (iii) One half (50%) of the overall mark will be assessed by one two-hour unseen written examination in the ST.

GV350

Theories and Problems of Nationalism

This information is for the 2009/10 session.

Teachers responsible: Professor John Breuilly, Dr John Hutchinson and others

Availability: Optional for BSc Government, BSc Government and Economics, BSc Government and History, BSc International Relations, BSc International Relations and History, BSc Social Policy and Sociology, BSc Social Policy with Government and BSc Sociology. Also available to General Course students.

Pre-requisites: Students should have completed a suitable course in Anthropology, Sociology, Political Science, International Relations or History. Government students should have completed GV101 **Introduction to Political Science**.

Course content: Investigations into various problems of nationalism and nation-states in their historical, sociological and international

aspects, and a consideration of the main theories of their origins and diffusion in Europe and the wider world.

The aspects considered cover three main areas:

1. Theories of nationalism and ethnicity, including primordialist, ethno-symbolic, modernist and post-modernist approaches.
2. The historical development of various kinds of nations, nation-states and nationalisms from pre-modern Europe to the global present.
3. Nationalism and the international system, including problems of sovereignty, secession and self-determination; the European Union, globalisation and religious fundamentalism.

Teaching: 20 Lectures GV350 (MT, LT) given by Professor John Breuilly, Dr John Hutchinson. Also 20 discussion lectures (MT, LT). These are supported by weekly classes following the lectures with revision classes in the ST.

Indicative reading: E Kedourie, *Nationalism*, Hutchinson, 1960; E Gellner, *Nations and Nationalism*, Blackwell, 2006; H Kohn, *The Idea of Nationalism*, Transaction, 2005; H Seton-Watson, *Nations and States*, Methuen, 1977; B Anderson, *Imagined Communities*, Verso Books, 1983/1991; J Mayall, *Nationalism and International Society*, Cambridge University Press, 1990; E Hobsbawm, *Nations and Nationalism since 1780*, Cambridge University Press, 1990; A D Smith, *National Identity*, Penguin, 1991; J Breuilly, *Nationalism and the State*, Manchester University Press, 2nd edn, 1993; J Hutchinson, *Nations as Zones of Conflict*, Sage, 2004; W Connor, *Ethno-Nationalism: The Quest for Understanding*, Princeton University Press, 1994; J Hutchinson & A D Smith (Eds), *Nationalism*, Oxford University Press, 1994; J Hutchinson & A D Smith (Eds), *Ethnicity*, Oxford University Press, 1996; A Hastings, *The Construction of Nationhood*, Cambridge University Press, 1997; A D Smith, *Nationalism and Modernism*, Routledge, 1998; M Hechter, *Containing Nationalism*, Oxford University Press 2000; Jonathan Hearn, *Rethinking Nationalism: a critical introduction*, Palgrave, 2006.

Assessment: A three-hour unseen written examination in the ST with three questions to be answered.

GV351

Government, Politics and Public Policy in the European Union

This information is for the 2009/10 session.

Teachers responsible: Dr Eiko Thielemann, Professor S Hix and Ms Kyriaki Nanou

Availability: Optional for BSc Government, BSc Government and Economics, BSc Government and History, BSc International Relations and BSc Social Policy with Government.

Pre-requisites: Pre-requisite: GV101 **Introduction to Political Science**, or equivalent.

Course content: The course is divided into two parts: (i) Government and Politics: the EU as a political system, the Council, the Commission and the Parliament in the policy process, Court of Justice and judicial politics, public opinion and EP elections, parties and Europe, interest representation; (ii) Public Policy: the policy-making process, policy implementation, the single market, social and environmental policies, budgetary policies, EMU, migration policies, external relations policies.

Teaching: 20 weekly lectures (GV351) in MT and LT and 20 weekly classes (GV351.A) in the MT and LT. One revision lecture in the ST.

Formative coursework: Two essays per term; students preparedness for the examinations will depend on this written work and on private reading.

Indicative reading: S Hix, *The Political System of the European Union*; H Wallace, W Wallace & M Pollack (Eds), *Policy-Making in the European Union*; D Dinan, *Ever Closer Union? An Introduction to the European Union*.

Assessment: A three-hour unseen written examination held in the ST.

GV390

Government Essay Option

This information is for the 2009/10 session.

Teacher responsible

Departmental Tutor, John Madeley

Availability: Optional for BSc Government students, may be taken

only in the third year. This option is not available to General Course students.

Selection of Topic: An essay of not more than 10,000 words on a topic to be approved by the candidate's teachers and the Departmental Tutor. The topic should be chosen from within the field covered by the degree course and will be focussed on an area of study drawn from a third year Government course for which the candidate is registered; **the essay constitutes an alternative method of assessment** for that course (i.e., the candidate cannot take both the essay and the exam). Students in BSc Government and Economics and BSc Government and History may be permitted in exceptional circumstances to undertake the essay option if they are taking a substantial number of Government papers. A BSc Government and History student cannot choose both **HY300** and **GV390**.

Candidates should approach their tutor during the Lent Term of their second year to discuss the possibility of a proposed essay topic. Students will be expected to choose the normal four courses for study and continue with them until the essay topic is confirmed. Supervision will be provided by the tutor or other appropriate teacher in the Department. Having first gained the endorsement of their tutor, the course proprietor and (where necessary a supervisor) students must submit a final title and a synopsis/prospectus to the Departmental Tutor for approval by the fourth week of the third year. Before giving approval the Departmental Tutor will ensure that adequate arrangements have been made for the supervision of the topic. If the topic does not prove to be viable or feasible then the student will be required to complete the course work in the relevant subject and sit the examination.

Teaching: Tutors or supervisors can be expected to offer advice on reading and guidance on the organisation of the essay; they may also read and comment on a draft outline of up to 1,000 words. Tutors or other teachers are not permitted to read or comment on a final draft of the whole essay or any part of it. The number of individual meetings with the students will be strictly limited. It should be stressed that no member of staff is under an obligation to agree to supervise any proposed essay.

Assessment: The completed 10,000 word essay must be submitted to the appropriate LSE Office by the second week of the Summer Term. The examiners may determine that the candidate should be called for an oral examination.

GY100

Environment, Economy and Society

This information is for the 2009/10 session.

Teachers responsible: Dr Riccardo Crescenzi, Dr Giles Atkinson, and Dr Claire Mercer

Availability: Compulsory for BA Geography and BSc Geography with Economics. Optional for BSc Social Policy. Available as an outside option where regulations permit.

Course content: The global population faces critical policy choices now and in the future including climate change and persistent economic and social inequality in an increasingly globalized world. This course examines critical elements of these challenges to the environment, the economy and society. In doing so, it will cover the temporal (from the near-term to the far-off future) and geographical dimensions (from local to global) and provide students with key theoretical concepts, empirical evidence and analysis of policy responses at these different levels. Environment: Natural and environmental resources: physical and economic scarcity. The limits to growth debate and sustainable development. Current issues in national and international environmental policies. Economy: The changing location of economic activity, inequalities within and between countries, regions and cities. The rationale, objectives and tools of local and regional development policies in a globalizing world. Society: Contested geographies and histories of globalization. Employment, commodities and social change. Digital divides. Globalization, governance, resistance. Global mobility and culture(s).

Teaching: Lectures: GY100 36 lectures, twice weekly MT, LT. Weekly classes.

Formative coursework: Students will be expected to produce a minimum of four essays during the year and will be expected to give

class papers.

Indicative reading: Detailed reading-lists related to the different topics within the course will be provided at the start of the course. H Armstrong & J Taylor, *Regional Economics and Policy*, 1999; P Dicken, *Global Shift: Mapping the Changing Contours of the World Economy* (5th edn), 2007; W.E. Murray, *Geographies of globalization*, 2006; W E Oates (Ed), *RFF Reader in Environmental Management*, 2005 2nd ed; A Pike, A Rodríguez-Pose & J Tomaney *Local and regional development*, 2006.

Assessment: A formal three-hour unseen examination (100%).

GY103

Contemporary Europe

This information is for the 2009/10 session.

Teacher responsible

Dr Simona Iammarino, S410

Availability: Optional first year course for BSc Environmental Policy, BA Geography and BSc Geography with Economics students. Open to other students as permitted by the regulations for their degrees. Available as an outside option.

Course content: This course provides an introduction to society, economy and polity of contemporary Europe.

The main focus is upon the economic, social and political challenges the EU as a whole, and individual nation states within Europe are facing. These include the issues of integration, cohesion, ageing, migration, employment trends, gender divisions and social polarization and the emergence of regionalism and nationalism. Examples are mainly drawn from members of the EU - 15 (for data-availability reasons). Particular stress is laid upon the geographical constitution of these themes, including regional issues.

Teaching: 38 hours of Lectures, one-hour Classes weekly in MT and LT.

Formative coursework: Students will be expected to produce a minimum of four class essays during the year and will also be expected to give class papers.

Indicative reading: A Rodríguez-Pose, *The European Union: Economy, Society and Polity*, 2000; R Baldwin and C Wyplosz, *The Economics of the European Integration*, 2006; S Brackman, H Garretsen and C Van Marrewijk, *An Introduction to Geographical Economics*, 2001; H Wallace, W Wallace and M A Pollack, *Policy-Making in the European Union*, 2005; D. Perrons, D., Fagan, C., McDowell, L., Ray, K and Ward, K. (eds) *Gender divisions and working time in the new economy. Changing patterns of work, care and public policy in Europe and North America* 2007.

Assessment: A formal three-hour unseen examination paper (100%).

GY120

The Natural Environment

This information is for the 2009/10 session.

Teacher responsible

Professor D K C Jones, S417

Availability: Compulsory for BSc Environmental Policy and BSc Environmental Policy with Economics and optional for BA Geography. Available as an outside option for other students as permitted by the regulations for their degrees.

Course content: The course seeks to developing an appreciation of the Planet Earth as the home of human societies. The analysis focuses on the physical nature of the 'natural' or biogeophysical systems and involves consideration of the solid earth, the gaseous atmosphere, the hydrosphere and the biosphere, together with examination of how they have evolved over time, interact, change and have been influenced by extra-terrestrial factors.

Three themes 'material properties', 'processes and fluxes' and, most importantly, environmental change' are studied. From this, an appreciation of change and evolution over differing timescales is developed which will serve as an essential background for students when evaluating the two way interaction between humans and the environment. The course consists of the following sections, the order of which may be varied from year to year depending on the availability of teachers.

A. Introduction: The structure and functioning of the Earth as

a set of systems (The Geosystem). The systems approach and its application to environmental studies. Ecosystem concept. Biogeochemical cycles. The nature and main causes of environmental change.

B. The Biosphere: World biomes. Energy transfers: primary production, photosynthesis, energy flows in ecosystems. Global biogeochemical cycles. Nutrient cycling, trophic levels and decomposition. Soils: formation and types, management problems, erosion. Vegetation changes: succession and causes of change.

C. The Atmosphere and Hydrosphere: Composition and structure of the atmosphere. Radiation and selective absorption. Global energy budget. Hydrological cycles. Cloud formation, precipitation and evapotranspiration. General introduction to hydrology and the "Hydrological Cascade". Flooding.

D. The Lithosphere (normally considered within Section E): General structure and composition of the Earth. Volcanoes and earthquakes. Basic elements of plate tectonics. Plate tectonics and large-scale landforms. Plate tectonics and environmental change.

E. Geosystem Change over Time and Space: From Creationism to Deep Time. The origin and evolution of the Solar System and Planet Earth. Catastrophism versus Uniformitarianism. The evolution of the solid Earth, atmosphere and hydrosphere. Long-term climate change. The paradigm of Quaternary environmental change. The nature and causes of sea-level change. Isostasy. Evolution of the biosphere, mass extinctions and Gaia.

Teaching: 38 one-hour lectures in the MT and LT; weekly one-hour classes in the MT, LT and ST and a weekend ecology fieldtrip in the MT.

Formative coursework: Students will be expected to produce three essays during the year and give class papers.

Indicative reading: T H van Andel, *New Views on an Old Planet*, 1994; R Christopherson, *Geosystems*, 2005; J Gribbin, *Stardust*, 2000; R G Barry & R J Chorley, *Atmosphere, Weather and Climate*, 2003; A Mannion, *Natural Environmental Change*, 1999; R C Ward & M Robinson, *Principles of Hydrology*, 1990; I D White, D N Mottershead & S J Harrison, *Environmental Systems: An Introductory Text*, 1992; J Chapman & M J Reiss, *Ecology. Principles and Applications*, 1992; J E Lovelock, *The Ages of Gaia*, 1988; R Huggett, *Catastrophism*, 1997.

Assessment: A three-hour unseen examination in the ST (75%), one 1,500 word essay (12.5%) and a fieldwork report (12.5%).

GY121

Environmental Change and Sustainable Development

This information is for the 2009/10 session.

Teacher responsible

Dr M Mason, S510

Availability: Compulsory for BSc Environmental Policy with Economics and BSc Environmental Policy, and an optional course for non-Geography students where permitted by regulations. Available as an outside option.

Pre-requisites: It is not available for BA Geography students, who have to take GY100 **Environment, Economy and Society**.

Course content: The purpose of the course is to introduce students to the key debates in environmental change and sustainable development, which will form the basis for future courses in environment at the LSE. The key theme of the course is to discuss the nature and importance of environmental change; the so-called 'human impacts' on the physical environment; and the dilemmas these raise for practical environmental management. From this, core policy approaches from economic, political, and social analysis will be advanced in order to introduce students to further courses available in the second and third years.

The course will have three main sections. The first section, which will be shared by GY100 students, addresses key underlying themes in environmental change and sustainable development, including population growth, resource scarcity, and limits to growth. The second section will look more closely at the geographical basis to environmental change and conceptions of sustainability, focusing closely on concepts of natural hazards, ecological fragility, and the nature and significance of human impacts. In the third section current themes of debate about sustainable development will be

addressed, including issues around economic development and environmental governance. Finally, the course will also include a short period of fieldwork conducted in the London metropolitan area, addressing the local challenges of environmental change and sustainable development.

Teaching: Lectures twice weekly MT and LT; Classes weekly MT and LT.

Formative coursework: Students will be expected to produce a minimum of three class essays during the year and will also be expected to give class papers.

Indicative reading: There are a variety of texts available for this course, but some of the more prominent include: G Atkinson, S Dietz and E. Neumayer (Eds) *Handbook of Sustainable Development*, Elgar, 2007; A Goudie (Ed), *The Human Impact Reader*, Blackwell, 1997; A Goudie, *The Human Impact On the Natural Environment*, 6th edition, Blackwell, 2006; R Huggett, S Lindley, H Gavin & K Richardson, *Physical Geography: A Human Perspective*, Arnold, 2004; J Kasperson & R Kasperson (Eds), *Global Environmental Risk*, United Nations University Press, 2001; L Owens & T Unwin (Eds), *Environmental Management*, Blackwell, 1997; J Rees, *Natural Resources: Economics, Allocation and Policy*, Routledge, 1991; United Nations Environment Programme, *GEO Yearbook 2006*, UNEP, 2006.

Assessment: A formal three-hour unseen examination (75%); and the submission of an essay (25%), based upon socio-environmental fieldwork conducted in London to be submitted at the end of LT.

GY140

Methods in Spatial and Social Analysis

This information is for the 2009/10 session.

Teacher responsible

David Grover, S501.

Course content: Introduces students to a range of qualitative and quantitative research approaches and methods used in the construction of contemporary knowledge related to human geography and the environment. Approaches covered include philosophical approaches such as Marxism, feminism, environmentalism and postmodernism. The course uses statistical software (SPSS) to analyse social deprivation data as well as the use of mapping software (ArcView) to represent these data spatially. Lent term covers the principles of structured hypothesis testing and overall research design, the selection and analysis of case studies as a research method; and the collection and analysis of primary data through fieldwork. The fifth and final module includes a full week of fieldwork day trips to East London investigating themes of regeneration, the impact of industrial restructuring in the UK, the impact on the East London economy of globalization and social inclusion and exclusion.

Availability: Compulsory for BA Geography. Optional for BSc Geography with Economics. Also available to suitable General Course students.

Teaching: Lectures: GY140, one hour, weekly, MT and LT. Classes: GY140A, two hours, weekly, MT and LT. Compulsory fieldwork: One week, London, Week 10 of LT.

Formative coursework: Several written practical projects during the year including a field work report.

Indicative reading: D Ebdon, *Statistics in Geography*, 1985; R Flowerdew & D Martin (Eds), *Methods in Human Geography*, 1997; K Hoggart, L Lees & A Davies, *Researching Human Geography*, 2002. A number of more specialised texts will be recommended.

Assessment: (i) A formal two-hour examination in which students answer two questions out of six (40%); (ii) Formative practical exercises (40%); (iii) Field work report (20%).

GY200

Economy, Society and Space

This information is for the 2009/10 session.

Teacher responsible

Sylvia Tijnstra

Availability: Available to students on BSc Environmental Policy, BSc Environmental Policy with Economics, BA Geography and BSc Geography with Economics.

Course content: Drawing on examples from low, middle and high income countries, this course examines the inter-relatedness of economy and society, including in particular the spatiality of social and economic phenomena in contemporary societies. Using economic transformations as a starting point, we will explore the changing patterns of social and political inclusion and exclusion in a variety of contexts. Amongst the economic transformations to be covered are the shift from manufacturing to services, the globalisation of production and consumption, and recent changes in labour markets and labour conditions. We will examine how these economic trends have affected the role of class and social stratification in society and created new patterns of exclusion and marginality. At the end of the course students should be able to understand the relationship between the social, spatial and economic realms and communicate and apply these understandings to contemporary phenomena.

Teaching: Lectures: weekly MT and LT; Classes: fortnightly MT and LT.

Formative coursework: Students will be expected to prepare written work for fortnightly classes, students will be required to write up two class reports per term as essays; this written work will provide a basis for formative assessment.

Indicative reading: U Beck, *The Future of Work*, Polity, 2000; M Castells, *The Rise of the Network Society*, Blackwell, 1996; G Esping-Andersen, *The Three Worlds of Welfare Capitalism*, Polity, 1990; H Jarvis et al, *The Secret Life of Cities*, Pearson, 2001; Harvey, D., *The Urban Experience*, Blackwell, 1989; G Valentine, *Social Geographics: Space and Society*, Pearson, 2001; P Dicken, *Global Shift: Reshaping the Global Economic Map of the 21st Century*, Sage, London, 2003.

Assessment: A formal three-hour examination 75% and a course essay of 2,000 words (25%). Details of the style and layout will be provided at the start of the session.

GY201

Location and Spatial Analysis

This information is for the 2009/10 session.

Teacher responsible

Dr Giordano Mion, S513a

Availability: This course is compulsory for students on BSc Geography with Economics. It is optional for BA Geography, BSc Economics, BSc Environmental Policy and BSc Environmental Policy with Economics.

Pre-requisites: **Economics A** is normally a prerequisite.

Course content: This course provides students with a theoretical and empirical understanding of spatial economic processes and how these influence the behaviour of firms and households and the wider economy.

The course draws primarily on international and urban economics. Topics covered include: causes and consequences of international trade; the winners and losers from globalization; multinational companies; trade, firms, and productivity; offshoring and outsourcing; the function of cities and the urban system; cities are engines of economic growth; the sources of agglomeration and dispersion; the determinants of urban structure (including the economic impact of land use planning) and the role of local governments.

Teaching: 40 hours of lectures and 10 x one-hour classes over the MT and LT.

Formative coursework: Students will be expected to prepare presentations and hand in short essays and problem sets in both terms.

Indicative reading: Detailed reading lists will be given out at the beginning of the course. Reading will include journal articles. Some important items include: A O'Sullivan, *Urban Economics* (7th edn 2008), Irwin/McGraw-Hill; T A Puget & P Lindert, *International Economics*, (13th edn) McGraw Hill, 2007; P Dicken, *Global Shift: Reshaping the Global Economic Map in the 21st Century*, Sage, 2003.

Assessment: A formal three-hour written examination in the ST (75%) and one 2,500-word essay (25%).

GY202

Introduction to Development in the South

This information is for the 2009/10 session.

Teachers responsible: Professor S Chant, S515; other teachers involved: Dr S Chari, S418 and Dr CC Mercer, S412

Availability: Second year option for BA Geography, BSc Environmental Policy, BSc Environmental Policy with Economics and BSc Geography with Economics. Third year option for BSc International Relations. Other second and third year students may take this course as permitted by the regulations for their degrees.

Course content: An introduction to analysing the South, and its geographical variability. The course focuses on key development issues, and how these have been addressed by different stakeholders, including households, governments, international development agencies and agents in civil and political society. In broad terms, the course covers five key themes: first, development theories and practices, including modernisation, dependency, basic needs and neoliberalism; second, demographic dynamics, including population growth and control, demographic ageing, and rural-urban migration; third, urban questions concerning employment, livelihoods, informality, and struggles for shelter and health; fourth, new directions in development theory and practice, including post-developmentalism, postcolonialism, social movements, civil society and NGOs; and fifth, (neo)colonialism and resource struggles, including decolonisation and the agrarian question, hunger and famine, food politics, and oil and contemporary imperialism and its discontents.

Teaching: 32 lectures (GY202), two per week MT (weeks 1-10) and first six weeks of LT. Fortnightly classes (GY202.A) MT and LT.

Formative coursework: Students will be expected to produce a total of three essays during the MT and LT, and also to prepare class presentations.

Indicative reading: Although a specialised lecture-by-lecture reading list will be handed out at the start of the course, useful general texts are: S. Chant and C. Mclwaine, *Geographies of Development in the 21st Century: An Introduction to the Global South*, 2009; S. Chari and S. Corbridge (eds), *The Development Reader*, 2008; G. Williams, P. Meth and K. Willis, *Geographies of Developing Areas: the Global South in a Changing World*, 2009; V. Desai & R. Potter (Eds), *The Companion to Development Studies*, 2nd ed, 2008; A. Escobar, *Encountering Development*, 1995; J. Ferguson, *The Anti-Politics Machine*, 1994; T. Forsyth (Ed), *The Routledge Encyclopedia of Development*, 2005; M. Montgomery, R. Stren, B. Cohen & H. Reed (Eds), *Cities Transformed: Demographic Change and Its Implications in the Developing World*, 2004; R. Potter, T. Binns, J. Elliot and D. Smith, *Geographies of Development: An Introduction to Development Studies*, 3rd ed, 2008; D. Simon (Ed.), *Fifty Key Thinkers on Development*, 2005; C. Tacoli (Ed.) *Earthscan Reader in Rural-Urban Linkages*, 2006; UN-Habitat *State of the World's Cities*, 2006-7; *The Millennium Development Goals and Urban Sustainability*, 2006; UNDP, *Human Development Report*, published annually; UNFPA, *State of the World's Population 2007: Unleashing the Potential of Urban Growth*, 2007; K. Willis *Theories and Practices of Development*, 2005; World Bank, *World Development Report*, published annually.

Assessment: One 2,000 word essay to be submitted last week of LT (25%); a three-hour unseen examination paper in the ST, three questions out of nine (75%).

GY205

Political Geographies, Policy and Space

This information is for the 2009/10 session.

Teacher responsible

Dr M M Low, S512.

Availability: BSc Environmental Policy, BSc Environmental Policy with Economics, BA Geography and BSc Geography with Economics. Available to students from other departments where regulations permit.

Course content: An introduction to the relevance of a geographical perspective for explanation of contemporary political processes, and of a political perspective for explanation of contemporary geographies, at scales from the local to the global. Topics covered

include: states, citizenship, democracy; theories of the state and local state; geopolitics; empires and national states; citizenship rights, migration and national 'closure'; nationalism, territory and identity; geographies of elections and representation; democratization; urban politics and policy; globalisation and governance.

Teaching: 32 hours of lectures and 10 x one-hour classes (fortnightly).

Formative coursework: Students will be expected to submit one formative essay per term of up to 1,500 words.

Indicative reading: Detailed reading lists will include journal articles, but indicative texts include: J Agnew, *Making Political Geography*, 2002; C Barnett and M Low (eds.) *Spaces of Democracy* 2004; J Agnew & S Corbridge, *Mastering Space*, 1995; K Cox, M Low and J Robinson (eds) *The Sage Handbook of Political Geography*, 2008.

Assessment: 25% course work (one essay of 2,000 words), 75% unseen three-hour examination in the ST.

GY220

Environment: Science and Society

This information is for the 2009/10 session.

Teachers responsible: p>Dr M Mason, S510. Other teachers involved, Professor D K C Jones, S417**Availability:** Compulsory for BSc Environmental Policy and BSc Environmental Policy with Economics. Optional for BA Geography, BSc Geography with Economics and BSc International Relations.

Course content: This course examines debates concerning the nature, cause, and effects of, and the alternative solutions to, the key natural environmental degradation and pollution problems faced by human societies. It highlights the role of science in environmental understanding and governance.

The course consists of the three following elements although the specific content, order and relative proportion may change with staff availability. Part A: Introduction and Themes - Science and Society: Introduction to social approaches to scientific knowledge and environmentalism. Part B: Environmental Risk and Science: Consideration of current regional and global environmental risks, including global climate change, stratospheric ozone depletion and transboundary air pollution.. Part C: Science and Environmental Governance: Application of environmental science to governance issues at different scales, and the notion of sustainability science.

Teaching: Lectures: (GY220) Two lectures per week in the MT and LT. Classes (GY220.A): Ten classes at fortnightly intervals.

Formative coursework: Students will be expected to produce a minimum of four class essays during the year.

Indicative reading: No one book or small group of books adequately covers the themes considered in the course, and separate reading lists are provided for each distinct part of the syllabus. Basic reading material includes: N Castree, *Nature*, 2005; T Forsyth, *Critical Political Ecology*; *The Politics of Environmental Science*, 2003; A Goudie (Ed), *The Human Impact Reader*, 1997; C L Harper, *Environment and Society*, 2002; J Houghton, *Global Warming: The Complete Briefing*, 4th edition, 2009; A M Mannion, *Dynamic World: Land Cover and Land-Use Change*, 2002; G T Miller (Ed), *Living in the Environment*, 2000; K Smith, *Environmental Hazards*, 2001; United Nations Environment Programme, *GEO Yearbook 2006*, 2006.

Assessment: A formal three-hour unseen examination paper (75%) and a course essay of no more than 2,000 words (25%).

GY222

Economic Analysis of the Environment

This information is for the 2009/10 session.

Teachers responsible: Dr S Mourato, S416. Other teacher involved: Professor Eric Neumayer, S503.

Availability: Second year compulsory course for BSc Environmental Policy with Economics and BSc Environmental Policy. Optional for BA Geography and BSc Geography with Economics. Available for students on other degrees and General Course students with permission.

Course content: This course is an introduction to the use of

economic principles in the analysis of environmental change and natural resource use and in designing appropriate policy responses. The first part of the course largely covers the 'tools' of environmental economics while the second part applies these tools to specific challenges for policy such as climate change and biodiversity protection. Topics to be covered include: the evaluation of regulatory and market based instruments in controlling environmental problems such as pollution; moral suasion and voluntary regulation; economics of natural resource use; economic growth, the environment and sustainable development; cost-benefit analysis and environmental valuation; economics of international environmental agreements; economics of climate change; economics of biodiversity and tropical forest conservation; payments for ecosystem services; trade, development and the environment.

Teaching: 20 lectures, weekly MT, LT. 10 classes, 5 during MT and 5 during LT.

Formative coursework: Students will be expected to produce a minimum of two (non-assessed) essays during the year and will also be expected to give class presentations.

Indicative reading: Detailed reading lists will be provided to support each course component. For an overview and introduction to the main issues covered by the course students may wish to consult the following: N Hanley et al, *Introduction to Environmental Economics*, 2001. J Kahn, *The Economic Approach to Environmental and Natural Resources*, Third Edition, 2005; B Field and M Field, *Environmental Economics*, 2007; DW Pearce, G Atkinson and S Mourato *Cost-Benefit Analysis and the Environment: Recent Developments*, 2006; R Lopez and M Toman *Economic Development and Environmental Sustainability*, 2006 E Neumayer, *Weak Versus Strong Sustainability: Exploring the Limits of Two Opposing Paradigms*, Second Edition, 2003.

Assessment: A formal three-hour unseen written examination in the ST counting (75%). An assessed course essay (maximum 2,000 words) (25%).

GY240

Research Techniques (Spatial, Social and Environmental)

This information is for the 2009/10 session.

Teachers responsible: Dr M Low, S512. Other teachers involved: P Anciaes, S Mourato, H Shin and others TBA

Availability: BSc Environmental Policy, BSc Environmental Policy with Economics and BSc Geography with Economics. Not normally open to students registered in other Departments or to General Course students.

Course content: This course is similar to **GY2A0** and shares most teaching arrangements with that course. It does not include the week long field-course associated with GY2A0.

This course aims to prepare second year students, who already have some grounding in social science methodology, to undertake individual research projects. It examines the methodologies used in Geographical research and evaluates their application to different kinds of research problems. It considers the choice of methodology which may be used in the student's own Independent Research Project (IRP) and how to plan research. It enables students to acquire familiarity with, and practice of, contemporary research techniques and to examine different ways of, and gain experience in, presenting research results. A further aim of the course is to enable students to evaluate critically the methodological validity of geographical literature.

The course combines a variety of different approaches to social science methodology including: (i) Research and project design; (ii) Quantitative analysis: using computer- and internet-based bibliographic databases; statistical computer packages: linear regression models; hypothesis testing. (iii) Basic principles of Geographical Information Systems (GIS), including the use of relevant information technology. (iv) Qualitative analysis: structured and unstructured interviews; participant observation; research ethics, including ethical concerns when conducting fieldwork. (vi) Introduction to an Independent Research Project (IRP). (vii) Presentation techniques and written and oral skills. (viii) Techniques for the economic analysis of environmental issues.

Teaching: This course is similar to GY2A0 and shares most teaching arrangements with that course.

20 one-hour lectures and 25 hours of classes/practicals in MT and LT, plus at least two hours forming an audience for student presentations.

Formative coursework: In the MT classes, and during the field-course, students work on elements of the summative assessment for the course with opportunities for support and feedback from staff as they do so. In addition, there is one piece of formative assessment (no more than 1000 words) in each term.

Indicative reading: Reading lists will be available for each part of the course. Basic texts include: J Bell, *Doing your Research Project - Guide for first time researchers in education and social science* (2nd edn), 1993; J Burt & G Barber, *Elementary Statistics for Geographers*, 1996; I Heywood, S Cornelius & S Carver, *An Introduction to GIS*, 1998; P Kennedy, *A Guide to Econometrics*, 1985; S Kvale, *Interviews: An introduction to qualitative research interviewing*, 1996; A MacEachren, *Some truth with maps: a primer on symbolization and design*, 1994.

Assessment: A two-hour unseen examination 50%, written coursework 50%.

GY244

London's Geographies: An Introduction to Cultural and Historical Geography

This information is for the 2009/10 session.

Teacher responsible

Dr Sharad Chari, S418

Availability: BA Geography and BSc Geography with Economics. The course is available as an outside option, and to General Course students.

Course content: This undergraduate course introduces students to the foundations of cultural and historical geography, with applications to conditions of life and livelihood in past and present London. The course aims to introduce students to ethnographic and historiographic insights that enrich the craft of human geography. Both terms are punctuated by walking tours and fieldtrips to encourage using the city around us, and students are encouraged to use comparative insights from other cultural and historical contexts to interpret events and processes in and around London's geographies today. Michaelmas Term is largely historical, concentrating on the making of the spatial and social divides of Victorian London. Lent Term centers on the 20th century and the present. Students will be encouraged to link their analysis to their own research projects, particularly if they are engaged in "qualitative research". The goal of the course is to use theoretical and historical insights to getting to know the city in which we live and work.

Conceptual Tools for a Social Science of Space; Work, Class, Landscape; Moral Panics and Dangerous Spaces; Representing the City; Race and Empire; Sexuality and the City; Capital and Spectacle; Security

Teaching: Two one-day field trips, with associated reading and writing assignments, and linked classes.

Formative coursework: Formative writing through journal responses to reading and discussion each week, to be circulated and peer-reviewed in classes. Checked by Dr. Chari and the Class Teacher twice each term.

Indicative reading: Peter Linebaugh and Marcus Rediker 2000. *The Many-Headed Hydra*, Beacon Press, Boston; E.P. Thompson, 1993, *Customs in Common*, Penguin Books; Roy Porter, 1994, *London: A Social History*, London: Hamish Hamilton; Raymond Williams 1973, *The Country and the City*, Oxford; Gareth Stedman Jones 1984, *Outcast London*, Pantheon; Linda Nead 2000, *Victorian Babylon: People, Streets and Images in Nineteenth-Century London*, Yale University Press; Seth Koven 2004, *Slumming: Sexual and Social Politics in Late Victorian London*, Princeton Jonathan Schneer, 2001, *London 1900: The Imperial Metropolis*, Yale University; Francis Wheen 1999, *Karl Marx: A Life*, Norton.

Assessment: Two 2,000 word essays- one each term (25% each) and a two-hour examination: two questions out of a choice of six (50%).

GY2A0

Research Techniques (Spatial, Social and Environmental)

This information is for the 2009/10 session.

Teachers responsible: Dr M Low, S512. Other teachers involved: P Ancaes, H Shin and others TBA

Availability: Required for students on the BA Geography. Not normally open to students registered in other Departments or to General Course students.

Course content: This course is similar to GY240 and shares most teaching arrangements with that course.

This course aims to prepare second year students, who already have some grounding in social science methodology, to undertake individual research projects. It examines the methodologies used in Geographical research and evaluates their application to different kinds of research problems. It considers the choice of methodology which may be used in the student's own Independent Research Project (IRP) and how to plan research. It enables students to acquire familiarity with, and practice of, contemporary research techniques and to examine different ways of, and gain experience in, presenting research results. A further aim of the course is to enable students to evaluate critically the methodological validity of geographical literature.

The course combines a variety of different approaches to social science methodology including: (i) Research and project design; (ii) Quantitative analysis: using computer- and internet-based bibliographic databases; statistical computer packages: linear regression models; hypothesis testing. (iii) Basic principles of Geographical Information Systems (GIS), including the use of relevant information technology. (iv) Qualitative analysis: structured and unstructured interviews; participant observation; research ethics, including ethical concerns when conducting fieldwork. (vi) Introduction to an Independent Research Project (IRP). (vii) Presentation techniques and written and oral skills. (viii) Application of research techniques in the field.

Teaching: 20 one-hour lectures and 25 hours of classes/practicals in MT and LT. There is a week-long fieldcourse associated with this course, normally overseas, and normally in the final week of the Lent Term. Students should be aware that, although the costs of this course are subsidised by the Department, they will be expected to make a substantial financial contribution themselves. There are bursaries available from the Department for students who can document financial need.

Formative coursework: In the MT classes and during the field course, students work on elements of the summative assessment for the course with opportunities for support and feedback from staff as they do so. In addition, there is one piece of formative assessment (no more than 1000 words) each term.

Indicative reading: Reading lists will be available for each part of the course. Basic texts include: J Bell, *Doing your Research Project - Guide for first time researchers in education and social science* (2nd edn), 1993; J Burt & G Barber, *Elementary Statistics for Geographers*, 1996; I Heywood, S Cornelius & S Carver, *An Introduction to GIS*, 1998; P Kennedy, *A Guide to Econometrics*, 1985; S Kvale, *Interviews: An introduction to qualitative research interviewing*, 1996; A MacEachren, *Some truth with maps: a primer on symbolization and design*, 1994.

Assessment: A two-hour unseen examination 50% , written coursework 50%.

GY300

Theories of Regional Development and Change

This information is for the 2009/10 session.

Teachers responsible: Professor Michael Storper S408 and Dr Olmo Silva, S506a

Availability: Optional course for BSc Economics, BA Geography, BSc Environmental Policy, BSc Geography with Economics and BSc Management.

Course content: Analysis of theories and methods needed to understand territorial patterns of economic development in Europe, the US and other developed economies. Students will be given the basic toolkit needed to think about such issues as: why

industries locate where they do; why there are tendencies toward geographical concentration and dispersion of economic activity; the reasons why economic activity concentrates in cities and metropolitan areas; why it leaves those areas; how existing trends toward globalization are affecting these processes. In addition, the course typically covers a range of policy-relevant topics relating to the economic performance of regions and countries in Europe, including: education, innovation, unemployment, migration and workforce ageing.

Teaching: Lectures weekly. Classes fortnightly.

Formative coursework: Students will be expected to produce class essays during the year and will also be expected to give class presentations.

Indicative reading: H Armstrong & P Taylor, *Regional Economics and Policy*, 2000; P Dicken, *Reshaping the Global Economic Map in the 21st Century*, 2003; G Clark, M Gertler, M P Feldman, eds *The Oxford Handbook of Economic Geography*, 2000.

Assessment: A three-hour paper (75%) and one extended essay of 2,500 words to be handed in on a specified date in the ST (25%).

GY301

Political Geography of Development and the South

This information is for the 2009/10 session.

Teachers responsible: Dr Gareth Jones, S506. Other teacher involved - Dr Claire Mercer, S412

Availability: Optional for BSc Environmental Policy, BSc Environmental Policy with Economics, BA Geography, BSc Geography with Economics and BSc International Relations.

Course content: A critical analysis of the politics of contemporary development processes in the South and the global interests which influence them. The course considers development as both practical pursuit and as a series of discourses and representations.

1. Geo-Politics, Development and Representation: the 'War on Terror'; nation states, global systems and institutions; introduction to Critical Geopolitics and Postcolonialism.

2. Geo-Politics, Empires and Threats: Africa, the 'Dark' Continent; End of Empire and the 'American Century'; 'Development' and Bretton Woods; Development States and The Cold War; Governance and Corruption; Globalisation of Law and Rights; New World (Dis) Order, Rogue States, Wild Zones and Perpetual Crisis; Whither Development? Alternative, Post- or Irrelevant?; Reinventing Development: Non-State Actors.

3. Critical Geo-Politics and Representation: Critical Geo-politics of US Foreign Policy; Analysing Contemporary Security Discourses - Drugs; Refugees; Disease Pandemics; Gangs and Insecurity

4. Reinventing Development

Teaching: Lectures: weekly MT and LT; Classes: fortnightly MT and LT.

Formative coursework: Students are expected to complete four class essays during the year and give one short presentation subject to student numbers.

Indicative reading: No one book covers the syllabus, students will be expected to read widely especially of appropriate journals, and detailed lists will be provided at start of course.

Assessment: a) A formal three-hour examination (75%); b) One 2,500 word essay (25%).

GY302

Urban Development: Politics, Policy and Planning

This information is for the 2009/10 session.

Teachers responsible: Dr M Low, S512. Other teachers include, Dr Nancy Holman, S514, Dr Hyun Shin, S509.

Availability: BSc Environmental Policy, BSc Environmental Policy with Economics, BA Geography and BSc Geography with Economics. Open to students from other departments where regulations permit.

Course content: This course covers theories and processes of urban politics and governance; urban problems and policy responses in developed and developing countries, within an institutional and political framework: Areas of study include:

1. Urban government in the UK and USA. Theories of urban politics. Politics of urban fiscal problems and local economic development

policy. Management of urban social issues.

2. Urban planning issues, eg urban regeneration, sustainable urbanism, gentrification.

3. Social and spatial implications of urban transformation in Asian cities, with special emphasis on cities in East Asia, including China. Urban growth politics. Neighbourhood renewal and public participation

Teaching: 10 one-hour lectures (GY302) in MT; 15 one-hour lectures in LT; 11 one-hour classes (GY302.A) in ML/LT/ST.

Formative coursework: Students should produce three essays during the year and give class presentations.

Indicative reading: D Judge *et al*, *Theories of Urban Politics*, 1995; S Fainstein, *The City Builders*, 2001; S Body-Gendrot, *The Social Control of Cities?*, 1999; N Devas & C Rakodi (Eds), *Managing Fast Growing Cities*, 1993; Wu, F. (ed.) (2007) *China's Emerging Cities: The Making of new Urbanism*, London, Routledge.

Assessment: A three-hour unseen examination in the ST (75%) and a course essay of no more than 2,500 words (25%).

GY303

The Geography of Gender: Global Perspectives

This information is for the 2009/10 session.

Teachers responsible: Professor Sylvia Chant, S515; Dr Martina Klett Davies, c/o Gender Institute

Availability: Optional third year course for BSc Environmental Policy, BSc Environmental Policy with Economics, BA Geography and BSc Geography with Economics.

Pre-requisites: It would be an advantage if students have some grounding in gender and/or development issues from a second year course such as GY200 **Economy, Society and Space**, or GY202

Introduction to Development in the South.

Course content: An analysis of the geography of gender in the advanced capitalist economies and in the developing world. The course focuses on the variability of gender roles and relations and their socio-spatial implications in different geographical contexts.

MT: Gender in the Western World - Globalisation, European social policies and welfare state regimes and the work life balance.

Theorising the changing organisation of work, the structure of urban space and gender divisions in the new economy. Global cities: polarisation and feminisation of work. Divisions of labour of paid and unpaid work, migrant workers and the global care chain. Transnationalism and the urban experience. Alternative models of work and care. Gendered spaces: city spaces, city times, safety and urban design.

LT: Gender in the Global South- 'Engendering' the development agenda; Conceptualising and measuring gender inequality; the UNDP gender indices and beyond; Fertility, reproduction and health; Households and families; Global production and the 'informalisation' and 'feminisation' of labour; sex/work and HIV/AIDS; Gender and development policy; Men and masculinities.

Teaching: Lectures (GY303) weekly MT and LT; Classes (GY303.A) fortnightly MT and LT starting in week three of MT.

Formative coursework: Students will be expected to produce one essay per term, and will also be expected to give class papers.

Indicative reading: No one book covers the entire syllabus, but the following are useful basic reading:

MT: L. Hantrais, *Social Policy in the European Union*, 2007; M Klett-Davies, *Going it alone? Lone motherhood in late modernity*, Ashgate, 2007; R. Crompton, *Employment and the Family*, Cambridge University Press, (2006, LSE e-book); R Crompton, S Lewis & C Lyonette (eds), *Women, men, work and family in Europe*, Palgrave Macmillan 2007; B.Ehrenrich & A Hochschild, *Global Women*, Grant, 2003; J. Lewis, (ed), *Children, Changing Families and Welfare States*, Edward Elgar, 2006; L McDowell, *Gender, Identity and Place: Understanding Feminist Geographies*, Polity, 1999; M Daly & K Rake, *Gender and the Welfare State*, Polity, 2003; D. Perrons *et al* (eds) *Gender Divisions and working time in the new economy*, Edward Elgar, 2006; S. Sassen, *Sociology of globalization*, W.W. Norton, 2007; A. Power, *City survivors: bringing up children in disadvantaged neighbourhoods*, Policy, 2007; H Lutz (eds) *Migration and domestic work: a European perspective on a global*

theme, Ashgate, 2008; Yeates (2009) *Globalising Care Economies and Migrant Workers: Explorations in Global Care Chains*, Palgrave MacMillan.

LT: W Benedek, E Kisaakye & G Oberleitner (Eds), *Human Rights of Women: International Instruments and African Experiences*, Zed, 2002; S. Chant and C McIlwaine, *Geographies of Development in the 21st Century*, Elgar, 2009; S. Chant, *Gender, Generation and Poverty: Exploring the 'Feminisation of Poverty' in Africa, Asia and Latin America*, Elgar, 2007; S. Chant with N. Craske, *Gender in Latin America*, Latin America Bureau, 2003; S. Chant & M. Gutmann, *Mainstreaming Men into Gender and Development*, Oxfam, 2000; A. Cornwall, E. Harrison and A. Whitehead (eds), *Feminisms in Development*, Zed, 2007; J. Heintz, *Globalisation, Economic Policy and Employment: Poverty and Gender Implications*, ILO, 2006; C. Jackson & R. Pearson (Eds), *Feminist Visions of Development*, Routledge, 1998; N. Kabeer, *Gender Mainstreaming in Poverty Eradication and the Millennium Development Goals*, Commonwealth Secretariat, 2003; M. Marchand & J. Parpart (Eds), *Feminism/Postmodernism/Development*, Routledge, 1995; J. Momsen (Ed) *Gender and Development: Critical Concepts in Development Studies*, Routledge, 2008; UNRISD, *Gender Equality: Striving for Justice in an Unequal World*, UNRISD, 2005.

Assessment: One extended essay of 2,500 words (25%); One written examination (75%).

GY305

Applied Location and Spatial Analysis

This information is for the 2009/10 session.

Teacher responsible

Dr Olmo Silva, S506a

Availability: Compulsory for BSc Geography with Economics. Optional for BA Geography, BSc Environmental Policy and BSc Environmental Policy with Economics. This course is not available to General Course students.

Pre-requisites: Students should have taken one or more from: EC100, GY201, GY222.

Course content: The aim of the course is to develop theoretical and empirical understanding of spatial economic processes in order to study and evaluate a wide range of issues and policies. Particular emphasis will be put on urban and regional economies and business and worker location decisions. More specifically, the first part of the course will study models of the location of economic activity with a particular emphasis on regional economies. The second part of the course continues to study location, but focuses more on household location decisions, personal mobility and their implications for spatial labour markets and residential neighbourhood.

Teaching: 40 hours of Lectures and 10 x one-hour Classes (fortnightly).

Formative coursework: Students will be expected to produce a minimum of two essays during the year.

Indicative reading: A detailed reading list will be given out at the beginning of the course. Reading will predominantly include journal articles and policy documents.

Assessment: A formal three-hour unseen examination paper (75%) and one essay of no more than 2,500 words (25%).

GY321

Environmental Politics and Policy

This information is for the 2009/10 session.

Teacher responsible

Dr Carment Marchiori, K102

Availability: Compulsory third year course for BSc Environmental Policy, BSc Environmental Policy with Economics. Optional for BA Geography and BSc Geography with Economics.

Course content: This course examines the issues, actors and processes that shape the nature of environmental policy and politics at different geographic scales. It begins with an introduction to environmental regulation, then considers the idea of a shift from government to governance. Different perspectives on environmental policy-making, implementation and enforcement are reviewed, with a focus on the selection and application of different policy instruments. A recurrent theme of the course concerns how policy

choices are informed and shaped by political considerations.

Students are introduced to case study material at different levels and scales of environmental policy and politics, with Lent Term teaching focused on international environmental governance. Issues and problems discussed in lectures and classes vary according to the changing and contested priorities of contemporary environmental policy and politics.

Teaching: A weekly lecture accompanied by a weekly class through the MT and LT.

Formative coursework: Three non-assessed class essays/projects of 1,500 words and one assessed course essay of 2,500 words.

Indicative reading: For both the Michaelmas and Lent Terms the following text is especially valuable: N. Carter (2007), *The Politics of the Environment: Ideas, Activism, Policy*, Cambridge University Press: Cambridge. For Michaelmas Term the following text is also useful: J. Roberts (2003), *Environmental Policy*, Routledge: London. For Lent Term students should consult: M. Mason (2005), *The New Accountability: Environmental Responsibility Across Borders*, Earthscan: London; and K. O'Neill (2009) *The Environment and International Relations*, Cambridge University Press: Cambridge.

Assessment: There is a three-hour formal examination (75%) in the ST. In addition there is a course essay (25%) of 2,500 words maximum.

GY323

Environmental Assessment and Management

This information is for the 2009/10 session.

Teachers responsible: Dr S Di Falco, K101; other teacher(s) involved: TBC

Availability: Compulsory third year course for BSc Environmental Policy and BSc Environmental Policy with Economics. Optional for BA Geography and BSc Geography with Economics.

Course content: In Michaelmas Term, the course focuses on corporations. Following a brief introduction to concepts of ecological modernization, it examines the drivers, tools and practices of corporate environmental management, both in developed and developing countries. The course proceeds to explore strategic approaches to environmental management, corporate social responsibility and evaluates the link between environmental protection and corporate profitability. The term concludes with a critical examination of the rhetoric and reality of corporate environmental management-cum-social responsibility. In Lent Term, the course examines the principles, tools and applications of environmental risk management with a special focus on developing countries.

Teaching: The course will consist of a weekly lecture accompanied by a weekly class.

Formative coursework: Three non-assessed class essays of 1,500 words and one assessed essay of 2,500 words.

Indicative reading: For Michaelmas Term candidates are strongly encouraged to consult and read: S. Schaltegger et al (eds) (2003), *An Introduction to Corporate Environmental Management: Striving for Sustainability*, Greenleaf: Sheffield. The following is also useful: M. Blowfield and A. Murray (2008), *Corporate Responsibility: A Critical Introduction*, Oxford University Press: Oxford. For Lent Term candidates are encouraged to read: J. Glasson et al (2005), *Introduction to Environmental Assessment*, Routledge: Abingdon and R. Therivel (2004), *Strategic Environmental Assessment in Action*, Earthscan: London.

Assessment: A formal three-hour unseen written examination in the ST counting for 75%, together with a course essay (maximum 2,500 words) counting for 25%.

GY350

Independent Research Project

This information is for the 2009/10 session.

Teachers responsible: Third year Geography and Environment personal tutors

Availability: For students required to, or choosing to, submit an independent research project ('IRP') as part of a Bachelor's degree within BSc Environmental Policy, BSc Environmental Policy with Economics, BA Geography and BSc Geography with Economics.

Pre-requisites: GY2A0 or GY240 **Geographical Research Techniques (Spatial, Social and Environmental)** are a pre-requisite.

Course content: A demonstration of a capacity for geographical or environmental research conducted on an individual basis. Individual tutorials with personal tutors in MT and LT of the third year.

Teaching: Individual tutorials in the MT and LT of third year of study concerning problems encountered in geographical investigations in the field and in presentation of the findings.

Formative coursework: Students will be expected to hand-in three progress reports in conjunction with meetings with their personal tutors in the MT and LT.

Assessment: IRPs should not exceed 10,000 words, exclusive of appendices and other supportive material. Appendices may be used for supporting documentation and evidence, but not for discussion and analysis. Two bound copies of the IRP must be submitted to the Undergraduate Office in S406 by the published deadline at the end of the LT.

HY101

The European Civil War 1890-1990

This information is for the 2009/10 session.

Teacher responsible

Dr Heather Jones, E508

Availability: Optional for BA History, BSc Government and History and BSc International Relations and History. Available as an outside option where regulations permit.

Course content: The course traces the impact of domestic social and economic tensions upon the leading powers of Europe from the 1890s and the concomitant intensification of nationalism and imperialism. The social dislocation consequent upon the First World War dramatically intensified such tensions and pushed the international system to breaking point, most starkly in Russia. Faced with the existence of Communist Russia, the Western Powers attempted to reconstruct their political and economic systems in such a way as to build defences against the Left. The emergence of fascism as an extreme form of such defences had important consequences for the international relations between states, as did the social and economic crises of the democratic Powers in the 1930s, which may have reduced their willingness to confront foreign aggression. Hopes that fascist external ambitions could be diverted eastwards were shattered by the German-Soviet Pact of 1939 and the German drive westwards in 1940. The subsequent alliance of the Western democracies and the Soviet Union lasted long enough to secure the defeat of the Axis. At the end of the war the discrediting of the Right by its association with appeasement or fascism created new opportunities for the Left until these were ultimately contained by the Cold War. Thereafter, the Left-Right political divide reasserted itself mainly, but not solely, in the East-West division of Europe. The course examines the competitive nature of relations between the American-influenced West European bloc and the Soviet-dominated East European bloc, including the challenges which arose for both systems in 1968, as well as the methods of ideological consolidation used until the disintegration of the Eastern bloc in the late 1980s and the subsequent moves to reunite Europe.

Teaching: 20 lectures and 20 classes.

Formative coursework: Students will be expected to write three essays of about 2,500 words during the Michaelmas and Lent terms. A fourth timed essay will be carried out in class towards the end of the year, as an aid to examination. Students will also contribute occasional short oral presentations to the class.

Indicative reading: A list of more specialised texts will be provided at the start of the course.

M Mazower, *Dark Continent: Europe's Twentieth Century*; E Hobsbawm, *Age of Extremes: The Short Twentieth Century, 1914-1991*; F Claudin, *The Communist Movement: from Comintern to Cominform*; R Boyce & E M Robertson (Eds), *Paths to War: New Essays on the Origins of The Soviet Union since 1917*; P Preston, *The Spanish Civil War*; J Joll, *Europe since 1870*; M McCauley & D Sassoon, *One Hundred Years of Socialism: The West European*

Left in the 20th Century; A J Mayer, *Politics and Diplomacy of Peacemaking: Containment and Counterrevolution at Versailles, 1918-1919*; T Judt (Ed), *Resistance and Revolution in Mediterranean Europe, 1939-1948*; D Cauter, *Sixty-eight: The Year of the Barricades*; C Gati, *The Bloc that Failed: Soviet-East European Relations in Transition*.

Assessment: Three-hour written examination in the ST.

HY113

From Empire to Independence: the Extra-European World in the Twentieth Century

This information is for the 2009/10 session.

Teacher responsible

Dr Kirsten Schulze, E600

Availability: Optional for BA History, BSc Government and History, BSc International Relations and History and General Course students. Available as an outside option for first and second year students where regulations permit.

Course content: An introductory survey of events outside Europe in the twentieth century, with a particular emphasis on the collapse of the Western colonial empires, the development of relations between the West and the new states within Asia and Africa, and the rise of non-Western models of political development.

The state of the European empires in the first half of the century; the Japanese challenge to the West; the Chinese revolution; Indian independence; the Palestinian issue and the birth of Israel; the decolonization process in Asia and Africa; the Japanese developmental state; the rise of the non-aligned movement; the development of the Arab and non-Arab Middle East; American and Soviet relations with the Third World; post-independence South Asia; the modernization and underdevelopment debates; the development of ASEAN and the Asian 'tiger' economies; post-independence Africa; China under Mao and Deng; the rise of Islamic fundamentalism and the Arab-Israeli peace process.

Teaching: 20 lectures (HY113) and 20 classes (HY113.A)

Formative coursework: Students will be asked to write at least four essays and to present a number of brief class reports.

Indicative reading: W G Beasley, *The Rise of Modern Japan* (1990); A Best, J Hanhimaki, J Maiolo and K Schulze, *International History of the Twentieth Century* (2001); J Darwin, *Britain and Decolonization* (1988); J P Dunbabin, *International Relations since 1945*, Vol 1, *The Cold War, the Great Powers and their Allies* (1994 Vol 2, *The Post-Imperial Age, The Great Powers and the Wider World* (1994); D Fieldhouse, *Black Africa, 1945-1980* (1986); Goldschmidt, *A Concise History of the Middle East*; R Holland, *European Decolonization, 1918-81* (1985); W Keylor, *The Twentieth Century World* (1984); S Sarkar, *Modern India, 1885-1947* (1983); J Spence, *The Search for Modern China* (1990); M Yapp, *The Near East since the First World War* (1991).

Assessment: Three-hour written examination in the ST.

HY114

War and Society from the Renaissance to the Napoleonic Era, c.1500-1815

This information is for the 2009/10 session.

Teacher responsible

Dr Paul Keenan, E391

Availability: Optional for BA History, BSc Government and History, BSc International Relations and History and General Course students, and as an outside option where regulations permit.

Course content: A broad, thematic study of war and society from the early sixteenth century to the end of the Napoleonic Wars. It will include substantive analysis of the ethos, causes and impact of wars during this period, as well as the role of war in the development of states and national identities. At the heart of the course is the lively debate relating to the 'Military Revolution' in the West, which ranges from questions of tactics and weaponry, to absolutism and finance. However, attention will also be paid to the technological clashes between different cultures and systems across the globe, embracing the conflicts between European states and those in the Americas, Africa and Asia, as well as the Ottoman empire. National

armies and navies will be studied and compared with irregular land and naval forces.

The course explores the dramatic impact of the almost continuous wars of European powers, not only within the continent, but throughout the globe. It examines the evolution of regular forces of states on land and sea; the changes in composition, size, tactics and weaponry, as well as changing defensive strategies adopted by different states. But it also seeks to evaluate the importance of irregulars such as guerrillas, pirates, militias and Cossacks, ranging from the Mediterranean to the Atlantic, from North America to Ukraine. The enduring question of whether Europeans succeeded in establishing huge colonial empires due to military advantages will be analysed in some detail. A case study of the Ottoman Empire offers interesting comparisons and broadens the analysis of ideological factors.

The topics covered include: the dynastic conflict between Charles V and Francis I; the Dutch Revolt; the Armada; the Thirty Years' War; the Ottoman threat to Austria and Hungary; the wars of Louis XIV; Russia's emergence as a European power; the wars of Frederick the Great; Britain's colonial expansion; the impact of the French Revolutionary and Napoleonic Wars.

Teaching: There will be 20 lectures and 20 classes in the MT and LT, followed by two revision sessions in the ST.

Formative coursework: Three essays and one presentation will be required.

Indicative reading: A full reading list will be provided at the start of the course. Useful introductory works include: M Howard, *War in European History*; G Parker, *The Military Revolution: Military Innovation and the Rise of the West, 1500-1800*; J Black, *A Military Revolution? Military Change and European Society, 1550-1800*; F Tallett, *War and Society in Early Modern Europe, 1495-1715*; J R Hale, *War and Society in Renaissance Europe, 1450-1620*; J Black (Ed), *War in the Early-Modern World*; M S Anderson, *War and Society in Europe of the Old Regime, 1618-1789*; G Best, *War and Society in Revolutionary Europe, 1770-1870*. The recommended surveys for the political background are: R Bonney, *The European Dynastic States, 1494-1660*; D McKay & H Scott, *The Rise of the Great Powers, 1648-1815*.

Assessment: Three-hour written examination in the ST.

HY116

International History since 1890

This information is for the 2009/10 session.

Teacher responsible

Professor MacGregor Knox, E410

Availability: Intended primarily for first-year undergraduates in BSc International Relations and BSc International Relations and History; optional for BA History, BSc Government and History, also available to General Course students, and as an outside option where regulations permit.

Course content: The history of international relations from the 1890s through the 1990s. The course emphasises the changing character of international politics over the course of the 'long twentieth century', and aims both to equip students with a comprehensive knowledge of international politics since 1890 and to provide the factual grounding and conceptual apparatus necessary to understand the contemporary world. Lectures and classes fall into six distinct chronological and analytical phases. The first segment covers the 'globalization' of the European balance-of-power system after 1890 through the advent of extra-European great powers: Russia-in-Asia, Japan, and the United States, and the crisis and collapse of the system in the First World War. The second segment covers the failure of both attempts to tame the resulting chaos: Wilson's new vision of international politics and British and French efforts to reconstitute the 1914 world. The consequences of failure, the successful revolt against world order of four discontented powers, Imperial Japan, Fascist Italy, National Socialist Germany, and the Soviet Union, and the outbreak of the 'second round of the German War', close the third phase. The fourth phase opens with the expansion of European war into global war and closes with the birth of a bipolar world dominated by the United States and the USSR. The ensuing era of superpower rivalry

forms the fifth segment; themes covered include the origins of the Cold War in both Europe and Asia, decolonisation, European unity, the 'American war' in Vietnam, and the rise and fall of superpower detente. The final phase of the course examines the causes and consequences of the collapse of the Soviet empire, the rising power of China; and the patterns of international disorder in the post-Cold War era.

Teaching: 20 weekly lectures (HY116, MT, LT) and 21 classes (HY116.A, MT, LT, ST).

Formative work: Students will be required to write three 2,000-word essays during the course of the year, two in MT and one in LT, from topics designated in the course reading list, and in addition to complete a one-hour mock examination in ST. Essays and mock examination do not form part of the final course Assessment. But they are required components of the course, and students must complete them in order to be admitted to the course examination.

Indicative reading: A detailed course outline and reading list, subdivided by weekly topics, will be provided at the first lecture, and will also be found, along with other course materials, in the public folders. The following works offer useful background; students should consider reading one or two of them in advance: W R Keylor, *The Twentieth Century World: an International History*; C J Bartlett, *The Global Conflict, 1880-1970*; D Stevenson, *The First World War and International Politics*; P M H Bell, *The Origins of the Second World War in Europe*; Akira Iriye, *The Origins of the Second World War in Asia and the Pacific*; J P Dunbabin, *International Relations since 1945* (2 vols).

Assessment: A three-hour written examination in the ST.

HY117

Rule Britannia: Britain and Empire from 1780 to the Present Day

This information is for the 2009/10 session.

Teacher responsible

Dr Joanna Lewis, E494

Availability: BA History, BA International Relations and History, BA Government and History and General Course students. Available as an outside option.

Course content: An introduction to the history of the British empire that focuses on the metropolitan experience of building, running and then losing an empire. It covers the period from the loss of the American colonies to the Peace Process in Northern Ireland. Within the context of Britain's wider political, social and cultural history, the course will examine the following: the extension of empire during the Victorian era; the impact of empire at home, the maintenance of empire overseas; managing the decline of empire; the First and Second World Wars and the colonial legacy for Ireland.

The course begins with setting out the British empire from 1780 and the debates about the rise of the so called Second British Empire, the impact of the loss of the American colonies, the swing to the East and British National identity. It then moves to consider the case of British exploration overseas and the Pacific. Then it examines the phenomenon of white settlers and British migration overseas including the rise of Australia. The role of missions and Christianity across the nineteenth century is considered. Then the controversial history of the construction of race is considered during the Victorian era. We then move to the impact of the mutiny and consider what constituted the 'steel frame' of the Raj. Moving From India to Africa, we look at why Britain became involved in the scramble for Africa. Returning home, the so-called phase of popular imperialism is assessed particularly through the impact of the Boer War in Britain and the growing anti-imperialism at home. Two lectures look at gender and empire-builders: men, sex and the imperial impulse; followed by the contribution of women to the colonial project. Imperial armies and the First World War are considered followed by changing attitudes to empire in the inter-war period and so-called managed decline. Not surprisingly we then look at the Second World War in this context. How the Labour Party dealt with the challenges from India and its loss is considered followed by the state of emergency declared in Kenya in the 1950s in the wake of the notorious Mau Mau rebellion. Next we move to decolonisation in

Africa and the wind of change under the Conservative Party. Finally the issue of internal colonialism is considered with regard to the independence and partition of Ireland and the long road to peace in Northern Ireland.

Teaching: There will be 20 lectures and 20 classes plus two revision sessions.

Formative coursework: Students will be required to write four essays and to make a number of presentations throughout the year.

Indicative reading: A full reading list will be provided at the start of the course. Useful introductory works include: R Hyam, *Britain's Imperial Century* (3rd edn, 2002); L J Butler, *Britain and Empire: Adjusting to a post-imperial world* (2002); Linda Colley, *Britons: forging the nation 1707-1837* (1992); Catherine Hall, *Civilising Subjects: metropole and colony in the English imagination, 1830-1867* (2002); Andrew Porter, *Religion versus Empire* (2004); John Mackenzie (Ed), *Imperialism and popular culture* (1986) Stuart Ward (Ed), *British culture and the end of empire* (2001); M L Pratt, *Imperial Eyes: Travel writing and Transculturation* (1992); Andrew Thompson, *The Empire Strikes Back: Britain and Imperialism* (2005); David Canandine, *Orientalism: how the British saw their empire* (2001); Bernard Porter, *The Absent Minded Imperialists* (2004); B. Porter, *The Lion's Share: A Short History of British Imperialism 1850-1995*; P. Hoffenberg, *An Empire on Display: English Indian and Australian Exhibitions from the Crystal Palace to the Great War* (2001); D. Gilmour, *The Ruling Caste: Imperial lives in the Victorian Raj* (2005); S. Gikandi, *Maps and Englishness: Writing Identity in the Culture of Colonialism* (1996); P. Clarke, *Hope and Glory: Britain 1900-1990* (1997); B. Schwarz (ed), *The Expansion of England, Race, Ethnicity and Cultural History* (1996); C. Cook & J. Stevenson, *The Longman Handbook of Modern British History 1714-1980* (1983, 1996); K. Robbins, *The Eclipse of a Great Power: Modern Britain 1870-1975* (1983, 1994); R. McGibbin, *The Ideologies of Class: Social relations in Britain 1880-1950* (1990) *Oxford History of the British Empire*, Vols II-V.

Assessment: Three-hour written examination in the ST.

HY203

The Arab-Israeli Conflict: Nationalism, Territory, Religion

This information is for the 2009/10 session.

Teacher responsible

Dr K E Schulze, E600

Availability: Available for 2nd year BA History, BSc International Relations, BSc International Relations and History and BSc Government and History and General Course students. Other students may be admitted with the consent of the course teacher.

Course content: The 1948 Arab-Israeli War; Israeli foreign and defence policy; the 1956 Suez-Sinai Campaign; the 1967 Six-Day War; regime change in Egypt and Syria in 1970; 1970/71 Black September; the 1973 Yom Kippur War; the 1975 Lebanese civil war; the ascendance of the Likud; the Camp David Accords 1979; the invasion of the Lebanon 1982; Palestinian resistance; the 1987 Intifada; the 1991 Madrid Peace Conference; the 1993 Oslo Accords; the 1994 Jordanian-Israeli Peace Treaty; and the 2000 al-Aqsa intifada.

Teaching: The course will be taught by 20 lectures and 22 classes.

Formative coursework: Students are required to write four essays, two per term including a one-hour timed essay.

Assessment: A three-hour written examination in the ST.

HY206

The International History of the Cold War, 1945-1975

This information is for the 2009/10 session.

Teacher responsible

Dr Nigel Ashton, E408.

Availability: Intended primarily for second-year BA History, BSc International Relations and History, BSc International Relations and BSc Government and History students. Other students may take the course where regulations, timetabling constraints and teaching capacity permit. Students taking IR308 may not take this course.

Course content: The Cold War dominated the second half of the

20th century, but until recently we had only an imperfect sense of what it was all about. Historians wrote about it, of necessity, from within the event they were seeking to describe, so that there was no way to know its outcome. And because only a few Western countries had begun to open their archives, these accounts could only reflect one side of the story. Cold War history, hence, was not normal history: It was both asymmetrical and incomplete. The end of the Cold War and the subsequent partial opening of Soviet, Eastern European, and Chinese archives have revolutionised the field. Everything we thought we knew is up for reconsideration, whether because of the new documents available to us, or as a consequence of being able to reflect on how it all came out. The course will provide an introduction to key topics in the new, international history of the Cold War, centring on the period between the end of World War II and the détente process of the 1970s, which is the period to which most of the new documents are related. The selected topics vary from the study of specific Cold War crises to the exploration of broader themes such as the roles of ideology and technology.

Course objectives

(i) To equip students with comprehensive knowledge of the international politics of the Cold War;

(ii) To offer a firm basis for more advanced historical work in this area;

(iii) To provide some of the factual grounding and conceptual apparatus necessary to understand the contemporary world.

Teaching: 20 one-hour lectures; and 22 one-hour classes. Students are expected to keep up with readings for weekly seminars, and to participate in the seminar discussions.

Formative coursework: Students will be required to write three 2,000-word essays (two in Michaelmas Term, one in Lent Term) and one in-class mock examination question at the beginning of the Summer Term.

Although essays do not form part of the final course assessment, they are a required component of the course, and students must complete them (and on time) in order to be admitted to the course examination.

Indicative reading: Best, A, Hanhimäki, J M, Maiolo, J A, and Schulze, K E, *International History of the Twentieth Century* (2003); Crockatt, R, *The Fifty Years War: The United States and the Soviet Union in World Politics, 1941-1991* (1995); Dockrill, M., et al (eds), *The Cold War, 1945-51* (2005); Dockrill, S., et al (eds), *Advances in Cold War History* (2005); Gaddis, J L, *We Now Know: Rethinking Cold War History* (1997); Keylor, W R, *A World of Nations: The International Order Since 1945* (2003); Lundestad, G, *East, West, North, South: Major Developments in International Politics, 1945-1996* (1997); Reynolds, D, *One World Divisible: A Global History since 1945* (2001); Westad, O A, *Reviewing the Cold War: Approaches, Interpretations, Theory* (2000); Young, J W and Kent, J, *International Relations Since 1945* (2004)

Assessment: A three-hour written examination in the ST.

HY208 Not available in 2009/10

The History of the United States since 1783

This information is for the 2009/10 session.

Teacher responsible

Dr A Sked, E503

Availability: Primarily for 2nd year BA History, BSc International Relations and History, BSc International Relations and BSc Government and History students, but may be taken by 3rd years where regulations permit. May also be taken as an outside option and by General Course students where regulations, timetabling constraints and teaching capacity permit.

Course content: A survey of the political, diplomatic, social, economic and constitutional history of the USA since 1783. Topics covered will include the framing of the constitution; the establishment and development of federal institutions; the politics of the founding fathers; the 'age of good feelings'; Jacksonian democracy; slavery and the South; the Civil War; reconstruction; the moving frontier; the era of the 'robber barons'; populism and progressivism; Jim Crow; US imperialism; isolationism and world wars; the US and the Cold War; civil rights and the 'great society';

the war in Vietnam; politics and society in contemporary America. General interpretations of US history will also be covered.

Teaching: One lecture and one class per week for 20 weeks, plus two revision classes.

Formative coursework: Students will be expected to do at least one class paper per term and to write at least four essays.

Indicative reading: Key works include: Hugh Brogan, *The Pelican History of the United States of America*; Bruce Collins, *The Origins of America's Civil War*; Eric Foner, *Reconstruction, America's Unfinished Revolution, 1863-1877*; Paul Kennedy, *The Rise and Fall of the Great Powers, Economic Change and Military Conflict from 1500 to 2000*; J M McPherson, *Battle Cry of Freedom, The Civil War Era*; B W Poulson, *Economic History of the United States*; A A Rappaport, *A History of American Diplomacy*; C van Woodward (Ed), *A Comparative Approach to American History*.

Assessment: A three-hour written examination in the ST.

HY209

Democracy, Civil War and Dictatorship in Twentieth-Century Spain

This information is for the 2009/10 session.

Teacher responsible

Professor P Preston, J314

Availability: Primarily for 2nd year BA History, BSc International Relations, BSc International Relations and History, and BSc Government and History students, but may be taken by 3rd years where regulations permit. May also be taken as an outside option and by General Course students where regulations, timetabling constraints and teaching capacity permit.

Course content: The course traces the tensions between progressive and reactionary forces in Spain in the twentieth century. The first (Michaelmas) term is concerned with the origins of the Spanish Civil War. It begins in the period of industrial take-off during the First World War, examining the consequent social upheaval and the imposition of the military dictatorship of General Primo de Rivera in 1923. Thereafter, it deals with the failure of the dictatorship. The principal objective of the first term's work is to examine the successes and failures of the democratic Second Republic 1931-1936. Considerable attention will be paid to the political parties and trade union organisations and to the electoral system. Opposition to the regime will be discussed in detail with considerable emphasis on left-wing insurrectionism, including the October 1934 risings, and on right-wing subversion, particularly the military coups of 1932 and 1936 and with the outbreak and initial stages of the Spanish Civil War 1936-1939.

The second (Lent) term is concerned first with the internal development of both the Nationalist and Republican zones which will then be examined in detail with particular emphasis on General Franco's rise to supreme power and on the internecine conflicts and the social upheavals that weakened the Republic. Considerable attention will be given to the international context that played such a crucial role in determining the outcome of the war. The military history of the war will be examined in relation to the international alliances of both sides. The term will end with the immediate consequences of the war: the making of the Franco dictatorship, the destruction of opposition and the relationship with the Axis. There will also be some brief consideration of the long-term consequences of the Spanish Civil War. Issues considered include: Franco's survival of the Cold War, the eventual break-down of the regime and the transition to democracy.

Teaching: 20 lectures (HY209) and 20 classes (HY209.A).

Formative coursework: Students are required to produce **THREE** essays in this course during the academic year, two in Michaelmas Term and one in Lent Term. They should ideally be about 2,000 words in length and, under no circumstances, exceed 3,000 words. They should always include a bibliography of your principal sources, listed in alphabetical order. Finally, group presentations will be given at the end of Lent Term, and will be treated in the same terms as an essay.

Indicative reading: A preliminary list of important works follows. Fuller bibliographies will be given throughout the course. Titles available in paperback are marked with an asterisk: Gerald

Brenan, *The Spanish Labyrinth* (*Cambridge University Press, 1943); Raymond Carr, *Spain, 1808-1975* (*Oxford University Press, 1982); Paul Preston, *The Coming of the Spanish Civil War*, 2nd edn (*Routledge, 1994); Paul Preston, *Franco: A Biography* (*HarperCollins, 1993); Paul Preston, *A Concise History of the Spanish Civil War* (*Fontana Press, 1996); Paul Preston, *The Politics of Revenge: Fascism and the Military in Twentieth Century Spain* (*Routledge, 1994); Paul Preston (Ed), *Revolution and War in Spain 1931-1939* (Routledge, 1984); Paul Preston & Ann Mackenzie (Eds), *The Republic Besieged: Civil War in Spain 1936-1939* (Edinburgh University Press, 1996); Paul Preston, *The Triumph of Democracy in Spain* (*Routledge, 1986).

Assessment: Three-hour written examination in the ST.

HY221

The History of Russia, 1682-1825

This information is for the 2009/10 session.

Teacher responsible

Dr Paul Keenan, E391

Availability: Primarily for 2nd year BA History, BSc International Relations and History, BSc International Relations and BSc Government and History students, but may be taken by 3rd years where regulations, timetabling constraints and teaching capacity permit.

Course content: An introduction to the history of Russia in all its major aspects from the reign of Peter I to the accession of Nicholas I.

The following topics are studied: Russia in 1682; the impact of the reign of Peter I on the internal development and international position of Russia; the social and political developments of the period 1725-1762; popular revolt during the eighteenth century; the domestic and foreign policies of Catherine II; the impact of the Enlightenment and the French Revolution on Russia; Russia and the Napoleonic Wars; the failure of constitutional and social reform in the first quarter of the nineteenth century; the Decembrist Revolt of 1825; the policies towards non-Russians within the non-Russian empire.

The course is taught chronologically but several main themes are addressed throughout the period. These themes include: tsarist rule as an instrument of both reform and reaction; the relationship between the ruler and other social estates; the significance of serfdom for Russia's economic, institutional and legal development; the 'missing' middle class; the nature and impact of Western ideas on Russia; the role of the Orthodox Church within the Russian state; the growth of a disaffected elite in Russia; the relationship between Russia and other European powers; the development of Russia as a 'great power'; the policies towards the non-Russians in the multi-ethnic empire; the growth of a Russian national consciousness.

Teaching: 20 lectures and 19 classes in the MT and LT with a mock exam and a revision session in the ST.

Formative coursework: Students will be required to write four essays, one of which will be done under examination conditions.

Indicative reading: A full reading list will be provided at the start of the course. Useful introductory works include: J Hartley, *A Social History of the Russian Empire 1650-1825*; S Dixon, *The Modernization of Russia: 1682-1825*; M Raeff, *Understanding Imperial Russia: State and Society in the Old Regime*; J Billington, *The Icon and the Axe: An Interpretive History of Russian Culture*; A Kahan, *The Plow, the Hammer and the Knout: An Economic History of 18th Century Russia*; P Dukes, *The Making of Russian Absolutism, 1613-1801*; D Saunders, *Russia in the Age of Reaction and Reform, 1801-1881*.

Assessment: Three-hour written examination in the ST.

HY226

The Great War 1914-1918

This information is for the 2009/10 session.

Teacher responsible

Dr Heather Jones, E508

Availability: Primarily for 2nd year BA History, BSc International Relations, BSc International Relations and History and BSc Government and History students, but may be taken by 3rd years

where regulations permit. May also be taken as an outside option and by General Course students where regulations, timetabling constraints and teaching capacity permit.

Course content: The international and comparative history of the First World War. The military, diplomatic, political, economic, social, and cultural aspects of the conflict will all receive attention. The origins and outbreak of the war; the military campaigning on the Western, Eastern, Italian, and extra-European Fronts; the war at sea and in the air; the intervention of neutral Powers, war aims and attempts to negotiate peace; domestic politics in the belligerents; the war's economic and social effects; the experience of combat; the Russian Revolution and the road to the Armistice; the impact of the war on the international system and on individual and collective consciousness.

Teaching: 20 lectures (HY226, MT, LT) and 21 classes (HY226.A).

Formative coursework: Students will be required to write two essays in the MT and two essays in the LT.

Indicative reading: N. Ferguson, *The Pity of War* (1998); H. Herwig, *The First World War: Germany and Austria-Hungary, 1914-1918* (London, 1997); G. Hardach, *The First World War, 1914-1918* (1977); J. Joll, *The Origins of the First World War* (1984); A. Millett & W. Murray (Eds), *Military Effectiveness, Volume I. The First World War* (1988); H. Strachan (Ed), *The Oxford Illustrated History of the First World War* (1998); H. Strachan, *The First World War: Vol. I. To Arms* (2005); D. Stevenson, *1914-1918: The History of the First World War* (2004); A. Kramer, *Dynamic of Destruction, Culture and Mass Killing in the First World War* (2007); R. Chickering, *Imperial Germany and the Great War, 1914-18* (1998).

Assessment: A three-hour written examination in the ST.

HY230

Early Colonial Empires: Europe and the World 1400-1750

This information is for the 2009/10 session.

Teacher responsible

Dr Joan Pau Rubiés, E500

Availability: Primarily for 2nd year BA History, BSc International Relations, BSc International Relations and History and BSc Government and History students, but may be taken by 3rd years where regulations permit. May also be taken as an outside option and by General Course students where regulations, timetabling constraints and teaching capacity permit.

Course content: The purpose of this course is to introduce the theme of the early expansion of Europe by analysing in some detail the Spanish and Portuguese imperial systems in Asia, Africa and America. The course will then go on to study seventeenth century commercial companies and their impact on European politics through the development of rival colonial projects. The emphasis of the course will be on comparing different colonial systems rather than studying them in isolation. The topics covered will be as follows: Frontier societies in the Latin Christian world and the medieval expansion of Europe; exploration and discoveries in the Atlantic: explaining Vasco de Gama and Columbus; the Portuguese in Asia: trade, mission, conquest; the Spanish in America: a successful conquest?; mission and acculturation in the Catholic world; cross-cultural encounters and the perception of cultural difference; the Dutch and British companies and the question of political economy; trade and slavery before the eighteenth century; Asia in the seventeenth century; America in the seventeenth century; colonial competition before and after the war of Spanish succession.

Teaching: 20 lectures and 20 seminars.

Formative coursework: Students will be required to write three essays, and prepare two seminar presentations, one of which will be formally assessed.

Indicative reading: A full bibliography divided by topics will be provided at the start of the course. Introductory reading includes: J H Parry, *The Age of Reconnaissance. Discovery, exploration and settlement, 1450-1650* (1981); F Fernández-Armesto, *Before Columbus* (1987); L Bethell (Ed), *Colonial Spanish America* (1987); J H Parry, *The Spanish Seaborne Empire* (1990); J H Elliott, *The Old World and the New, 1492-1650* (1970); L McAlister, *Spain and*

Portugal in the New World, 1492-1700 (1984); C R Boxer, *The Portuguese Seaborne Empire 1415-1825* (1989); B W Diffie & G Winius, *Foundations of the Portuguese Empire 1415-1580* (1977); S Subrahmanyam, *The Portuguese Empire in Asia, 1500-1700* (1993); C R Boxer, *The Dutch Seaborne Empire, 1600-1800* (1998); A M McFarlane, *The British in the Americas, 1480-1815* (1994); P Curtin, *The rise and fall of the plantation complex* (1990); H Furber, *Rival empires of trade in the Orient, 1600-1800* (1976).

Assessment: Three-hour written examination in the ST.

HY232 Not available in 2009/10

Frontiers of Nationalism, Statehood and Independence: the History of South-Eastern Europe 1914-1990

This information is for the 2009/10 session.

Teacher responsible

Professor Anita J Pra mowska, E506

Availability: Primarily for 2nd year BA History, BSc International Relations, BSc International Relations and History, and BSc Government and History students, but may be taken by 3rd years where regulations permit. May also be taken as an outside option and by General Course students where regulations, timetabling constraints and teaching capacity permit.

Course content: The course will explain the complex route taken by the peoples of East and South East Europe from constituents of the 19th Century empires to full independence at the end of the 20th Century. The course aims to explain the history of these regions as expressed and moulded by the peoples and their leaders. Particular attention will be paid to international developments and to the two European wars, which had a profound impact on these countries' freedom to determine their destiny. The study of the inter-war period will include a debate of the reasons for the collapse of democratic institutions, the emergence of patriotic and anti-Semitic movements, economic failures and responses to German and Italian aggression. The establishment, development and the collapse of Soviet domination of the region after the Second World War will be discussed. In addition political, economic and cultural theories, which formed the background to the emergence of the independent states of Eastern and South Eastern Europe, will be considered. The course will develop these themes in the history of Poland, Czechoslovakia, Hungary, Bulgaria, Romania, Yugoslavia, Albania and the Baltic States. Final lectures will concentrate on the transition from Communism to democratic states. The break up of Yugoslavia and the wars in the Balkans will be considered in a separate lecture.

Teaching: The course will be taught through 20 weekly lectures and 21 weekly classes.

Formative coursework: Students will be required to write two essays in MT, one essay in LT and one timed essay in ST.

Indicative reading: R J Crampton, *Eastern Europe in the Twentieth Century* (1994); S K Pavlowitch, *A History of the Balkans 1804-1945* (1999); I Y T Berend, *Decades of Crisis. Central and Eastern Europe before World War II* (1998); A J Prazmowska, *Eastern Europe and the Outbreak of the Second World War* (1999); P G Lewis, *Central Europe since 1945* (1994); T Rakowska-Harmstone, *Communism in Eastern Europe* (1979); G Swain & N Swain, *Eastern Europe since 1945* (1993); F Fejto, *A History of the People's Democracies; Eastern Europe since Stalin* (1971); J Rothschild, *Return to Diversity. A Political History of East Central Europe since World War II* (1990); G Stokes, *The Walls Came Tumbling Down. The Collapse of Communism in Eastern Europe* (1993).

A full bibliography will be provided at the beginning of the academic year.

Assessment: There will be a three-hour formal examination in the ST.

HY233

Empire and Nation: Britain and India since 1750

This information is for the 2009/10 session.

Teacher responsible

Dr Sujit Sivasundaram, E602

Availability: Primarily for 2nd year BA History, BSc International

Relations and History, BSc International Relations, and BSc Government and History students, but may be taken by 3rd years where regulations permit. May also be taken as an outside option and by General Course students where regulations, timetabling constraints and teaching capacity permit.

Course content: By studying the imperial relationship between Britain and India in the nineteenth and twentieth centuries, the course will investigate the power of imperial rule to shape colonial societies as well as the nature of the colonial nationalisms which have challenged its hegemony.

The course will explain how and why Britain acquired her Indian empire and the techniques by which she sought to derive profit, prestige and power from it. It will ask why and to what effect Britain attempted to reform India and look at Indian responses and reactions to these initiatives. It will chart the meeting of colonial ideas of culture, governance and science with Indian realities. The course will describe how India was governed and imagined in the heyday of imperialism and look at the ideas that informed imperial policies. It will assess the impulses behind the emergence of Indian nationalism. Gandhi's philosophy, political strategy and campaigns will be discussed; and also the character of the 'mass nationalism' and outbreaks of popular protest associated with these campaigns. The course will examine the growth of political conflict between Hindus and Muslims and explain why Partition accompanied the transfer of power and independence in 1947.

Teaching: There will be 20 lectures and 20 classes. An additional two revision classes will be given in the ST.

Assessment: Three-hour written examination in the ST.

Formative coursework: Students will be required to write four essays.

Indicative reading: A full reading list will be provided at the beginning of the course. The following are essential reading: C A Bayly, *Indian Society and the Making of the British Empire* (Cambridge University Press, 1988); Barbara D Metcalf and Thomas R Metcalf, *A Concise History of India*, (Cambridge University Press, 2002); Sugata Bose and A Jalal, *Modern South Asia: History, culture and political economy* (London, 1998); Douglas Peers, *India under colonial rule 1700-1885* (Longman, 2006); Sumit Sarkar, *Modern India 1885-1947* (London, 1989); A Seal, *The Emergence of Indian Nationalism* (Cambridge University Press, 1968); P Chatterjee, *Nationalist thought and the colonial world* (Zed Books, 1986); R Guha & G Chakravorty-Spivak (eds), *Selected Subaltern Studies* (Oxford University Press, 1988); Judith Brown, *Gandhi's Rise to Power* (Cambridge University Press, 1972); M K Gandhi, *Hind Swaraj and Other Writings* (ed. A J Parel), (Cambridge University Press, 1997); A Jalal, *The Sole Spokesman* (Cambridge University Press, 1985); Ramachandra Guha *India after Gandhi. The History of the World's Largest Democracy* (Delhi, 2007).

HY234

Muslims, Christians and Jews in the Early Modern World

This information is for the 2009/10 session.

Teacher responsible

Professor M J Rodríguez-Salgado

Availability: Primarily for 2nd year BA History, BSc International Relations and History, and BSc Government and History students, but may be taken by 3rd years where regulations permit. May also be taken as an outside option and by General Course students where regulations, timetabling constraints and teaching capacity permit. This course is capped www.lse.ac.uk/collections/studentServicesCentre/programmesAndCourses/coursecapping.htm.

Course content: The course is wide-ranging both in terms of the area and period covered and the type of history it encompasses. It will shift between three dimensions: (i) Interstate relations which are mostly focused on political and military relations between the great Muslim and Christian states in Europe and North Africa; (ii) Interaction between these groups and between them and Jews on a regional, local and personal level; (iii) The ideological and cultural aspects that shaped and reflected attitudes. It is important to link these three dimensions because they informed the attitudes and policies of states and individuals. Diverse source-material will be

used, including the standard secondary reading, specially selected documents, music, literature, art and architecture.

The conflict between Muslims and Christians is ancient and on-going. The two cultures and faiths have fought and cohabited in turn, and their relations have marked the history of the Jews, who acted as intermediaries between them. This course examines this tri-partite relationship during a period of intense ideological and military conflict from the mid-15th century to the early 19th century, focusing on the areas of greatest interaction namely in Europe, the Mediterranean and North Africa. It examines the causes as well as the impact of conflict, taking as key themes the interplay between ideology and military action, between culture and politics, between local and universal loyalties. It examines how even in a period of highly charged ideological war, compromises and peaceful interaction were also possible. How these contrary pressures affected states and individuals will be examined.

Teaching: There will be 20 lectures and 20 classes and two revision sessions.

Formative coursework: Students are required to write two essays in the MT, and a presentation and a mock exam in the LT.

Indicative reading: A full bibliography will be provided at the beginning of the course. Students wishing to commence reading may start with: C Imber, *The Ottoman Empire*; F Braudel, *The Mediterranean and the Mediterranean World in the Age of Philip II*, 2 vols; D.M. Vaughan, *Europe and the Turk. A pattern of alliances, 1350-1700*; B Lewis, *The Muslim discovery of Europe*; J Edwards, *The Jews in Christian Europe*.

Assessment: There will be a three-hour written examination in the ST.

HY235

Modernity and the State in East Asia: China, Japan and Korea since 1840

This information is for the 2009/10 session.

Teacher responsible

Dr Antony Best, E405

Availability: Primarily for 2nd year BA History, BSc International Relations and History, BSc International Relations and BSc Government and History students, but may be taken by 3rd years where regulations permit. May also be taken as an outside option and by General Course students where regulations, timetabling constraints and teaching capacity permit.

Course content: The course is concerned with providing a comparative political history of the major East Asian countries, China, Japan and Korea, in the period from the Opium War to the 1990s.

The course is concerned with providing a comparative political history of the major East Asian countries, China, Japan and Korea, in the period from the Opium War to the 1990s. It begins by looking at the impact of the arrival of Western imperialism in the mid-nineteenth century and the respective approaches taken by Japan, Korea and China in response to this encroachment. For Japan, it covers the rise of the Meiji state, the beginnings of constitutional government and the development of Japanese imperialism. This naturally is linked with the study of Korea's failed efforts to maintain its independence; in regard to China it deals with the attempts by the Qing state to introduce reforms and the final collapse of Imperial China. It then deals with the difficulties provoked by modernization and nationalism in the first-half of the twentieth century, taking in the rise and fall of Taisho democracy and the drift towards fascism in Japan and the Guomindang's revolution and state-building and the birth of the Chinese Communist Party in China. The course then concentrates on the aftermath of the Second World War for East Asia, studying the Chinese Civil War and the emergence of the People's Republic, the course and legacy of the US occupation of Japan and the formation of the two Koreas. The last part of the course covers the development of the People's Republic under Mao and Deng, the rise of Japan as an economic superpower and the emergence of South Korea and Taiwan as economic powers.

Teaching: The course will be taught by both lectures and classes. There will be 20 lectures and 22 classes held in the MT, LT and ST.

Formative coursework: Students will be required to submit four essays in all and to present a number of class papers.

Indicative reading: A detailed reading list will be issued at the start of the course, but the following survey texts are essential: W G Beasley, *The Rise of Modern Japan*; P Duus (Ed), *The Cambridge History of Japan: The Twentieth Century*; L Eastman (Ed), *The Nationalist Era in China, 1927-1949*; J L McLain, *Japan: A Modern History*; R MacFarquhar (Ed), *The Politics of China, 1949-1989*; A Buzo, *The Making of Modern Korea*; J Spence, *The Search for Modern China*.

Assessment: A three-hour written examination in the ST.

HY237 Not available in 2009/10

Western Intellectuals and the Challenge of Totalitarianism: Thinkers and Themes

This information is for the 2009/10 session.

Teacher responsible

Dr Alan Sked, E503

Availability: Primarily for 2nd year BA History, BSc International Relations and History, BSc International Relations and BSc Government and History students, but may be taken by 3rd years where regulations permit. May also be taken as an outside option and by General Course students where regulations, timetabling constraints and teaching capacity permit.

Pre-requisites: A knowledge of twentieth century international history would be helpful.

Course content: The aim of the course is to study the western intellectual/political response to the challenges posed by communists, fascists and Nazis. It deals with sympathisers of totalitarian regimes as well as their critics. It also examines how ideas are spread and the role of intellectuals. 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 lectures and 22 classes.

Formative coursework: Students will be expected to write four essays and to present a number of brief class papers.

Assessment: A three-hour written examination in the ST.

HY238

The Cold War and European Integration, 1947-1992

This information is for the 2009/10 session.

Teacher responsible

Dr. N Piers Ludlow, E502

Availability: Primarily for 2nd year BA History, BSc International Relations and History, BSc International Relations, and BSc Government and History students, but may be taken by 3rd years where regulations permit. May also be taken as an outside option and by General Course students where regulations, timetabling constraints and teaching capacity permit.

Course content: The course will investigate the evolution of both the cold war in Europe and the process of European integration, asking what the linkages were between these parallel developments. The Marshall Plan; the birth of NATO; the Schuman Plan; German Rearmament and the EDC; the Western European Union; the US and Euratom; the other Community - the EEC; JFK's Grand Design; De Gaulle's rival vision; the 'double crisis' of 1965-6; Harmel, NATO and the WEU; *Ostpolitik* and the re-emergence of German foreign policy activism; enlargement, EPC, and Kissinger; Schmidt, Giscard and Carter; Euromissiles and Eurosclerosis; Genscher-Colombo and the revival of political Europe; Europe and the end of the cold war - spectator or actor?; a German Europe or a European Germany?; Paris, Berlin & Maastricht.

Teaching: There will be 20 lectures and 22 classes, spread over MT, LT and ST.

Formative coursework: Students will be required to submit four essays, the last one of which will be formally assessed.

Indicative reading: A detailed reading list will be provided at the start of the course. It will include William Hitchcock, *France Restored: Diplomacy and the Leadership in Europe*; Michael Hogan, *The Marshall Plan: America, Britain, and the Reconstruction of Western Europe, 1947-1952*; Marc Trachtenberg, *A Constructed Peace: The Making of the European Settlement 1945-1963*; Geir Lundestad, *'Empire by Integration': the United States and European Integration 1945-1997*; Pascaline Winand, *Eisenhower, Kennedy and the United States of Europe*; Jeffrey Giauque, *Grand Designs and Visions of Unity*; N.Piers Ludlow, *The European Community and the Crises of the 1960s*; Timothy Gatten-Ash, *In Europe's Name: Germany and the Divided Continent*; Julius Friend, *The Long Presidency, France in the Mitterrand Years*; Phillip Gordon, *A Certain Idea of France: French Security Policy and the Gaullist Legacy*; Pekka Hamalainen, *Uniting Germany*; Kevin Featherstone, *The Road to Maastricht*

Assessment: A three-hour written exam in ST (75%) and the fourth term-time essay- 3,000 words (25%).

HY239

Latin America and the United States since 1898

This information is for the 2009/10 session.

Teacher responsible

Dr Tanya Harmer, E395 (t.harmer@lse.ac.uk)

Availability: Primarily for 2nd year BA History and BSc International Relations and History students but may be taken by 3rd years where regulations permit. May also be taken as an outside option by students from other departments and by General Course students where regulations, timetabling constraints and teaching capacity permit.

Course content: HY239 is designed to provide students with an introductory overview of the history of the Americas and inter-American relations from 1898 to the present day. Rather than focussing exclusively on U.S. policy towards Latin America, the course explores the international history of Latin America and the United States from a variety of U.S and Latin American perspectives. It also incorporates broader thematic and interpretive questions alongside country specific studies. Among the major themes covered on the course are the concepts of imperialism, neo-colonialism and anti-imperialism, revolution and counter-revolution, nationalism and interventionism, democracy and dictatorship, human rights and repression, development and dependency, the 'war on drugs' and migration. More specific topics covered in lectures and class discussions include: the Spanish-American War; Big Stick and Dollar Diplomacy; FDR's 'Good Neighbour' policy; Juan Perón and Populism; the onset of the Cold War and post-war in the Americas; Jacobo Arbenz' Guatemala; the Cuban Revolution; JFK and the Alliance For Progress; the Brazilian Coup of 1964 and U.S. intervention in the Dominican Republic, 1965; Cuba's Latin

American policy and Che Guevara's Bolivian mission; Salvador Allende's Chile; the 'Condor Years' and Cuban interventionism in Africa; the Panama Canal Treaty and Carter's opening to Cuba; the Nicaraguan Revolution and Reagan's Central American interventions; 'The Lost Decade' and Debt crisis of the 1980s; the Washington Consensus, the War on Drugs and Latin American immigration to the United States; Hugo Chavez and the 'Bolivarian Alternative for the Americas' (ALBA).

Teaching: 20 weekly lectures (MT & LT) and 22 classes (MT, LT & ST).

Formative coursework: Students will be required to submit two 2,000-word essays from topics designated in the course reading list and to sit a Mock exam in the Summer Term. These assignments will not form part of the final assessment but they are a required component of the course, and students must complete them in order to be admitted to the course examination.

Indicative reading: A detailed course outline and reading list, subdivided by weekly topics, will be provided at the first lecture and will also be available on Moodle and in the departmental public folders. However, the following works are useful introductions and core texts for the course: John C Chasteen, *Born in Blood and Fire. A Concise History of Latin America*, Mark T Gilderhus, *The Second Century: U.S.-Latin American Relations since 1889*, Robert Holden and Eric Zolov, *Latin America and the United States: A Documentary History*, Walter Lafeber, *Inevitable Revolutions: The United States in Central America*, Alan McPherson, *Intimate Ties, Bitter Struggles: U.S.-Latin American Relations Since 1945*, Lars Schoultz, *Beneath the United States: A History of U.S. Policy Towards Latin America*, Peter H Smith, *Talons of the Eagle: Dynamics of U.S.-Latin American Relations* and Eduardo Galeano, *Open Veins of Latin America*.

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

HY300

Dissertation

This information is for the 2009/10 session.

Teacher responsible

Dr Heather Jones, E508

Availability: Compulsory for BA History students; optional for BSc Government and History and BSc International Relations and History.

Course content: An thesis of not more than 10,000 words on a topic to be approved by the candidate's teachers. It is designed to allow a detailed and thorough exploration of an area of interest to the candidate. The thesis should be on a topic within the field of the degree course. It should include the examination of primary sources, printed or in manuscript form.

Teaching: Candidates should secure the agreement of a supervisor in the department (who need not be their personal tutor) on a suitable topic before the end of the LT of their second year, and submit a title to the Undergraduate Programme Administrator by Wednesday, ST week 2 in their second year. Supervisors can be expected to offer advice on reading, guidance on the construction of the work, and will read an outline of up to 1,000 words.

Assessment: The thesis must be submitted to the Departmental Office by Monday, week 1 of the ST in the student's third year. It should be typewritten. Precise details on length, format, presentation and deadline will be issued by the Department at the end of the second year of study. Candidates may be called for an oral examination if the Examiners wish to satisfy themselves that the thesis is the candidate's own work.

HY302

Anglo-Spanish Relations in the Age of Elizabeth I

This information is for the 2009/10 session.

Teacher responsible

Professor M J Rodríguez-Salgado

Availability: Primarily for 2nd and 3rd year BA History, BSc International Relations and History, and BSc Government and History students. May also be taken as an outside option and by General Course students where regulations, timetabling constraints and teaching capacity permit.

Course content: A document-based study of relations between England and Spain in the second half of the sixteenth century, concentrating on political, ideological and military developments, but also looking at commercial and cultural exchanges. England and Spain were considered in the early modern period to be 'natural allies' and they had been active collaborators for a long time. This course analyses the process of alienation and growing hostility which ended with a long war and the transformation of the two states into obdurate enemies. Starting from a peak of amity, when a royal marriage bonded the two states together and Philip II was King of England, it looks in detail at the roots of their divergence and how war was at first averted, and then justified and fought - with singular lack of success on both sides - before peace was restored. Ideology played a crucial role in the process of alienation, as did changing international circumstances. The long collapse of one of the Great Powers of that age, France, was of fundamental importance. Both these factors created an unstable and volatile international environment which gave rise to countless bloody and costly wars. Significantly, commercial conflicts played an important role in Anglo-Spanish relations too, but as will be demonstrated, the struggle over the Americas was less a matter of economic forces than a reflection of political instability and the weakness of central government. These major themes continue to be relevant to the conduct of foreign relations and the international system. Their analysis in a sixteenth century context is both fascinating and rewarding in itself but it also encourages the student to compare and reflect on how these forces have affected the evolution of Anglo-Spanish relations and the International states system since.

There is a cast of forceful and extraordinary characters, not least those of the two monarchs, Philip II and Elizabeth I. Other rulers such as Mary Stewart of Scotland and Henry IV of France; councillors such as the earl of Leicester and the Duke of Alba; and pirates and commanders such as Drake and the duke of Medina Sidonia provide contrast and interest, and enable one to appreciate the key role played by personalities in the conduct of politics and foreign policy in particular.

Anglo-Spanish relations cannot be looked at in isolation, however. The wars in France, Scotland, the Netherlands and Portugal were fundamental causes of tension. These and the struggles for power in the Atlantic gave relations between two peripheral European states a truly global dimension. The course is an in-depth analysis of Anglo-Spanish relations but these relations are placed in a wide-ranging international and intellectual context.

Teaching: 20 two-hour seminars and two revision classes. An opportunity to discuss essays individually.

Formative coursework: Students are required to do reading for classes and to write two essays, one documentary analysis and to give one presentation.

Indicative reading: A full reading list will be issued at the beginning of the course, but the following are essential: G Parker, *Philip II*; P Pierson, *Philip II of Spain*; R B Wernham, *Before the Armada*; R B Wernham, *After the Armada*; C Read, *Mr Secretary Walsingham and the Policy of Queen Elizabeth*; W T MacCaffrey, *Elizabeth I*; M J Rodríguez-Salgado et al, *Armada. Catalogue of the National Maritime Museum Exhibition*; W T MacCaffrey, *Queen Elizabeth and the Making of Policy*; W T MacCaffrey, *The Shaping of the Elizabethan Regime 1572-88.*; G. Parker, *Philip II's Grand Strategy*.

Assessment: Three-hour examination in the ST.

HY303

Russia in Revolution, 1914-1921

This information is for the 2009/10 session.

Teacher responsible

Dr Svetozar Rajak, B205

Availability: Primarily for 3rd year BA History students, BSc International Relations and History, and BSc Government and History students, but may be taken by 2nd years where regulations permit. May also be taken as an outside option and by General Course students where regulations, timetabling constraints and teaching capacity permit.

Course content: This course involves a detailed study, based on documentary material, of the two revolutions of 1917 and the consolidation of Bolshevik rule, with reference to both internal developments and foreign relations.

As a special subject, this course is heavily dependent on documents and draws on a variety of English-language sources including official documents of the Provisional Government, the Petrograd Soviet and the Soviet government, reports by police and local officials from the provinces, speeches and writings of prominent individuals, military records, memoir material and newspaper editorials.

The following topics are studied: the impact of the First World War on the Tsarist regime; the February Revolution; the domestic and foreign policies of the Provisional Government; social and economic problems in 1917 in the towns and countryside; Bolshevik ideology and support in 1917; the Bolshevik Revolution and consolidation of power; the Civil War and the Allied Intervention; Bolshevik social, economic and cultural policies; Bolshevik foreign policy and the Comintern; society in the revolutionary period; cultural developments; the development of the Bolshevik state. General themes which are pursued include: the causes of the failure of both Russian tsardom and Russian liberalism; the inevitability, or otherwise, of a Bolshevik-style solution to the problems of 1917; the significance of various groups of Russian society in the events of 1917 and in the first few years of Bolshevik power; the reasons for the failure of the Left and the Right to overthrow the Bolshevik state; the relative importance of ideology and of pragmatism in Bolshevik policies after October 1917; the extent of the inter-dependence of Bolshevik economic, social, institutional and cultural policies. Extensive use is made of video and film extracts in this course.

Teaching: 22 meetings of two-hours (HY303) throughout the Session.

Formative coursework: Students are required to write two essays in the year (of up to 2,000 words) and also to prepare two "gobbet" answers, i.e. brief commentaries on extracts from documents used in the course. One further essay will be written under examination conditions during the Summer Term.

Indicative reading: Documents from Martin McCauley (Ed), *The Russian Revolution and the Soviet State, 1917-21*. Introductory reading: E Acton, *Rethinking the Russian Revolution*; S Fitzpatrick, *The Russian Revolution*; R Service, *Society and Politics in the Russian Revolution*; D Kaiser (Ed), *The Workers Revolution in Russia 1917: The View from Below*; D Koenker (Ed), *Party, State and Society in the Russian Civil War*; James D White, *Lenin*.

Assessment: A three-hour written examination in the ST.

HY304

Germany's New Order in Europe, 1939-1945

This information is for the 2009/10 session.

Teacher responsible

Professor MacGregor Knox, E410

Availability: Primarily for 3rd year BA History, BSc International Relations, BSc International Relations and History, and BSc Government and History students, but may be taken by 2nd years where regulations permit. May also be taken as an outside option and by General Course students where regulations, timetabling constraints and teaching capacity permit.

Course content: The Nazi regime and its wartime domination of Europe; preconditions, aims, dynamics, methods, and consequences. The course aims to introduce students to the use of primary sources and to a variety of methods and interpretative perspectives, and to offer (i) comprehensive knowledge of Germany's role in this crucial period in European history; (ii) the factual grounding and conceptual apparatus necessary to understand the contemporary implications of the Nazi experiment, and (iii) a firm basis for more advanced historical work in this and other areas. Printed English-language primary sources and a large secondary literature to seek understanding of the history of Nazi Germany, of its domination of Europe during the Second World War, and the often bitter debates on its nature, actions, and place in European and world history. Topics covered in lectures and discussion include: the structure of Nazi 'government' and the role of its leader; the nature and role of ideology; the 'partial identity of aims' between the Nazi movement

and key German elites such as the officer corps and big business; the radicalization of Nazi domestic and foreign policy; the murder of the European Jews; Nazi long-range racial-demographic planning; Nazi long-term rule, collaboration and resistance in occupied Europe; the German people and the processes of domination and extermination; Gestapo terror and the Germans as an interactive process; the German resistance; the regime's ruinous end; and its imprint on post-war German society.

Teaching: 20 weekly lectures (HY304, MT, LT) and 21 classes (HY304.A, MT, LT, ST).

Formative coursework: Students will be expected to submit two 2,000-word essays each term in MT and LT from topics designated in the course reading list. Essays do not form part of the final course assessment but they are a required component of the course, and students must complete them in order to be admitted to the course examination.

Indicative reading: A detailed course outline and reading list, subdivided by weekly topics, will be provided at the first lecture, and will also be found, along with other course materials, in the departmental public folders. The following works are fundamental to the course: J Noakes & G Pridham (Eds), *Nazism 1919-1945: A Documentary Reader*, vols 2-4 (Exeter, 1983-1998); A Hitler, *Mein Kampf* (New York, London, 1943) (R Mannheim translation); D Peukert, *Inside Nazi Germany* (London, 1989); I Kershaw, *Hitler (series Profiles in Power)* (London, 1991) and *The Nazi Dictatorship* (London, 4th ed, 2000); K Hildebrand, *The Foreign Policy of the Third Reich* (London, 1973); Mark Mazower, *Hitler's Empire: Nazi Rule in Occupied Europe* (London, 2008).

Assessment: A three-hour written examination in the ST.

HY311

Limited War During the Cold War Era: The United States in Korea (1950-53) and Vietnam (1954-75)

This information is for the 2009/10 session.

Teacher responsible

Dr Steve Casey

Availability: Primarily for 3rd year BA History, BSc International Relations and History and BSc Government and History students, but may be taken by 2nd years where regulations, timetabling constraints and teaching capacity permits.

Course content: Based on a variety of primary sources, this course will explore the US experience during the Korean and Vietnam Wars. The problems of limited war; the origins of the Korean War; Truman and the decision to intervene; Inchon and the decision to cross the 38th parallel; the Chinese intervention and its consequences; the US home front during the Korean War; the Truman-MacArthur Controversy; Korea and US Cold War strategy: NSC-68, NATO, and 'The Great Debate'; fighting while negotiating, 1951-53; legacies; JFK and Vietnam; LBJ and the decision to escalate; LBJ as Commander in Chief; the war on the ground in Vietnam: 'search and destroy' versus 'hearts and minds'; the Tet Offensive; the media and military at war; the US home front during the Korean War; Vietnam and US Cold War strategy: détente and triangular diplomacy; fighting while negotiating, 1969-73; legacies.

Teaching: 22 two-hour seminars. Students are expected to keep up with the readings (documents and secondary literature) for the weekly meetings, and to participate in seminar discussions.

Formative coursework: Students will be required to write three essays and two gobbet exercises during the year.

Indicative reading: A detailed course outline and reading list, as well as handouts, will be available at the start of the course. The following works are recommended as essential reading: S Casey, *Selling the Korean War* (2008); W Stueck, *Rethinking the Korean War* (2002); B I Kaufman, *The Korean War: Challenges in Crisis, Credibility, and Command* (1986 or later edition); R Foot, *The Wrong War: American Policy and Dimensions of the Korean Conflict, 1950-53* (1985); G Herring, *America's Longest War* (1989 or later edition); D Anderson, *Shadow on the White House: Presidents and the Vietnam War, 1954-75* (1993); M Gilbert, *Why the North Won the Vietnam War* (2002).

Assessment: A three-hour written examination in the ST.

HY312**From Suez to the Six Day War; Britain, the United States and Arab Nationalism, 1952-1970****This information is for the 2009/10 session.****Teacher responsible**

Dr Nigel Ashton, E408

Availability: Primarily for 3rd year BA History, BSc International Relations and History, and BSc Government and History students, but may be taken by 2nd years where regulations permit. May also be taken as an outside option and by General Course students where regulations, timetabling constraints and capacity permit.

Course content: This course will examine British and American responses to the challenge of Arab Nationalism during the years 1952-1970.

It covers the period from the Egyptian Revolution of 1952, through the Suez Crisis of 1956, to the Arab-Israeli War of 1967 and considers the attempts of successive British Governments to hold on to Britain's role in the Middle East, and the interests which underpinned this strategy. It will also look at the increasing involvement of the United States in the region, both in competition and co-operation with Britain. The responses of both governments to the challenge posed by the Egyptian leader, Gamal Abdel Nasser, whose tenure of power corresponds to the period covered here, will be central to the paper. Key events covered will include: the creation and expansion of the Baghdad Pact; the Anglo-American attempt to broker an Arab-Israeli peace through "Project Alpha"; the crisis in Jordan in the winter of 1955; the Suez crisis; the crises in Syria in the summer of 1957 and Lebanon in 1958; and the Iraqi threat to Kuwait in 1961; the Yemeni Civil War; the Arab Cold War of the 1960s; the June 1967 Arab-Israeli War; British withdrawal from East of Suez; the 1970 Jordanian Civil War.

Teaching: The course will be taught by means of 22 weekly classes of two-hours duration.

Formative coursework: Students will be required to submit two essays and one document answer during the MT and LT. There will be a timed class essay in the ST.

Indicative reading: A detailed reading list and document pack will be available at the start of the session. The majority of the documents are drawn from recently declassified collections in British and American archives. For introductory reading see: N J Ashton, *Eisenhower, Macmillan, and the Problem of Nasser: Anglo-American Relations and the Arab Nationalism, 1955-59* (1996); M Kerr, *The Arab Cold War* (1971); R Ovendale, *Britain, The United States and the Transfer of Power in the Middle East, 1945-62* (1996); P Seale, *The Struggle for Syria* (2nd edn, 1987); P Woodward, *Nasser* (1992).

Assessment: A three-hour written examination in the ST.

HY313**The International History of East Asia, 1914-1945****This information is for the 2009/10 session.****Teacher responsible**

Dr Anthony Best, E405

Availability: Primarily for third year BA History, BSc International Relations and History, and BSc Government and History students, but may be taken by 2nd years where regulations permit. May also be taken as an outside option and by General Course students where regulations, timetabling constraints and teaching capacity permit.

Pre-requisites: There are no formal requirements, but some knowledge of the history of East Asia would be useful.

Course content: The course will examine the major events in the international history of East Asia from the outbreak of the First World War to the end of the Pacific War.

Subjects covered by the course include: the Great War in East Asia; the impact of the Bolshevik revolution on East Asia and the Siberian intervention; the rise and fall of the Washington system; the international consequences of the Northern Expedition; the origins and course of the Manchurian crisis; the rise of Soviet-Japanese antagonism; the origins and course of the Sino-Japanese war; the road to Pearl Harbor; the course of the Pacific war and the dropping of the atomic bombs.

Teaching: The course will be taught by both lectures and classes.

There will be 20 lectures and 22 classes held in the MT, LT and ST.

Formative coursework: Students will be required to submit two essays in the MT and LT and to present a number of class papers.

Indicative reading: A detailed reading list will be issued at the start of the course, but the following books cover most aspects of the course and should be regarded as essential: Japan and the World since 1868; A Best, *Britain, Japan and Pearl Harbor*; P Calvocoressi, G Wint & J Pritchard, *Total War*; W Cohen (Ed), *Pacific Passage*; A Iriye, *The Origins of the Second World War in Asia and the Pacific*; I. Nish, *Japanese Foreign Policy in the Interwar period*; J. Spence, *The Search for Modern China*.

Assessment: There will be a three-hour written examination in the ST which accounts for 75% of the mark. An assessed 2,500-word essay will make up the remaining 25%.

HY314**Representing the Past: Historiography and Historical Methods****This information is for the 2009/10 session.**

Teachers responsible: Dr Tim Hochstrasser, E407 and Dr Heather Jones, E508

Availability: Compulsory for BA History. Optional for BSc International Relations and History.

Course content: The purpose of the course is to provide advanced undergraduate students with an overview of historiography from ancient times to the present and an introduction to the methodological implications of a wide range of present types of historical writing.

The growth of scientific history: von Ranke and the foundation of professional journals; primary sources - archival; primary sources - oral history; types of historical writing, good & bad; the development of history before the 19th century: Thucydides to Gibbon; military history; ideology and history; religion in history; nationalism; revolutions; economic history; empires and imperialism; the Annales school; the end of History? - the case of the cold war; the future of history; gender and sexuality in history; Holocaust and genocide; art and art history; the creation of 'collective memory', the emergence of the 'heritage industry' and history on TV.

Teaching: 22 seminar sessions (two-hours in duration).

Formative coursework: Students will be required to complete four different projects. Students will be required to write three essays (two in Michaelmas term and one in Lent Term) from the specified essay list and to deliver a class presentation in the Lent Term. **NB:** HY300 students may find it useful to choose a series of works relating to their chosen research area.

Indicative reading: A full reading list 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*.

Assessment: Three-hour written examination in ST.

HY315**The European Enlightenment, c.1680-1799****This information is for the 2009/10 session.****Teacher responsible**

Dr Tim Hochstrasser, E407

Availability: Primarily for 2nd and 3rd year BA History, BSc International Relations and History, and BSc Government and History students. May also be taken as an outside option and by General Course students where regulations, timetabling constraints and teaching capacity permit.

Course content: The European Enlightenment of the eighteenth century is conventionally taken to be the period in which the disciplines of philosophy, history, economics and anthropology, and other social sciences began to emerge as discrete disciplines independent of state and church control. This course therefore 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. But while the course aims to look at ideas and concepts in themselves

it is also concerned with the way that they were applied in political practice and adapted to provide new understanding of social structures, or as contemporaries put it, a 'Science of Man'. The chronological context of the Enlightenment is taken to be Europe between the reign of Louis XIV and the end of the Directory in France in 1799.

Within this broad framework the following large themes provide the subject matter of both lectures and classes in the Michaelmas Term: the impact of the Scientific Revolution upon institutionalised religion; the emergence of a 'Republic of Letters'; English and French critiques of absolutist monarchy; the creation of scientific approaches to the study of ethics and politics; the political theory of enlightened despotism; the intellectual origins of the French Revolution; intellectual encounters with the New World; the concept of a Counter-Enlightenment; and the move from a private to a public sphere of cultural inquiry. The contributions of Newton, Locke, Voltaire, Montesquieu, and Rousseau - among others - will be highlighted. In the Lent Term the focus will be more narrowly directed to the study of individual key authors and texts and on the impact of enlightened ideas in particular countries, notably England, France, Prussia, Russia and the Habsburg Monarchy. Space will also be found for an examination of the contribution of enlightened thought to the visual arts and music in the 18th century. The course gives students the chance to consider whether or not the Enlightenment was an era of European history that fostered the application of reason to political and social reform, an end to censorship, torture, and hierarchical social models, and a beginning to religious toleration and recognizably modern concepts of human rights, international law and social equality. The focus throughout will be on the writings of the philosophes themselves and their attempts to convert theoretical innovation into practical reform through the agency of bureaucracy and rulers.

Teaching: Lectures (20) and classes (22) will take place in the Michaelmas, Lent and Summer Terms.

Formative coursework: Two conventional essays, one analytical study of documents, and one timed essay.

Indicative reading: A full reading list will be provided at the start of the course. The following represent basic introductory reading only, and an indication of some primary sources: T C W Blanning, *The culture of power and the power of culture* (2002); D Outram, *The Enlightenment* (1995); T Munck, *The Enlightenment* (2000); 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: Three-hour written examination in the ST.

HY319

Napoleon and Europe

This information is for the 2009/10 session.

Teacher responsible

Professor Dominic Lieven

Availability: Primarily for 2nd and 3rd year BA History and BSc International Relations and History students. May also be taken as an outside option and by General Course students where regulations, timetabling constraints and teaching capacity permit.

Course content: The Napoleonic Empire was crucial in the formation of modern Europe. Much of Europe was covered by the Napoleonic Empire and its impact was felt on all of Europe and parts of the non-European world. Themes covered include the impact of the empire on the European international system, as well as on law, constitutionalism, the economy, religion and culture. Much attention is paid to the impact of the Napoleonic era on the rise of nationalism. By studying how Napoleon's empire was created and destroyed, the course will also focus on the nature of power in this era. An attempt will be made to place the Napoleonic empire in a global context, in part by comparing it to other contemporary empires, and above all, the British Empire. The course ends with an assessment of historiography and the Napoleonic myth. The course is taught thematically and also by country/geographical area.

Teaching: 22 two-hour seminars.

Formative coursework: Two conventional essays, one set of gobblet answers and one timed essay.

Indicative reading: A full reading list will be provided at the beginning of the course. Useful introductory reading includes: G Ellis, *The Napoleonic Empire*; M Broers, *Europe under Napoleon 1799-1815*; C Esdaile, *The French Wars*; S J Woolf, *Napoleon's Integration of Europe*; P G Dwyer (Ed), *Napoleon and Europe*; M. Rowe (Ed), *Collaboration and Resistance in Napoleonic Europe*; D Laven, L Riall (Eds), *Napoleon's Legacy*; P Geyl, *Napoleon, For and Against*.

Assessment: A three-hour written examination in the ST.

HY320 Not available in 2009/10

The Cold War Endgame

This information is for the 2009/10 session.

Teacher responsible

Dr Kristina Spohr Readman, E507

Availability: Primarily intended for third-year BA History students. BSc International Relations and History, General Course and outside option students may also take it so long as they are not taking IR308. BSc International Relations students may not take this course.

Course content: Based upon a variety of primary sources, this course will explore why and how in the second half of the 1980s the Cold War confrontation between the United States and the Soviet Union transformed itself so suddenly and peacefully into the collapse of (European) communism, German unification and the end of the USSR and her empire.

Topics will include: Ostpolitik, the achievements of détente, its fall, and the war; in Afghanistan, Helsinki (1975) and human rights; the second Cold War of the early 1980s and transatlantic turmoil (SDI and Euromissiles); the Pope and Polish crisis of 1980-81; Gorbachev's new thinking and reforms in the USSR; Reagan and Gorbachev: superpower summitry;; German unification: domestic and international aspects; Kohl, Mitterrand and European Union; the eastern European revolutions, Gorbachev and the collapse of the Soviet 'empire'; the Baltic independence struggle, the coup and Soviet disintegration; explanations and interpretations of the end of the Cold War. The discussion in each seminar will draw on a combination of primary and secondary material.

Teaching: 20 two-hour seminars, a mock exam, and a revision class.

Formative coursework: Students will be required to present a number of short class papers- well as undertaking small weekly tasks on Moodle, and to submit three essays and one document answer during MT and LT. There will also be a timed mock exam in ST.

Indicative reading: A detailed course outline and reading list, subdivided by weekly topics, as well as a document pack will be available at the beginning of the course. The following works are recommended as essential reading: A Brown, *The Gorbachev Factor* (1996); S Dockrill, *The End of the Cold War Era* (2005); R L Garthoff, *The great transition: American-Soviet relations and the end of the Cold War* (1994); Idem, *Detente and confrontation: American-Soviet relations from Nixon to Reagan* (1985); J Levesque, *The Enigma of 1989: The USSR and the Liberation of Eastern Europe* (1997); C S Maier, *Dissolution: the crisis of Communism and the end of East Germany* (1997); P Zelikow & C Rice, *Germany unified and Europe transformed: a study in statecraft* (1995); H Adomeit, *Imperial overstretch: Germany in Soviet policy from Stalin to Gorbachev* (1998); H Adomeit, *Imperial Overstretch: Germany in Soviet Policy from Stalin to Gorbachev* (1998); A Lieven, *The Baltic states: Latvia, Lithuania and Estonia, and the path to independence* (1993); R Summy & M E Salla (Eds), *Why the cold war ended: a range of interpretations* (1995); O A Westad, *Reviewing the Cold War: Approaches, Interpretations, Theory* (2000); Idem, *The fall of detente: Soviet-American relations during the Carter years* (1997). Also students should familiarise themselves with the Cold War International History Project homepage (www.wilsoncentre.org) and in particular: Bulletins No 5 'Cold War Crises', No 8-9 'The Cold War in the Third World and the Collapse of Detente in the 1970s', and No 12/13 'The end of the Cold War'.

Assessment: A three-hour written examination in the ST.

ID100**Employment Relations**

This information is for the 2009/10 session.

Teachers responsible: Stephen Dunn and Eddy Donnelly

Availability: Compulsory for 1st year BSc Human Resource Management and Employment Relations. Optional for BSc Social Policy. Available as an outside option.

Course content: The syllabus introduces students to the complex relationships between employers, managers, workers, trade unions and the state. It builds from the perspective of the individual worker and his/her job and proceeds, via discussion of management strategies and trade union responses, to contemporary views on globalisation and its impact on state policy.

The employment relationship in theory. Work and work methods. Job design. Emotional labour. Japanisation. Human resource management. Individual and collective resistance at work. Collective bargaining, trade unions and their impact. Industrial conflict and the right to strike. The role of the state and the EU. Employment law. The state as employer. Transition economies. Globalisation.

Teaching: Weekly lectures (ID100) in MT/LT/ST are given by Eddy Donnelly and Stephen Dunn. Associated weekly classes (ID100) start in the second week of the first term.

Formative coursework: As well as contributing to class discussion, students are expected to provide two pieces of written work per term (MT, LT).

Indicative reading: The lecture course does not follow a single prescribed textbook. A detailed reading list will be supplied. However the following are useful; M Noon & P Blyton, *The Realities of Work*, 3rd edn, 2006; P Blyton & P Turnbull, *The Dynamics of Employee Relations*, 3rd edn, 2004.

Assessment: Three-hour unseen examination in the ST. Students will be required to answer 4 out of 15 questions which will be related to material covered in lectures and classes.

ID200**Organisational Theory and Behaviour**

This information is for the 2009/10 session.

Teachers responsible: Dr Alexandra Beauregard and Dr Hyun-Jung Lee

Availability: Optional for BSc Accounting and Finance, BSc Business Mathematics and Statistics, BSc Human Resource Management and Employment Relations, BSc Management, BSc Management Sciences and the Diploma in Accounting and Finance.

Course content: This course uses behavioural theories from sociology, psychology, anthropology, political science and social psychology to analyse employee attitudes and behaviour in the organisational context.

Individual behaviour including personality, emotion, stress, decision making, attitudes, motivation and performance. Group and inter-group processes including cohesion, power and politics, and leadership. Organisational structure including design of work, employee participation and culture. Organisational dynamics including organisational change and resistance to change, work/life balance, and cross cultural management.

Teaching: Lectures: weekly conducted by Dr Alexandra Beauregard, Dr Hyun-Jung Lee and guest lecturers. Classes: weekly, starting in MT Week 2.

Formative coursework: Students are required to submit three pieces of written work throughout the year, in the form of two unassessed essays and one mock examination.

Indicative reading: A complete reading list will be provided at the start of the course. Sample texts include the following: J Child, *Organisations*; S Dawson, *Analysing Organizations*; S Robbins & T Judge, *Organizational Behaviour*; R Steers & L Porter, *Motivation and Work Behaviour*.

Assessment: Summer examination.

ID204 Not available in 2009/10**Capitalism, Democracy and Work in Comparative Perspective**

This information is for the 2009/10 session.

Teacher responsible

Dr Carola Frege, H803

Availability: BSc Human Resource Management and Employment Relations. Available as an outside option and for General Course students. This course is capped.

Course content: The primary aim of this course is to explore the way in which instrumental economic action is embedded in, destructive of, and facilitated, conditioned, modified, and impeded by social structures, actors' behaviour and values. In particular, we introduce the major theories, concepts and methods that social scientists have used to understand the origins and structure of capitalist firm and its wider socio-economic and political context. We identify some of the important past and present cross-cultural variations of the structure of, and behaviour within capitalist firms and also to consider the various ways in which these variations have been explained. We provide a historical and comparative perspective drawing mainly, but not exclusively, from six societies: Britain, the US, France, Germany, Japan and Russia.

Sociological perspectives on the history of capitalism, organization of the firm, work, management, corporate governance, intermediate associations (unions, employers' associations), the state, and the international economy: Contrast between neoclassical, traditional institutionalist, and post-fordist perspectives on the nature and evolution of these institutions.

Teaching: Twenty hours of lectures (MT and LT) and 20 hours of classes (MT and LT). There will be two two-hour revision classes in the ST.

Formative coursework: As well as presenting a class paper each term and contributing to the class discussion, students are expected to provide one written essay (MT and LT).

Indicative reading: The lecture course does not follow a single prescribed textbook. A detailed reading list will be supplied.

However the following are useful: K Grint, *The Sociology of Work* (2nd edn); C Tilly & C Tilly, *Work under Capitalism*; S Jacoby, *The Embedded Corporation*; J Zeitlin and G Herrigel *Americanization and its Limits*.

Assessment: A two-hour examination in ST (70%) and a 3,000 word essay (30%).

ID222 Half Unit**Managing Employment Law**

This information is for the 2009/10 session.

Teacher responsible

Stephen Dunn

Availability: Optional and available only for BSc Human Resource Management and Employment Relations, years 2 and 3, other BSc programmes in the Management Department, years 2 and 3 (where regulations permit) and the General Course.

Course content: This course covers UK and EU Employment Law for non-specialists with some reference to practices outside Europe. It covers both individual and collective rights at work and explores the issues and constraints of 'managing within the law' from an HRM perspective together with an assessment of the impact of such legislation.

The development and sources of modern employment law; discrimination law, including sex, race, disability, age, religion, sexual orientation, etc.; health and safety, working time, family-friendly policies; unfair dismissal; redundancy, takeovers and outsourcing; privacy and confidentiality; information and consultation; union membership and bargaining; right to strike.

Teaching: One two hour seminar per week, MT.

Formative coursework: Two non-assessed essays or case studies.

Indicative reading: Davies, A. (2004) *Perspectives on Labour Law*, Cambridge: University Press; Deakin, S. and Morris, G. (2005) *Labour Law*, 4th Edition, London: Butterworth. Taylor, S. and Emir, A. (2009) *Employment Law: an Introduction*, 2nd Edition Oxford: University Press; Willey, B. (2009) *Employment Law in Context*, 3rd Edition, London: FT/Prentice Hall.

Assessment: Unseen two hour examination in ST (100%).

ID290**Human Resource Management****This information is for the 2009/10 session.****Teacher responsible**

Sue Fernie

Availability: This course is compulsory for BSc Human Resource Management and Employment Relations. It is optional for BSc Accounting and Finance and BSc Management. Students from other departments may be admitted at the discretion of the Department Tutor.

Pre-requisites: No prior knowledge of human resource management or a related subject or practical experience is necessary. The course can be studied either before, after or in conjunction with ID200 **Organisational Theory and Behaviour**

Course content: To understand social science theory and research relevant to human resource management; to be aware of the main managerial problems in designing strategies and policies; to be able to assess the effectiveness of human resource policies and their role in overall economic performance of organizations and countries. The problems of managing the human resource and the high or low involvement solutions. The main substantive issues of Human Resource Management, focusing on the introduction to current trends and social science knowledge of relevance to the topic, such as recruitment and selection, reward systems; teamworking; communications and representative structures; diversity; employee involvement. The significance of Human Resource Management—does the way the human resource is managed make any difference to economic performance, employee attitudes or discrimination?

Teaching: Lecture: ID290, weekly MT/LT/ST. Classes: One hour class per week MT/LT/ST.

Formative coursework: Students are required to write two essays and make occasional presentations throughout the year. It is essential that students come to classes prepared and participate fully.

Indicative reading: There is no one textbook covering the range of the material presented but there are some useful introductions and we recommend that you purchase: J Baron & D Kreps, *Strategic Human Resources: Frameworks for General Managers*, Wiley, 1999. A reading pack containing the core material is available for purchase.

Assessment: One three-hour unseen examination paper in the summer.

ID300**Selected Topics in Employment Relations****This information is for the 2009/10 session.**

Teachers responsible: Dr Virginia Doellgast and Dr David Henderson

Availability: This course is compulsory for BSc Human Resource Management and Employment Relations. In exceptional circumstances, students from other Departments may be admitted at the discretion of the Department Tutor.

Pre-requisites: It requires a general knowledge of the social sciences including modern history and a general interest in and knowledge of institutions and processes in contemporary employment relations and management, through study or experience.

Course content: The aim of this course is to explore in depth some central problems and issues of Comparative Employment Relations and Cross Cultural Management.

The selection of topics changes from year to year, depending on current research interests of faculty and topical issues. Broadly, the course examines the relationship between management, trade unions and the state in a rapidly changing economic and technological environment. In the MT the course examines topical issues in Comparative Employment Relations, whilst in the LT, a Cross Cultural Management perspective is adopted.

Teaching: 24 two-hour seminars.

Formative coursework: Students will be expected to read assigned texts and do their own research and come fully prepared to classes. Each student will be expected to complete two essays over the session.

Indicative reading: A full reading list and seminar programme will be issued at the beginning of the course.

Assessment: Three-hour unseen examination in ST, both parts of the course will be examined.

ID301**Leadership in Organisations: Theory and Practice****This information is for the 2009/10 session.**

Teachers responsible: Dr Emma Soane, Dr David Henderson, Dr Connson Locke, Dr Rebecca van Dijk and Sarah Other

Availability: Only those students studying BSc Human Resource Management and Employment Relations. There are a limited number of places and early enrolment is recommended.

Course content: This course is designed to provide students with the knowledge, skills, and analytical capabilities needed to exercise leadership in modern organisations. It explores the nature of leadership, the different facets of leadership, and the issue of leadership development. The emphasis will be on application of theory, comparing and contrasting ideas, and self-reflection. Leadership and management. Trait, behavioural, and contingency theories of leadership. Individual differences in leadership. The dynamic between leaders and their followers. Team leadership. Leadership career and leadership development.

Teaching: There will be 10 one-hour lectures and 10 one-hour seminars for the undergraduate students in Lent Term starting in week 2. There will be a one-hour revision class in the Summer Term. The teaching includes lectures and seminars. Students are expected to prepare for and contribute to the seminars. Seminars will include group work, preparing and giving presentations, case analyses, small group discussions, and self-assessment exercises.

Formative coursework: Students will be offered the opportunity to complete a mock exam based on previous exam questions. There will be formative assessment and feedback. The details will be discussed in week 1. The assignment deadline will be in week 6.

Indicative reading: A full reading list will be provided at the beginning of the term. Key texts are: Daft, R. 2005. *The Leadership Experience* (3rd ed.) Thomson/South-Western; Goffee, R. & Jones, G. (2006). *Why Should Anyone Be Led By You?* Boston, MA: Harvard Business School Press; Yukl, G. A. (2002). *Leadership in Organizations*. (5th ed.). Englewood Cliffs, NJ: Prentice Hall.

Assessment: Unseen two-hour examination in the ST (100%).

ID399**Employment Relations Project****This information is for the 2009/10 session.****Teacher responsible**

Sue Fernie

Availability: Optional for BSc Human Resource Management and Employment Relations, may only be taken in the third year.

Content: The subject of the project is determined in each particular case by the supervisor and the student. Appropriate research methods training will be provided.

Teaching: Individual tutorials by arrangement. Up to six seminars on research methods, the content of which will be tailored to the needs of the students involved.

Assessment: 10,000 word project to be handed in to the 3rd Floor Reception, 54 Lincoln's Inn Fields by 16.00 on Monday 26 April 2010.

IR100**The Structure of International Society****This information is for the 2009/10 session.****Teacher responsible**

Professor M Cox, B208

Availability: Compulsory for BSc International Relations and BSc International Relations and History. Optional for BSc Environmental Policy. Available as an outside option.

Course content: An examination of the theories and concepts designed to explain the nature of contemporary international relations.

1. The modern international system and the emergence of the

academic study of international relations; realism, idealism and the 'English School'; contemporary theories. 2. State-centric international relations: power and statecraft, the balance of power, and war. 3. International organisation: The UN System, regional organisations, international regimes, 'global governance'. 4. The politics of the world economy: globalisation, 'north-south' relations. 5. Global social movements and the new agenda of international relations.

Teaching: Lectures: IR100. 20 Lectures, MT and LT.

Classes: IR100.A 20 classes, beginning week three MT, plus two revision sessions in ST.

Formative coursework: Students are required to write four essays of approximately 1,500 words, and to give at least one class presentation.

Indicative reading: A full course description and guide to reading will be provided: relevant course texts include J Baylis & S Smith (Eds), *Globalisation and World Politics*, 2nd edn, (Oxford UP, 2001); C Brown, *Understanding International Relations*, 2nd edn (Macmillan, 2001); R Jackson & G Sørensen, *Introduction to International Relations* (OUP, revised edn., 2003).

Assessment: A formal three-hour examination in the ST (100%). Sample papers are included in the full course description.

IR200

International Political Theory

This information is for the 2009/10 session.

Teacher responsible

Dr Peter Wilson, D516

Availability: Compulsory for BSc International Relations and BSc International Relations and History. Optional for BSc Environmental Policy and BSc Environmental Policy with Economics.

Course content: This is the core subject for specialists in international relations. It consists of a survey, in two parts, of thinking about international relations, with emphasis on the political aspects. The first part deals with classical theory, the second with modern.

Ways of explaining and understanding international relations from Thucydides, Grotius and Hobbes to the present day. The chief concerns are war, peace, international law and order, international justice, power, intervention and non-intervention, sovereignty, diplomacy, revolution and counter-revolution, nationalism and national self-determination, stability, change, human rights, international organization.

Teaching: There are 20 lectures (IR200) in the MT and LT and 22 classes, beginning in the third week of the MT (IR200.A).

Formative coursework: Students are required to write four essays of a maximum length of 1,500 words each to be set and marked by class teachers. They are also expected to give at least one class presentation.

Indicative reading: Chris Brown, *Understanding International Relations*; H Bull, *The Anarchical Society*; E H Carr, *The Twenty Years' Crisis*; I Clark, *The Hierarchy of States*; M Donelan, *Elements of International Political Theory*; F H Hinsley, *Power and the Pursuit of Peace*; M Wight, *International Relations: The Three Traditions*; K Hutchings, *International Political Theory*; C Brown, T Nardin & N Rengger, *International Relations in Political Thought*.

Supplementary materials: At the first lecture a full reading list will be distributed setting out the structure and content of the course and providing detailed guidance on reading, sample examination questions, suggested essay titles, and topics for class discussion.

Assessment: A three-hour examination paper in ST which requires that four questions be answered out of 12.

IR202.1

Foreign Policy Analysis 1

This information is for the 2009/10 session.

Teachers responsible: Dr J Haacke, D709 and Dr C Alden, D608

Availability: Course intended primarily for BSc International Relations and BSc International Relations and History.

Course content: The course analyses various theoretical perspectives on foreign policy, and the means of conduct of the main actors in the international system towards each other. It

focuses mainly, but not entirely, on states.

Foreign Policy Analysis as a sub-discipline of IR; the problem of formulating goals and choosing policy instruments; the role of leadership and psychological elements in policy making; the rational actor model; bureaucratic politics; the impact of history and identity on foreign policy; domestic sources of foreign policy including public opinion, pressure groups and constitutions; the motivations underpinning foreign policy; the role and influence of transnational actors in relation to foreign policy making; foreign policy crises. The discussion classes combine a discussion of these themes with their application to the foreign policies of major powers in the international system. A detailed programme of lectures will be provided at the start of the session.

Teaching: 10 weekly Foreign Policy Analysis lectures (IR202.1) in MT, followed by 15 Contemporary Foreign Policy in Practice lectures (IR202.2) in LT. Classes: IR202.1A, 20, weekly, MT and LT (starting in week three MT), including two revision classes.

Formative coursework: Students are required to write four essays of about 1,500 words each for their class teachers during the course and to make presentations in the discussion classes.

Indicative reading: M Clarke & B White (Eds), *Understanding Foreign Policy: The Foreign Policy Systems Approach*, Edward Elgar, 1989; C Hill, *The Changing Politics of Foreign Policy*, Palgrave, 2003; M Light, 'Foreign Policy Analysis' in A J R Groom & Margot Light (Eds), *Contemporary International Relations: A Guide to Theory*, Frances Pinter, 1994, pp 93-108; Steven Hook (Ed), *Comparative Foreign Policy: adaptation strategies of the Great and Emerging Powers*, Prentice-Hall, 2002; C Brown, *Understanding International Relations*, Palgrave, 1997, pp 67-84; S Smith, A Hadfield and T Dunne (Eds), *Foreign Policies: Theories, Actors and Cases*, Oxford University Press, 2007.

A full list of references will be provided at the start of the course.

Assessment: A formal three-hour examination in the ST.

IR202.2

Contemporary Foreign Policy in Practice

This information is for the 2009/10 session.

Teacher responsible

Dr C Alden, D608

Availability: This lecture course is not examinable as a course in itself. It is offered to any interested students on its own or as part of the teaching for the BSc Foreign Policy Analysis I course (IR202.1). It is only available as credit for General Course students as part of IR202.1 as a whole.

Course content: The foreign policies and foreign policy processes of selected major states since 1945, depending on examination requirements and teachers available.

An analysis of the foreign policies of a selected group of major states, with due regard to their respective national interests, external commitments, traditional values and other relevant factors. The role of internal group interests and electoral considerations. Constitutional machinery for the formulation of foreign policy. Diplomatic services and techniques. Illustrative material will be drawn mainly from the post-1945 period. This year there will be lectures on Britain, the United States, the Soviet Union/Russia, France, Japan, India and China.

Teaching: A number of members of the International Relations Department, as well as guest lecturers, participate in the series. There will be fifteen lectures in all, held in LT.

Indicative reading: Recommended texts include

(a) **The United States:** J Ikenberry (Ed), *American Unrivaled: the Future of the Balance of Power* (Ithaca, NY: Cornell UP 2002); N Ferguson, *Colossus: the Price of American Empire* (New York: Penguin 2004); C Kegley & E Wittkopf, *American Foreign Policy: Patterns and Process* (Basingstoke: Macmillan 1996).

(b) **The United Kingdom:** M Curtis, *The Ambiguities of Power: British Foreign Policy Since 1945* (London: Zed Press, 1995); J Dumbrell, *A Special Relationship: Anglo-American relations in the Cold War and after*, Palgrave, 2001.

(c) **The Soviet Union/Russia:** R Donaldson & J Noguee, *The Foreign Policy of Russia: Changing Systems, Enduring Interests* (London: M E Sharpe, 1998); F Fleron, et al (Eds), *Classic Issues in Soviet Foreign*

Policy: From Lenin to Brezhnev (New York, Aldine de Gruyter, 1991); F Fleron, et al (Eds), *Contemporary Issues in Soviet Foreign Policy: From Brezhnev to Gorbachev* (New York, Aldine de Gruyter, 1991).

(d) France: P Gordon & S Meunier, *The French Challenge: Adapting to Globalization* (2001); S Gregory, *French Defence Policy into the Twenty-First Century* (2001).

(e) China: T W Robinson & D Shambaugh (Eds), *Chinese Foreign Policy: Theory and Practice* (Oxford: Clarendon Press, 1994); S Zhao (Ed), *Chinese Foreign Policy: Pragmatism and Strategic Behavior* (Armonk, NY, M E Sharpe, 2003), David M. Lampton (Ed), *The Making of Chinese Foreign and Security Policy in the Era of Reform* (Stanford UP 2001).

(f) India: B R Nayar, *India in the World Order: Search for Major Power Status* (Cambridge University Press 2003).

(g) Japan: G Hook, et al, *Japan's International Relations: Politics, Economics and Security* (London: Routledge 2005, 2nd rev.ed).

IR203

International Organisations

This information is for the 2009/10 session.

Teacher responsible

Dr U Sedelmeier, D508

Availability: Compulsory for BSc International Relations and BSc International Relations and History. Optional for BSc Environmental Policy, BSc Environmental Policy with Economics, BSc International Relations and History and BSc Management.

Pre-requisites: Students should have solid foundations in International Relations (including international political theory and international history). Prior or concurrent study of international law, although not a pre-requisite, will be an advantage.

Course content: Elements of international organisation: its theory and practice studied through the experience of selected international institutions.

Major theoretical and empirical aspects of the work of international institutions and the role of international organisation. Integration, interdependence and globalization; regimes; the impact of international organisation on the practice of diplomacy between states, the maintenance of international peace and security, the management of international economic relations, and the promotion of standards for states and individuals.

Teaching: Lecture series (IR203). Classes (IR203.A). There will be 20 lectures, throughout the MT and LT, and 20 classes, starting in week three of the MT and continuing through the LT (up to ST week two), followed by two revision classes.

Formative coursework: Students are expected to write four essays of a maximum length of 1,500 words each in addition to at least one presentation (introduction to discussion) given in class. Class teachers will set and mark the essays and provide feedback on student presentations.

Indicative reading: David Armstrong, Lorna Lloyd & John Redmond, *International Organisation in World Politics*, (3rd edn) Palgrave, 2004; Inis L Claude jr, *Swords into Plowshares: The Progress and Problems of International Organization* (4th edn), Random House, 1984; A LeRoy Bennett & James K Oliver *International Organizations: Principles and Issues* (7th edn), Prentice-Hall, 2002; F S Northedge, *The League of Nations*, Leicester University Press, 1986; Volker Rittberger * Bernhard Zangl, *International Organization: Polity, Policy and Politics*, Palgrave, 2006; Adam Roberts & Benedict Kingsbury (Eds), *United Nations, Divided World: The UN's Roles in International Relations* (2nd edn), Clarendon Press, Oxford, 1993; Paul Taylor, *International Organization in the Modern World*, Pinter, 1993; Thomas G Weiss et al., *The United Nations and Changing World Politics* (5th edn), Westview Press, 2007.

These are useful introductions, beyond which students are expected to read widely, in books and articles: lists to be issued in lectures and classes.

Assessment: One three-hour written examination in the ST.

IR302

The Ethics of War

This information is for the 2009/10 session.

Teacher responsible

Dr K Dalacoura, D412

Availability: Course intended primarily for BSc International Relations and BSc International Relations and History 3rd year.

Pre-requisites: Background in international relations, political science or philosophy is a pre-requisite.

Course content: The course examines the development of the just war tradition and the ways in which it has influenced, and it has been influenced by, the conduct of war.

The beginnings of the ethical tradition: Christian thought, Immanuel Kant and John Stuart Mill. The realist and pacifist challenges to the ethics of war. A detailed examination of *jus ad bellum* and *jus in bello* principles. The ethics of nuclear deterrence. Guerrilla warfare and terrorism. Gender and war. Issues of guilt, responsibility and justice. Just war and Islam. Case studies: World War II, Chechnya, Kosovo.

Teaching: Lectures: IR302, weekly for 16 weeks, MT (weeks 1-10 inclusive) and LT (weeks 1-6 inclusive). Classes: IR302.A, weekly for 16 weeks, plus two revision classes, commencing week 3 of MT. Four compulsory video showings.

Formative coursework: Four essays of approximately 1,500 words and at least one class presentation.

Indicative reading: Michael Walzer, *Just and Unjust Wars: A Moral Argument with Historical Illustrations*, Basic Books, 3rd edn, 2000; Gordon Graham, *Ethics and International Relations*, Blackwell, 1997; B. Coppieters and N. Fotion (eds), *Moral Constraints on War: Principles and Cases*, Lanham, Lexington Books, 2002. A detailed reading list is distributed.

Assessment: ST, formal examination, three hours, four questions chosen from 12.

IR304

The Politics of International Economic Relations

This information is for the 2009/10 session.

Teacher responsible

Dr D Josselin, D515

Availability: Course intended primarily for BSc International Relations, BSc International Relations and History and BSc Management. Students from other degree programmes will be admitted by permission of the Course Coordinator, including BSc Economic History and BSc Economics.

Pre-requisites: Students should normally have completed EH101 or EC100.

Course content: The economic factor in foreign policy; the development of thought about the relationship between international politics and the international economy.

Power and politics in international economic relations. Major approaches in international political economy: economic nationalism, laissez faire, marxism and comparative political economy. The political economy of money, trade, economic security and development since 1944. Current debates: economic sanctions, environmental protection, regionalism, capital market integration, the role of non-state actors, globalisation and the retreat of the state.

Teaching: 15 weekly lectures (IR304) commencing in week one of the MT and 20 weekly classes (IR304.A) commencing in week three of the MT, plus two revision classes. Five lectures on **Introduction to Economics** (IR304.1).

Formative coursework: Students deliver class papers and write four essays of a maximum length of 1,500 words each.

Indicative reading: Basic references are: D Baldwin, *Economic Statecraft*; D Balaam & M Veseth, *Introduction to International Political Economy*; R Heilbrunner, *The Worldly Philosophers*; S Strange, *States and Markets*; J Frieden & D Lake, *International Political Economy*; J Ravenhill, *Global Political Economy*. A detailed reading list will be given at the beginning of the course.

Assessment: A three-hour written examination in ST, four questions chosen from 12.

IR305**Strategic Aspects of International Relations****This information is for the 2009/10 session.****Teacher responsible**

Professor C Coker, D511

Availability: For BSc Environmental Policy, BSc Environmental Policy with Economics, BSc International Relations, BSc International Relations and History and General Course students. Also open to students from other University of London institutions by arrangement with the teacher.

Please note: this course will NOT be available in 2010/2011.

Course content: Analyses various perspectives on strategy and war, the way war is conducted by states and within states and focuses on the way different cultures understand strategic outcomes. The attempt to humanise war; the rise of humanitarian war; the western way of warfare; non-western ways of war, including Asian/Middle East; asymmetrical warfare; the Revolution in Military Affairs; Clausewitz and the western way of warfare; war in the developing world; war and genocide, terrorism, nuclear proliferation and crime; the 'end of war' thesis.

The discussion classes combine a discussion of these topics with their application by states in the international system.

Teaching: There will be a series of 15 lectures (IR305) running through MT and LT. 15 weekly classes will be arranged, commencing in week three of MT followed by two revision classes. The classes are compulsory. Students will be expected to contribute to class discussions and present papers each week.

Formative coursework: Students will be required to write four essays (c. 1,500 words each) in the course of the year, in MT and LT.

Indicative reading: Daniel Pick, *The War Machine*; Martin van Creveld, *War and Technology*; Charles Gray, *Post-Modern War*; Martin van Creveld, *On Future War*; John Keegan, *A History of Warfare*.

Assessment: An unseen, three-hour examination in the ST (100%).

IR306 Not available in 2009/10**Sovereignty, Rights and Justice: Issues in IPT****This information is for the 2009/10 session.**

Teachers responsible: Professor C J Brown, D410 and members of the Department

Availability: Third year Option for BSc International Relations, BSc International Relations and History, BSc Environmental Policy and BSc Environmental Policy with Economics. Available as an outside option.

Please note: this course will NOT be available in 2010/2011.

Course content: Combines insights and concepts from political theory and international relations theory, and focuses on modern debates on sovereignty, the rights of states, individuals and peoples, and international justice.

The cosmopolitan-communitarian debate; sovereignty and the norm of non-intervention; the contemporary international human rights regime; the rights of peoples; the politics of humanitarian intervention (with case studies); justice in classical international thought; global social justice. Further details will be provided at the start of the session.

Assessment: A formal three-hour written examination (100%).

Teaching: 20 weekly lectures (IR306) commencing in week one of MT and 19 weekly classes (IR306.A) commencing week two of MT, plus two revision classes in ST.

Formative coursework: Students will write four essays, maximum length of 1,500 words each during the year, and to introduce class discussions.

Indicative reading: A detailed list of references will be provided: Widely used books include: C Brown, *Sovereignty, Rights and Justice* (Polity, 2002); T Dunne & N J Wheeler (Eds), *Human Rights in Global Politics* (CUP, 1999); N J Wheeler, *Saving Strangers* (OUP, 2000); C R Beitz (Ed), *International Ethics* (Princeton, 1985).

IR308**Systemic Change in the Twentieth Century: Theories of the Cold War****This information is for the 2009/10 session.****Teacher responsible**

Dr J Kent, D407

Availability: For 3rd year BSc International Relations, BSc International Relations and History and General Course students and as an outside option for 2nd and 3rd year students.

Course content: The course examines the nature of the Cold War system, the theories of its origins, causes and consequences, its relationship to systemic change and the reasons for its end.

The course will provide a general analytical overview of the nature of and debates on the Cold War system and why it has been confused with all aspects of Soviet-American relations between the end of the Second World War and the collapse of the Soviet Union. The nature and significance of the systemic changes which its onset and sudden end produced will be analysed. And from a regional and systemic perspective the course will attempt to provide explanations of how the Cold War was fought in different time periods and how the goals changed. There will be coverage of how the Cold War has been explained in the literature and of how the Cold War explains the nature of the literature on great power relations after World War II. Emphasis will be given to the changing nature of the relationship between Cold War and Hot War and their respective military requirements. There will be coverage of how domestic requirements, regional problems and international developments interacted within the Cold War system. And there will be an examination of the distinguishing characteristics of the Cold War world and the nature of the international systems which preceded and followed it.

Teaching: 15 lectures commencing week one of MT (IR308) and 20 classes (IR308.A), plus one revision class, commencing in week two of MT.

Formative coursework: Students are expected to write four essays, each of a maximum length of 1,500 words, during the course of the year.

Indicative reading: R L Garthoff, *The Great Transition American-Soviet Relations and the End of the Cold War* (1994); Scott Lucas, *Freedom's War The US Crusade Against the Soviet Union 1945-1956* (1999); W La Feber, *America, Russia and the Cold War 1945-1996* (8th edn, 1997); Richard N Lebow & Thomas Risse-Kappen, *International Relations Theory and the End of the Cold War* (1995); J Young & J Kent, *Global Politics: A History of International Relations since 1945* (2004); Saki Ruth Dockrill, *The End of the Cold War Era* (2005); Odd Arne Westad, *The Global Cold War: Third World Interventions and the Making of Our Times* (2005); Steven Hurst, *Cold War US Foreign Policy: Key Perspectives* (2005); Kenneth Osgood, *Total Cold War: Eisenhower's Secret Propaganda Battle at Home and Abroad* (2006); Archie Brown, *Seven Years that Changed the World: Perestroika in Perspective* (2007); Vladislav Zubok, *A Failed Empire: The Soviet Union in the Cold War from Stalin to Gorbachev* (2007).

Assessment: A three-hour unseen written examination divided into two sections with students required to answer questions from both sections.

IR309**International Security****This information is for the 2009/10 session.****Teacher responsible**

Professor B Buzan, D611

Availability: Primarily intended for BSc International Relations 3rd year. Also available for BSc International Relations and History. General Course students may take the course with the permission of the Teacher responsible.

Pre-requisites: Background in International Relations is a prerequisite.

Course content: The aim of the course is to give students a thorough introduction to the literature on international security, both theoretical and policy-orientated. The concept of international security itself is featured as an alternative lens to power as a way of

looking at the study of international relations. The main approach is through the work of the Copenhagen school of security studies, which means that the following themes are strongly emphasised: the salience of levels of analysis (individual, national, regional, global) in thinking about international security; the use of sectors to understand the new (or liberal) international security agenda (military, political, economic, societal, environmental); and the understanding of security agendas not only in material terms (balancing, bandwagoning), but as socially constructed through the processes of securitisation and desecuritisation. The course will start with theory, but then work its way towards an extensive empirical look at both 'unipolarity' and regional security as ways of understanding the contemporary agenda of international security. The course is divided into five sections each covering a specific theme. Weeks 1-4 introduce the literature of security studies and how it has evolved, the concept of security and the debates around it, and the concept of securitisation central to the Copenhagen school's constructivist approach. Weeks 5-7 explore levels of analysis and the tensions among them, and give particular attention to the regional level by way of setting up weeks 14-19. Weeks 8-11 cover sectors and the development of a 'new' security agenda. Weeks 12-13 take a polarity approach to understanding international security at the global level, and focus on the interplay between the dynamics of 'unipolarity' and the particularities of the US as the sole superpower. Weeks 14-20 take a tour of most of the world's major regions focusing on the specific security agendas that arise at that level, and how they interplay with the distribution of power at the global level.

Teaching: There will be 20 one-hour lectures during Michaelmas and Lent terms and 18 classes starting in week three of MT, plus two revision classes.

Formative coursework: Students must write four essays of 1,500 words length and make class presentations.

Indicative reading: A full reading list will be provided at the beginning of the year.

Key texts:

There are some copies of these in the Library, but probably not enough for everyone to use at the same time. You should consider buying 2 or 3 of these books, or teaming up with someone else to do so in a sharing arrangement.

Essential

Barry Buzan, Ole Wæver and Jaap de Wilde (1998), *Security: A New Framework for Analysis*, Boulder, CO.: Lynne Rienner, hereafter **SANFFA. CC KZ5588 B99 [WEEK, 3 DAY AND SET TEXT]**

Barry Buzan and Ole Wæver (2003), *Regions and Powers: The Structure of International Security*, Cambridge University Press, hereafter **RaP. JX1979 B99**.

Optional Barry Buzan (1991), *People, States and Fear - 2nd Edition: An Agenda for International Security Studies in the Post Cold War Era*, hereafter **PSF** [A useful introduction to think about international security, **especially for those new to the subject**]. **CC UA10.5 B99 [3 DAY]**

Michael Sheehan (2005), *International Security: An Analytical Survey*, Boulder, CO.: Lynne Rienner [a more critical theory perspective on the topic]. **JZ5588 S54**

Peter Hough (2004), *Understanding Global Security*, London: Routledge [an introductory text for beginners]. **JZ5595 H83**

Lene Hansen (2006), *Security as Practice: Discourse Analysis and the Bosnian War*, London: Routledge [especially useful as a 'how to' guide to using discourse analysis]. **JZ1253.5 H24** Alan Collins (Ed) (2007), *Contemporary Security Studies*, Oxford UP.

Assessment: Formal, unseen three-hour, four question exam in the summer term (100%).

IR311

Europe's Institutional Order

This information is for the 2009/10 session.

Teacher responsible

Dr Andrea Ribiero Hoffman, D510

Availability: Course intended primarily for BSc International Relations, BSc International Relations and History.

Pre-requisites: Background in International Relations desirable.

Course content: Examination and explanation of the development of Europe's institutional order in the post-war era and its evolution since the end of the Cold War. Analysis of the importance of European organisations for both their member states and international relations in general.

Theories of international institutions and regional integration. The importance of international organisations for European states.

Development and evolution of European organisations including: the Council of Europe, NATO, the European Union, the Organisation of Security and Cooperation in Europe, Comecon, and the Warsaw Treaty Organisation. Enlargement of European regional organisations.

Teaching: There will be 19 weekly lectures (IR311), throughout the MT and into LT, and 19 weekly classes (IR311.A), starting in week 3 of the MT, plus two revision classes.

Formative coursework: Students are expected to write three essays of a maximum length of 1,500 words each to be set and marked by the class teachers.

Indicative reading: Useful introductions to the subject include: Clive Archer, *Organizing Western Europe*, 2nd ed. (Edward Arnold, 1994); Stuart Croft *et al*, *The Enlargement of Europe* (Manchester University Press, 1999); Desmond Dinan, *Ever Closer Union? An Introduction to the European Union*, 3rd ed. (Macmillan, 2005); Brigid Laffan, *Cooperation and Integration in Europe* (Routledge, 1992); Hugh Miall, *Shaping the New Europe* (Pinter, 1993); Peter Stirk & David Weigall, *The Origins and Development of European Integration* (Cassell, 1998); J de Wilde & H Wiberg (Eds), *Organized Anarchy in Europe: The Role of Intergovernmental Organizations* (Tauris, 1996).

Assessment: One 5,000-word long essay (25%), to be submitted by 5 p.m. on Monday, 15 March 2010. One three-hour written examination (75%) in the ST.

IR398

Dissertation

This information is for the 2009/10 session.

Teacher responsible

Dr John Kent, D407

Availability: Optional in year three for BSc International Relations students.

Course content: Candidates are required to submit a dissertation of 9-10,000 words, excluding bibliography, but including notes and any appendices and tables, by the beginning of May of their final year. The subject of the dissertation can be anything within the syllabus of the undergraduate degree in International Relations at the School. Candidates are required to submit the title of their dissertation for approval by the Course Co-ordinator before the last day of the Michaelmas Term of their third year. They are also required to submit to the Course Co-ordinator by the same deadline a brief plan and structure of how their proposed study will be carried out, including a select bibliography, of no more than 500 words.

Classes: The dissertation is unsupervised and must be entirely the candidate's own work. Before they choose to do a dissertation it is vital that candidates identify an interest in a particular field of study that they wish to explore in more depth. All teachers are permitted to give advice of a general and bibliographic nature on the chosen topic. This is a learning experience where students are **not** expected to perform a number of specific weekly tasks set by a particular teacher. The Course Co-ordinator will hold one class at the end of the LT in the second year and one class early in the following MT on general approaches to dissertation writing. Candidates will be given guidance and on whom to consult for initial advice on reading material. Further classes in the form of workshops of no more than 6 students will be held at the end of MT and in the first half of LT. Their number will depend on numbers doing the course. Candidates will be expected to present and discuss their outlines for their particular dissertations at the workshops and receive guidance on referencing and avoiding plagiarism in particular. During the ST in the second year, handouts will be provided to all students registered for IR398.

Supervision: In no circumstances are teachers within the School

or the wider university community, permitted to read or comment upon a draft of the dissertation or any part thereof. Advice may be given of a general nature through the Course Co-ordinator on points of difficulty that arise during its preparation. The dissertation should contain a coherent argument based on independent and critical analysis of a relevant body of theoretical or empirical material. This may consist entirely of secondary literature. There is no requirement, and no special credit will be given, for the use of original material such as unpublished documents, archives, or personal interviews.

Dissertations offer the chance to discover, and deal with, new and interesting material - as in many fulfilling jobs. Students are encouraged to participate in this challenge, which assesses different skills from examinations, and to use the opportunity to enhance their knowledge in an area of particular interest to them. The aim is to develop the ability to make independent judgements and decisions on extracting and analysing the most important and relevant material. The outcome will be the provision of coherent, clearly argued answers to significant questions candidates identify in their particular topic.

The final text should contain a full bibliography of utilised sources. Direct quotations from published or unpublished work must be fully referenced. Standard scholarly practice with regard to referencing the ideas of other scholars should be followed. The completed dissertation must be typed with double spacing on one side of the paper and with a wide left-hand margin. The pages must be numbered consecutively and adequately secured. The first page should contain the full title, the candidate's number (but not name), together with the rubric: 'BSc International Relations 2009/10. Dissertation submitted in partial fulfilment of the requirements of the degree.' All students must add on the cover page of their dissertation a declaration which is required for all work submitted as part of the formal assessment of degrees other than work produced under examination conditions, to the effect that they have read and understood the School's rules on plagiarism and assessment offences at www.lse.ac.uk/resources/schoolRegulations/regulationsOnAssessmentOffencesAndPlagiarism.htm and that the work submitted is their own apart from properly referenced quotations.

Assessment: Examiners of the dissertation look for a variety of skills and qualities such as: conceptual precision, skill in analysis and organisation of material, clarity of exposition, and capacity for logical reasoning. Examiners also attach weight to accuracy in English spelling, grammar, and punctuation.

The dissertation must consist of not more than 10,000 words (including footnotes or endnotes, tables and appendices but excluding bibliography, contents page and, where relevant, a list of acronyms). A penalty will be applied if students exceed the word limit by more than 100 words. For each incremental 200 words, or part thereof, over 10,100 words, 1 mark will be deducted. Dissertations in excess of 10,700 words will not be accepted.

Presentation: Candidates may be called for an oral examination in which the Examiners may, among other things, wish to satisfy themselves that the dissertation is the candidate's own work. Candidates should therefore ensure that his/her tutor or the Departmental Manager has up-to-date contact information for the months of June and July. The dissertation must be handed in to room D612 by 5pm on Tuesday 4 May 2010.

Penalties for the late submission of course work.

- (i) Where a course includes course work as part of its assessment, the LSE requires that all students must be given clear written instructions on what is required and the deadline for its submission;
- (ii) if a student believes that s/he has good cause not to meet the deadline (e.g. illness), s/he should first discuss the matter with his/her tutor or Course Coordinator and seek a formal extension from the Chair of the Examination Sub-Board. *Normally extensions will only be granted where there is a good reason backed by supporting evidence (e.g. medical certificate);*
- (iii) if a student misses the deadline for submission but believes that s/he has good cause which could not have been alerted in advance s/he should first discuss the matter with his/her tutor or the Course

Coordinator and seek a formal extension;

(iv) any extension should be confirmed in writing to the student;

(v) **if a student fails to submit by the set deadline (or the extended deadline as appropriate) the following penalty will apply:**

Five marks out of 100 will be deducted for a Dissertation submitted within 24 hours of the deadline and a further five marks will be deducted for each subsequent 24-hour period (working days only) until the Dissertation is submitted.

IS143

Information Technology and Society

This information is for the 2009/10 session.

Teachers responsible: Dr Edgar Whitley, NAB3.22 and Dr Gus Hosein, NAB 3.01

Availability: Compulsory for BSc Management Sciences. Optional for BSc Actuarial Science, BSc Business Mathematics and Statistics, BSc Human Resource Management and Employment Relations and BSc Management. Available as an outside option.

Pre-requisites: There are no pre-requisites. However, students must be familiar with MS Office software.

Course content: The course explores concepts and themes concerning the relationships between technology and society, with a particular emphasis on computer-based information systems. These include: Governments' use of information technology, the evolution of the Internet, the challenges posed to governments by data flowing freely across borders and their implications for individual privacy and national security, identity assurance, IT in developing countries, the Digital Divide, IT and Gender, communications security and surveillance. Students are exposed to the fundamentals of web design and the course includes a web development assignment.

Teaching: 30 lectures, IS143.A 20 classes in the MT and LT.

Indicative reading: Whitley, E. A., & Hosein, I. R. (2009). *Global challenges for identity policies*. Basingstoke: Palgrave Macmillan; Lessig, L. (1999). *Code and other laws of cyberspace*. New York: Basic Books.

Goldsmith, J., & Wu, T. (2006). *Who controls the internet? Illusions of a borderless world*. Oxford: Oxford University Press; Lyon, D.

(Ed.). (2006). *Theorizing surveillance: The panopticon and beyond*.

Cullompton: Willan Publishing; van Dijk, J. A. G. M. (2005). *The deepening digital divide: Inequality in the information society*. London: Sage.

Assessment: The course is examined on projects and exercises completed during the year worth 40% and a two-hour formal examination in the ST that counts for 60% of the final mark.

IS340

Information Systems in Business

This information is for the 2009/10 session.

Teachers responsible: Dr Ela Klecun, NAB3.37 and Dr Tony Cornford, NAB3.29

Availability: Optional for BSc Business Mathematics and Statistics, BSc Human Resource Management and Employment Relations, BSc Management and BSc Management Sciences.

Pre-requisites: Students are expected to have knowledge of information systems to a level equivalent to IS143 **Information Technology and Society.**

Course content: The course considers the integration of Information and Communication Technologies into organisations and working practices, from strategic intentions through design and implementation to use and the intended and unintended effects. Topics covered include understanding requirements for information systems; the systems development process and methodologies; strategic perspectives of information systems; organizational change and information systems; e-business models; strategic information infrastructures; IS evaluation; project management.

This is *not* a technical, hands-on course, rather it involves the study of a body of literature on the management and use of ICT in business, and the application of such ideas to case studies. Drawing on information systems and management literature, the course provides an opportunity for students to examination case studies of

IS successes and failures and to explore 'real-world' IS management. Most of the theory dealt with in the course is presented in the Michaelmas Term beginning with the history of IS and considering the stages of IS development and the ways these technologies are used. In the Lent Term this theory is drawn upon as students present in seminars based on selected readings.

Teaching: 10 two-hour lectures in MT, 10 two-hour seminars in LT, 15 one-hour classes in the MT and LT.

Indicative reading: K.C. Laudon & J.P. Laudon, *Managing Information Systems: managing the digital firm* (10th edn) Prentice Hall, 2007; P. Checkland and J. Poulter, *Learning from Action: a Short Definite Account of Soft Systems Methodology and its Use for Practitioners, Teachers and Students*, Wiley, 2006; D. Avison and G. Fitzgerald, *Information Systems Development*, McGraw Hill, 4th edition, 2006; M.J. Earl, *Information Management: The Organizational Dimension*, Oxford University Press, 1996; W. Currie & R.D. Galliers, *Rethinking Management and Information Systems*, Oxford University Press, 1999; C. Ciborra, *The Labyrinths of Information: Challenging the Wisdom of Systems*, Oxford University Press, 2002.

Assessment: The course is examined on an individual project in MT (20%), on a group project in LT (20%), which includes seminars and a report, and a three-hour formal examination in the ST that counts for 60% of the final mark.

LL104

Law of Obligations

This information is for the 2009/10 session.

Teacher responsible

Mr Giorgio Monti, F7.18

Availability: This is a compulsory course for Intermediate LLB students and BA Anthropology and Law first year students. It is also available as an outside option where regulations permit and with the permission of the course teacher.

Course content: Introduction to the law of contract with particular application to consumer transactions, including formation of contracts, express and implied terms, misrepresentation, exclusion clauses, remedies for breach of contract, and regulation of consumer transactions. Introduction to the principles of the law of restitution. . Introduction to the law of tort: negligence and other specific torts; causation, defences. Remedies for torts, including alternative compensation systems.

Teaching: The course is taught by means of two lectures (LL104) per week and one class (LL104.A) per week. The lectures will be given by a number of different teachers. The basic work is done through the classes, and the lectures are designed to introduce the topics on the syllabus.

Formative coursework: Each student will be expected to produce at least four pieces of written work in the course of the year. This will be set, marked and returned by each class teacher.

Indicative reading: A general reading list will be issued at the commencement of each term. Students should follow the advice of their class teachers as to the textbooks to be read.

Assessment: Three-hour formal examination in the ST, which requires candidates to answer questions in contract, tort, and unjust enrichment (restitution). There is a resit examination in this paper in September.

LL105 Half Unit

Property I

This information is for the 2009/10 session.

Teacher responsible

Mr R A Pottage, F7.21

Availability: This is a compulsory course for Intermediate LLB students and 2nd year BA Anthropology and Law. It is also available as an outside option where regulations permit and with the permission of the course teacher.

Course content: The aim is to introduce students to the role of property concepts in legal and social thought. Particular attention is paid to the context, development and function of property forms in contemporary legal systems.

The course encompasses a broad range of established and

emergent property forms, ranging from questions of copyright and share ownership to aspects of real property. Extensive use will be made of historical and other general commentaries on the question of property.

Teaching: Two lectures a week (LL105) and one-hour class (LL105.A).

Indicative reading: Murphy & Roberts, *Understanding Property Law*; Ryan, *Property and Political Theory*; Rifkin, *The Age of Access*.

Assessment: A two-hour formal examination in the ST on which the entire assessment for the course is based.

LL106

Public Law

This information is for the 2009/10 session.

Teachers responsible: Professor Martin Loughlin, F7.14 and Dr Thomas Poole, F7.19

Availability: This is a **compulsory** course for Intermediate LLB and BA Anthropology and Law students. It is also available as an outside option where regulations permit and with the permission of the course tutor.

Course content: The course covers: the conceptual framework of public law; central government and the executive; parliament; multilayered government (the European Union, devolution and local government); judicial review; and civil liberties and human rights.

Teaching: Lectures (LL106); MT, LT and ST two lectures and one class a week (LL106.A).

Written work: Two non-assessed essays and other assignments, to be set by the class tutor, will be required.

Indicative reading: Basic texts: A.W. Bradley & K.D. Ewing, *Constitutional and Administrative Law* (London: Longman, 14th edn., 2007); C. Turpin & A. Tomkins, *British Government and the Constitution: Text, Cases and Materials* (Cambridge University Press, 2007).

The course is delivered through Moodle and reading assignments and exercises will be fixed by class teachers.

Assessment: Three-hour written examination in the ST.

LL108

Criminal Law

This information is for the 2009/10 session.

Teacher responsible

Professor Nicola Lacey, F6.12

Availability: The course is compulsory for Intermediate LLB students and BA Anthropology and Law 2nd year students. It is also available as an outside option where regulations permit and with the permission of the course teacher.

Course content: The course examines the 'general part' of criminal law and selected areas of the special part of criminal law in the context of theories of the aims and functions of criminalisation.

- justifying criminal law: what are the limits to criminalization?;
- the conceptual framework of criminal liability (conduct, responsibility, capacity, defences);
- criminal law's construction and regulation of interests in property (with particular reference to the offences of theft and fraud);
- attempts;
- regulatory offences (with special reference to drugs);
- homicide;
- sexual offences;
- non-fatal violence against the person;
- secondary participation in crime

Teaching: Teaching is by 40 hours of lectures (LL108) and 22 classes. Detailed reading lists are provided and students are expected to be fully prepared beforehand in order to be able to participate in class.

Formative coursework: This will be set by the teacher in charge of the class. A minimum of two pieces of written work will be required, usually one essay and one problem.

Indicative reading: A detailed reading list will be distributed at the start of the course (for the current list, see the public folders). A number of criminal law textbooks are available, and students will be expected to read the relevant parts of the most recent editions of one of these, eg Nicola Lacey, Oliver Quick & Celia Wells,

Reconstructing Criminal Law; Andrew Ashworth, *Principles of Criminal Law*; M Allen, *Introduction to Criminal Law*. They will also be expected to read all cases and materials marked as primary on the detailed reading lists provided.

Assessment: Three-hour written examination in the ST.

LL109 Half Unit

Introduction to the Legal System

This information is for the 2009/10 session.

Teacher responsible

Dr Fauzia Shariff, F7.30

Availability: Compulsory for first year LLB students and as an option for BA Anthropology and Law students. It is also available as an outside option where regulations permit and with the permission of the course teacher.

Course content: The course is designed as a foundation course to familiarize law students with the basic characteristics and functioning of legal systems.

The course will include:

1. What is law and what are legal systems?
2. Sources of English law
3. English legal profession and judiciary
4. Court structure
5. Criminal law process
6. Civil law Process including ADR
7. Legal pluralism (religious law)
8. Sample global legal systems for comparison

Teaching: Two lectures per week and one class per week MT.

Formative coursework: One essay.

Indicative reading: This is a Moodle course, with the course materials, lecture outlines, class reading and suggestions for further reading set out through links to relevant sites. The main background book for the course is Alisdair Gillespie's *The English Legal System*.

Assessment: A two-hour essay-based written examination in the ST, in which students must answer two questions.

LL201

Administrative Law

This information is for the 2009/10 session.

Teacher responsible

Professor Carol Harlow, F6.02

Availability: This course is optional for 2nd or 3rd year LLB students and BA Anthropology and Law. The course is available as an outside option where regulations permit and is especially appropriate for students of government and politics.

Course content: The course examines the law relating to public administration and, in particular, the possibilities, limitations and desirability of legal intervention.

Theories of Administrative Law; Rules and Discretion; Administrative Law and New Public Management; Administrative Law and Risk; Regulation; Judicial Review; Public Inquiries; Global Administrative Law.

Teaching: 20 two-hour Seminars (LL201) held weekly.

Formative coursework: Students are expected to submit two essays during the year.

Indicative reading: Detailed readings will be provided at the start of the course. Main texts: Harlow & Rawlings, *Law and Administration* (3rd ed., 2009); P Cane, *An Introduction to Administrative Law* (4th ed, 2004).

Assessment: 75% of the mark will be a 3-hour written examination in the ST in which students answer 3 questions. 25% will be by an assessed essay of 4,000-5,000 words in length, chosen by the student in consultation with the teacher.

LL202

Commercial Contracts

This information is for the 2009/10 session.

Teacher responsible

Dr Stephen Watterson, F7.24

Availability: This is an optional course of LLB and BA Anthropology and Law. It is also available as an outside option where regulations

permit and with the permission of the course teacher. This course is not available to General Course students.

Pre-requisites: Completion of LL104 **Law of Obligations** is normally a prerequisite.

Course content: A study of the law governing commercial contracts in their business context.

Formation and Interpretation of Contracts. Pre-Contractual Duties.

Sale of Goods. Credit and Security. Multi-Party Transactions (focusing on problems of risk allocation and privity of contract, arising in the context of construction projects). Long-term Contracts. Agency, Distributorship, and Franchising. Agreed Remedies. Alternative Dispute Resolution (including Arbitration).

Teaching: There will be one two-hour lecture each week. Additional small classes meet four times each term.

Formative coursework: Written work will be required each term.

Indicative reading: A complete reading list is distributed at the beginning of the year.

Textbooks: H Collins, *Law of Contract*; Beale, Bishop & Furmston, *Contract: Cases and Materials*.

References: M Bridge, *The Sale of Goods*; R Goode, *Commercial Law*; L Sealey & R Hooley, *Text and Materials in Commercial Law*; S Worthington, *Personal Property Law*; H. Collins, *Regulating Contracts*.

Assessment: One three-hour (plus 15 minutes additional reading time) examination in the ST.

LL203

Law of Business Associations

This information is for the 2009/10 session.

Teachers responsible: Dr D Kershaw, NAB7.28, Dr E Micheler, NAB7.35 and Professor N Moloney, NAB 6.32

Availability: This course is optional for 2nd and 3rd year LLB students and BA Anthropology and Law. Students are advised, where possible, to take the course as a 3rd year rather than a 2nd year option.

Course content: This course examines the structure and operation of the corporate vehicle through which much of the business of the private sector of the economy is conducted.

Introduction to business associations (comparing corporate and non-corporate business vehicles); corporate personality and dealings with third parties; limited liability and creditor protection; shares and shareholding; directors' duties and their enforcement; protection of minority shareholders; corporate governance.

Teaching: 38 lectures (20 in MT and 18 in LT) plus 12 two-hour seminars, spread over MT, LT and ST.

Formative coursework: At least one piece of written work will be required in each of MT and LT.

Indicative reading: Gower & Davies, *Principles of Modern Company Law* (8th edn, 2008); D Kershaw, *Company Law in Context: Text and Materials* (2009); L Sealy and S Worthington, *Cases and Material on Company Law* (9th edn, 2007).

Assessment: Three-hour written examination, plus 15 minute reading period. Unmarked statutory materials may be taken into the examination.

LL204

Advanced Torts

This information is for the 2009/10 session.

Teachers responsible: Bob Simpson, NAB 6.16 and Julian Fulbrook, NAB 7.20

Availability: This is an optional course for LLB and BA Anthropology and Law. The course is not available to General Course students.

Pre-requisites: Students must first have completed LL104 **Law of Obligations**.

Course content: The course examines a range of Torts, building on knowledge about the tort of negligence gained in the Law of Obligations course, but dealing also with several other discrete areas of the subject.

(A) Personal Injuries: Psychiatric Damage; Medical Negligence; Trespass to the Person. (B) Economic Interests; Liability for professional negligence; the Economic Torts; Passing Off. (C)

Property Rights: Trespass to Land; Nuisance and Environmental Protection; the rule in *Rylands v Fletcher*. (D) Reputation: Defamation; Privacy. (E) Special Topics (which may change from year to year): Sports Liability; Outdoor Activities Liability; Transport Liability; Tobacco Liability; Work-related liability; Multi-party actions; Reform proposals and an overall perspective on tort liability.

Teaching: There will be one two-hour lecture/seminar a week.

Classes will be held in weeks 2, 4 and 6-10 in the MT, and weeks 1-5 and 7-10 in the Lent Term.

Formative coursework: At least two pieces of written work will be required.

Indicative reading: General Texts: B A Hepple, D Howarth & M H Matthews, *Tort: Cases and Materials* (6th edn, 2008); B S Markesinis & S F Deakin, *Tort Law* (6th edn 2007); John G Fleming, *The Law of Torts* (9th edn, 1998); W V H Rogers, *Winfield & Jolowicz on Tort* (17th edn, 2006)

Introductory Texts: John G. Fleming, *An Introduction to the Law of Torts* (2nd edn, 1985); Carol Harlow, *Understanding Tort Law* (3rd edn, 2005).

Specialist Texts: Peter Cane, *Atiyah's Accidents, Compensation and the Law* (7th edn, 2006); ; Nicholas Mullany & Peter Handford, *Tort Liability for Psychiatric Damage* (2006); Jane Stapleton, *Disease and the Compensation Debate* (1986); Margaret Brazier, *Medicine, Patients and the Law* (3rd edn, 2003); Ian Kennedy & Andrew Grubb, *Medical Law* (3rd edn, 2003); Peter Cane, *Tort Law and Economic Interests* (2nd edn, 1996); Peter Cane, *The Anatomy of Tort Law* (1997); Julian Fulbrook, *Outdoor Activities, Negligence and the Law* (2005).

Assessment: A three-hour (plus 15 minutes additional reading time) written examination in the ST.

LL205

Medical Law

This information is for the 2009/10 session.

Teacher responsible

Professor Emily Jackson, F7.12

Availability: This course is optional for Parts I and II LLB and BA Anthropology and Law. It is also available as an outside option where regulations permit and with the permission of the course teacher.

Course content: A study of medical law and ethics.

1. Bioethics
2. Resource allocation in the NHS
3. Clinical negligence and product liability
4. Consent: Capacity and Information
5. Confidentiality
6. Clinical research
7. Mental health law
8. Regulation of medicines
9. Reproduction; abortion; surrogacy; assisted conception; PGD; reproductive torts
10. Embryo and stem cell research
11. Genetics
12. Organ transplantation
13. End of life decision making

Teaching: Lectures: weekly MT, LT, ST.

Classes: weekly MT, LT, ST.

Formative coursework: Students will be expected to prepare outline arguments for classes/seminars, in addition to handing in at least one essay each term.

Indicative reading: E Jackson *Medical Law*, 2nd edition (2009); Brazier and Cave *Medicine, Patients and the Law* 4th ed (2007)

Assessment: A formal three-hour examination (100%).

LL207

Civil Liberties and Human Rights

This information is for the 2009/10 session.

Teachers responsible: Professor Kai Moller, Professor Jill Peay, Dr Tom Poole and Dr Peter Ramsay

Availability: This is an optional course for 2nd and 3rd year LLB students and BA Anthropology and Law students.

Course content: The course explores aspects of civil liberties and

human rights law, with an emphasis on underlying theoretical and conceptual issues. Comparative material is introduced to highlight distinctive features of English law. There is particular emphasis on the European Convention on Human Rights and Fundamental Freedoms, in both its European and British law aspects.

The Human Rights Act 1998 and civil liberties protection: theories of civil liberties and human rights; civil and political rights; free speech principles and philosophy; the regulation of hate speech; liberalism and multiculturalism; freedom of religion; the Human Rights Act 1998 and civil liberties protection; mental health and civil liberties; terrorism, security and civil liberties.

Teaching: One one-hour lecture and one hour class per week.

Formative coursework: Students are expected to submit two essays during the year.

Indicative reading: A detailed list will be available at the beginning of the course.

The core text is C Gearty, *Civil Liberties* (2007). Other principal texts include: T. Campbell, K.D. Ewing, and A. Tomkins, *Sceptical Essays on Human Rights* (2001); N Whitty, T Murphy, and S Livingstone, *Civil Liberties Law: The Human Rights Act Era* (2001); C. Gearty, *Principles of Human Rights Adjudication* (2004).

Assessment: One three hour unseen examination in the Summer Term (100%) with nine questions from which three must be attempted.

LL209

Commercial Law

This information is for the 2009/10 session.

Teacher responsible

Vivien Prais, NAB 6.04

Availability: Optional for BSc Accounting and Finance, BSc Business Mathematics and Statistics, BSc Economics, BSc Human Resource Management and Employment Relations, BSc Management, BSc Management Sciences and the Diploma in Accounting and Finance.

Course content: An introduction to the fundamental principles of contract law, company law and the law of corporate insolvency.

1 Contract law: essentials of a valid contract; privity rules; factors of invalidation; discharge; remedies.

2 Company law: incorporation of a company; constitutional documents; capacity and ultra vires problems; liability of the company to third parties; directors' duties; shareholders' powers and protections, including majority rule and minority protection.

3 Corporate insolvency law: fund raising; secured lending; receivership; administration; liquidation.

Teaching: Lectures: weekly MT, LT.

Classes: weekly MT, LT, ST.

Formative coursework: Students will be expected to complete two essays during the year, and to prepare outline arguments for weekly classes.

Indicative reading: Core texts: E McKendrick, *Contract Law*; Dignam and Lowry, *Company Law*; Keay and Walton, *Insolvency Law: Corporate and Personal*. Supplementary texts: Collins, *The Law of Contract*; Davies, Gower and Davies' *Principles of Modern Company Law*. Further reading will be recommended at the start of each segment of the course.

Assessment: One formal three-hour examination in the ST, comprising 11 questions of which four must be answered.

LL210

Information Technology and the Law

This information is for the 2009/10 session.

Teacher responsible

Mr Andrew Murray, F7.26

Availability: Available to students on Parts I and II LLB and to students on BA Anthropology and Law. It is also available as an outside option where regulations permit and with the permission of the course teacher.

Course content: This course discusses the impact computers and the Internet are having on the substantive law of the United Kingdom, Europe and the United States, and analyses the socio-legal effects of regulatory structures on the development of the

Internet community.

1 Introduction: Basic terminology. An introduction to Computers, Cyberspace and Internet Technology: How they developed and what role they play in modern society.

2 Digital Property: Does digital property exist? Who owns Cyberspace?

3 Regulating the Digital Environment: Who regulates Cyberspace? How do they Regulate?

4 Cyberharms: Viruses, Denial of Service Attacks and Hacking; Pornography, Extreme Pornography and Child Pornography; Terrorist Websites; Violent Content and Racially Abusive Content; Libellous materials and Spam.

5 Privacy & Surveillance: Online Privacy, surveillance, commercial data gathering and Encryption; Data Protection and Data Security; Technologies to track and trace individuals offline.

6 Intellectual Property Rights: Copyright in computer software; Patenting software applications; Trade Marks and Domain Names, internet keyword searches and trade marks.

7 The New Intellectual Property: Peer-to-Peer Systems; Free and Open Source Software; the Creative Commons; Digital Content Management Systems (DCMS).

8 E-Commerce: Electronic Contracts; Digital Signatures.

9 International Aspects: IPL and choice of law; Internet Regulation ICANN, WIPO and the registrars.

10 Future developments.

Teaching: One two-hour lecture and one one-hour class both held weekly in the MT, LT and 1 class meeting in the ST.

Course website: This course is web supported. The Course website may be assessed at: www.itlawweb.co.uk

Formative coursework: Students will be required to produce two essays during the year and are expected to give class papers.

Indicative reading: *Blackstone's Statutes on IT & e-Commerce* (3rd edn, OUP, 2004); Lloyd, *Information Technology Law* (5th edn, OUP 2008); Reed & Angel, *Computer Law* (6th edn, OUP, 2007); Bainbridge, *An Introduction to Information Technology* (6th edn, Pearson, 2007); Edwards, *The New Legal Framework for E-Commerce in Europe* (Hart, 2005); Murray, *The Regulation of Cyberspace* (Routledge, 2006); Klang & Murray, *Human Rights in the Digital Age* (Glasshouse, 2005).

Assessment: A formal three-hour examination in the ST.

LL212

Conflict of Laws

This information is for the 2009/10 session.

Teacher responsible

Mr Jacco Bomhoff, F6.29

Availability: This course is optional for 2nd and 3rd year LLB students and for BA Anthropology and Law. Students are advised, where possible, to take this course as a 3rd year rather than a 2nd year option.

Pre-requisites: A good knowledge of law is required.

Course content: Conflict of laws - also known as private international law - is the area of law concerned with cases in which the facts present one or more international element. The field's central technical questions are (1) jurisdiction (will an English court or a foreign court hear a case?), (2) choice of law (should the court apply its own law or that of a foreign country?), (3) the recognition and enforcement of foreign judgements. During the course, these three questions will frame reflection on a range of topics, including commercial/practical issues (how can companies structure their cross-border transactions), but also questions of a more political nature (to what extent should States be able to regulate matters beyond their own borders?) or with a strong social/cultural dimension (how should foreign cultural understandings be accommodated in domestic law?). Because of the growing role of the European Union in this area, the interaction between English and European approaches to conflict of laws issues will be an important running theme throughout the course.

(1) jurisdiction in international commercial litigation under the traditional English rules and in European law, (2) recognition and enforcement of foreign judgements under European rules and at common law, (3) complex litigation, (4) choice of law in contract

and tort, (5) public policy, mandatory rules and exclusion of foreign law, (6) comparative aspects and theoretical foundations of the conflict of laws.

Teaching: 22 weekly two-hour seminars (LL212).

Formative coursework: Two essays.

Indicative reading: The following texts may serve as sources of reference throughout the course: Bogdan, *Concise Introduction to EU Private International Law* (2006); Clarkson & Hill, *The Conflict of Laws*, (3rd ed., 2006); McClean & Beevers, Morris: *The Conflict of Laws* (6th ed., 2005); Peter North & James Fawcett, *Cheshire & North's Private International Law* (14th ed., summer 2008).

Assessment: Three-hour written examination paper in ST.

LL221

Family Law

This information is for the 2009/10 session.

Teacher responsible

Helen Reece

Availability: Available to LLB and BA Anthropology and Law students. It is also available as an outside option where regulations permit and with the permission of the course teacher.

Course content: The course is concerned with the regulation of personal relationships and the public and private consequences for individuals of this regulation. The course examines the legal constitution of families, the problems people encounter in their personal relationships and the legal responses to those problems. We are as concerned with what actually happens in practice and the policy behind it as with the law as stated in the books.

Term 1: Adult Relations:

1. Introduction: (a) Intervention in the family; (b) Discrimination against families, in the context of human rights legislation.
2. Marriage and Civil Partnerships: (a) the distinction; (b) Gender Recognition Act; (c) nullity.
3. Divorce and Dissolution
4. Financial provision: (a) conceptions of equality; (b) the legal framework for discretion.
5. Domestic violence: the legal framework, and the limits of legislation.

Term 2: Child Law: 1. Introductory concepts: (a) children's welfare; (b) the welfare checklist; (c) principle of non-intervention; (d) parental responsibility: meaning and allocation.

2. Children and families: (a) legal framework; (b) regulation after relationship breakdown.
3. Children and the state: (a) care and supervision; (b) child abuse; (c) judicial review of local authority decision-making.

Teaching: The course is taught through lectures and classes.

Formative coursework: Students are set essays, which do not count for assessment purposes, in the first and second terms.

Indicative reading: Students are provided with a detailed syllabus and reading list for class topics. Basic reading for each topic will be drawn from a number of sources including text books and cases. Purchase of a text book is not mandatory, but if students wish to purchase one, either J. Herring, *Family Law* 3rd ed (Longman 2007) or A. Diduck and F. Kaganas, *Family Law, Gender and the State*, 2nd ed. (Hart Publishing 2006) is recommended.

In case students wish to purchase any books the following are suggested:

Textbooks: J. Herring, *Family Law* 4th ed (Longman 2009); Judith Masson et al, *Cretny's Principles of Family Law* (8th edn, 2008, Sweet and Maxwell); Nigel Lowe and Gillian Douglas, *Bromley's Family Law* (10th edn, 2007, OUP).

Casebooks: Brenda Hale et al, *The Family, Law and Society: Cases and Materials* (6th edn, 2009, OUP); Sonia Harris-Short and Joanna Miles, *Family Law: Text, Cases and Materials* (2007, OUP); Alison Diduck and Felicity Kaganas, *Family Law, Gender and the State* (2nd edn, 2006, Hart Publishing); Reader: Michael Freeman, *Understanding Family Law* (2007, Sweet and Maxwell).

Assessment: Three-hour examination in which students answer four questions. Approved statutory materials may be taken into the examination in accordance with School Regulations.

LL232**Law and Institutions of the European Union****This information is for the 2009/10 session.****Teachers responsible:** Dr M Wilkinson, NAB 6.28. Also taught by Professor D Chalmers, Dr C Kilpatrick, Dr Jo Murkens, Dr V Heyvaert and Mr J Bomhoff.**Availability:** This course is optional for 2nd or 3rd year LLB students, BA Anthropology and Law and BSc Management. It is also available as an outside option where regulations permit and with the permission of the course teacher.**Course content:** Evolution of the European Union. Institutions and Legislative Procedures of the European Union. Interest Representation and the Democratic Deficit within the European Union. Constitutionalism and the EC Legal System. The Judicial Architecture of the European Union and relations between national courts and the Court of Justice. Enforcement of EC law in the Member States. Judicial review of Community acts. Fundamental Rights. EU Citizenship. The Economic Constitution and Free Movement of Goods. Free Pursuit of Occupations. The Social Economy and the Freedom to Provide Services.**Teaching:** Two lectures and a class per week.**Formative coursework:** This depends upon each class teacher, but a minimum of two essays, or equivalent work, per term required. One of the written requirements takes the form of a mock exam at the end of MT.**Indicative reading:** The core text for this course is Chalmers et. al., *EU Law* (CUP 2006) + the 2008 Updating Supplement. Alternative textbooks include Weatherill & Beaumont, *EU Law* (3rd edn; update expected around March 2008); Craig & De Burca, *EU Law* (4th edn, 2007); Hartley, *The Foundations of EC Law* (5th edn, 2003); Weiler, *The Constitution of Europe* (1999); Hix, *The Political System of the European Union* (1999) In addition, the course uses a broad range of on-line reading material. Students are expected to retrieve and print these materials themselves: there is no course pack. The recommended statute book is Busby & Smith, *Core EU Legislation* (Palgrave Macmillan), Blackstone's EC Legislation (OUP) is a good alternative.**Assessment:** One three-hour examination in the ST, containing 10 questions of which four are to be answered.**LL233 Not available in 2009/10****Law of Evidence****This information is for the 2009/10 session.****Teacher responsible**

Professor Mike Redmayne, NAB 6.13

Availability: This course is optional for LLB Part I and II and BA Anthropology and Law. It is also available as an outside option where regulations permit and with the permission of the course teacher.**Course content:** This course explores aspects of evidence and proof, with an emphasis on theoretical and conceptual understanding.

The course is organised around two main themes: (i) the nature of evidential reasoning: rationality and probability; problems of proof. (ii) the modern law of evidence: burden and standard of proof; relevance; hearsay; character evidence; sexual history evidence; expert evidence: fingerprinting and DNA profiling; exclusionary rule; inferences from silence.

Teaching: 20 weekly two-hour seminars (LL233), Sessional.**Formative coursework:** Students will be expected to produce two essays during the year.**Indicative reading:** To gain an understanding of the modern law of evidence, students may find it useful to consult an up to date evidence text, such as Choo, *The Law of Evidence* (2006) or Roberts and Zuckerman, *Criminal Evidence* (2004). The full reading list will be available at the beginning of the year; some indicative reading is also available on the public folders.**Assessment:** A three-hour examination in the ST.**LL241****Introduction to Civil Law****This information is for the 2009/10 session.****Teacher responsible**

Dr Igor Stramignoni, F7.17

Availability: The course is available as an option to all LLB students. It is also available to other undergraduate students as an outside option where regulations permit.**Course content:** A historical introduction to key legal institutions of mainland Europe.

The legal institutions of Rome before and after the Republic. The Justinian codification. The Middle Ages. The Return of the Corpus Iuris Civilis. The centralization of justice in the British Isles. The discovery of America and colonialization. Justice in the France of Roi Soleil. Voltaire's Paradox. The Movement toward modern codification. The Coming of the French Revolution and its Interpretations. The Droit Intermediaire. The Declaration of the Rights of Man and of the Citizen. The Code Napoleon. The 19th century codifications. Europe's Egypt, Europe's India: Adjudicating "Orientals". The Looming of the Great War. WWII and the Laws of the Third Reich. Reconstructing Europe: Legal Unification, Harmonization, and Governance. Decolonization and Human Rights.

Teaching: One two-hour lecture weekly.**Formative coursework:** Students will be asked to do some written work and/or oral presentations on select topics covered by the syllabus.**Indicative reading:** Dr Igor Stramignoni will indicate which textbook is required at the beginning of each academic year. In addition, students will be asked to read widely from appropriate specialized journals and from books available in London libraries.**Assessment:** A formal three-hour examination in English.**LL242****International Protection of Human Rights****This information is for the 2009/10 session.****Teacher responsible**

To be confirmed

Availability: This is an optional course for LLB Parts I and II and BA Anthropology and Law, BSc International Relations students and other Bachelor's degrees as regulations permit. Numbers of those admitted will be restricted.**Pre-requisites:** Students need to have already taken and done well in a course in Public International Law or in Civil Liberties Law.**Course content:** Comprehensive study of the expanding international law of human rights and protection mechanisms, both at a universal and regional level.

The course is divided in two parts. The first part deals with conceptual issues, namely: definitions of human rights, including theories of human rights and universality and relativism; the role of international law in the protection of human rights; the system of international protection of human rights; the role of non-discrimination, human rights as absolute or qualified rights; minorities and indigenous groups; the prohibition of genocide; human rights and national security; human rights and humanitarian law; social and cultural rights; and globalization and human rights. The second part is devoted to a study of specific rights, drawing largely upon the case law of the European Convention, the American Convention and the African Charter as well as the UN Covenants. Among the rights examined through the case law are the right to life; fair trial; prohibition of torture, inhuman and degrading treatment; privacy and family life; and the fundamental freedoms.

Teaching: This course is taught by one hour weekly lecture (LL242) 10 in MT, nine in LT; and tutorial classes (Group A, Group B, and Group C); supplemented by writing requirements and consultation on these.**Indicative reading:** A detailed reading list is provided.**Assessment:** A three hour formal examination in the ST, based on the syllabus in the MT and LT. There are usually 10 questions, of which four are to be answered. The paper comprises both essay and problem questions.

LL250 Not available in 2009/10**Law and The Environment****This information is for the 2009/10 session.****Teachers responsible:** Dr Veerle Heyvaert, F7.06 also taught by Professor Martin Loughlin, F7.14**Availability:** This course is optional for Parts I and II of LLB and LLB (French). It is optional for BA Anthropology and Law, BSc Environmental Policy, BSc Environmental Policy with Economics and BSc International Relations; other students with a keen interest in the environment are welcome.**Course content:** The aim of this course is to assess from an interdisciplinary perspective the role of UK law in the environmental field.

- 1 The origins and development of environmental law in the UK
- 2 Environment, ecology and economy: theoretical and philosophical influences on the development of environmental principles and practices
- 3 Critiques of environmental regulation and regulatory alternatives
- 4 The domestic organisation of environmental protection: the institutional framework; objectives and instruments of environmental policy and regulation - sustainable development, best available techniques and integrated pollution control
- 5 The relationship between environmental law and planning law; problems raised by the built environment
- 6 Environmental protection and the common law issues of environmental liability
- 7 Environmental protection and human rights: the Human Rights Act and its opportunities and challenges for environmental protection.
- 8 Modern regulatory frameworks for environmental protection - IPPC, the new regime for contaminated land, and waste management.
- 9 Discussion of environmental problems and legal solutions to the hazards and risks of modern farming, biotechnology, chemicals production, animal welfare, etc.
- 10 Critical analysis of the supranational and international environmental framework, including the relation between international trade and environmental protection.

Teaching: 20 seminars (LL250) MT and LT.**Formative coursework:** One essay (or equivalent written task) in MT and one in LT.**Indicative reading:** There is no set book that covers the entire course, however, several sessions use Holder and Lee, *Environmental Law and Policy: Text and Materials* (CUP, 2007). Bell & McGillivray (also known as Ball & Bell), *Environmental Law* (6th edn, Blackstone Press, July 2005) is another useful source. A detailed reading list is provided for each class. Materials that are not sourced from Holder & Lee or Bell & McGillivray are mostly available online. Those few texts that are not available online can be obtained from the private library. Useful introductory books include: Ashford & Caldart, *Environmental Law, Policy and Economics*, 2008; Lazarus, *The Making of Environmental Law*, 2004; Holder & McGillivray, *Locality and Identity: Environmental Issues in Law and Society*, 1999; Chertow & Esty, *Thinking Ecologically*. The next generation of environmental policy, 1997; Churchill, Warren & Gibson (Eds), *Law, Policy and the Environment*, 1991; R Carson, *Silent Spring*, 1962; R Eckersley, *Environmentalism and Political Theory*, 1992.**Assessment:** Formal three-hour examination in ST, covering the contents of the entire course.**LL251****Intellectual Property Law****This information is for the 2009/10 session.****Teacher responsible**

Anne Barron, F6.05

Availability: This course is optional for Parts I and II LLB. It is also available to students on BA Anthropology and Law.**Course content:** An introduction to the law relating to copyright, registered trademarks and patents. These legal regimes will be considered against the backdrop of an analysis of intellectual property law's history and theoretical foundations, its increasing importance in underpinning the 'knowledge economy', and the

issues arising from the harmonisation of standards of intellectual property protection worldwide.

Teaching: Two lectures per week; classes fortnightly.**Formative coursework:** Students will be expected to submit two pieces of written work during the year.**Indicative reading:** The recommended text will be Lionel Bently & Brad Sherman, *Intellectual Property Law* (3rd edn) (Oxford University Press 2008), and students will also be required to purchase one of the available edited collections of statutes. The full reading list will be issued at the beginning of the year.**Assessment:** The course will be assessed by way of a three-hour examination in the ST (plus an additional 15 minutes reading time).**LL253****The Law of Corporate Insolvency****This information is for the 2009/10 session.****Teacher responsible**

Professor Vanessa Finch, F6.09

Availability: This course is optional for LLB, and BA Anthropology and Law. (It is not available for General Course students).**Course content:** The course examines the law and procedures affecting insolvent and financially distressed companies and those concerned with them (for example, creditors, directors and employees). It also assesses the justifications and principles underlying a corporate insolvency regime.

- 1 Role and Objectives of Corporate Insolvency Procedures
- 2 Issues concerning the insolvency of Corporate Groups
- 3 The Role of Insolvency Practitioners and Turnaround Professionals
- 4 Corporate Borrowing
- 5 Liquidation; *Pari Passu* Distribution; Secured Creditors; Security Devices for Consumer Creditors and Commercial Suppliers
- 6 Repercussions of Corporate Insolvency on Directors and Employees
- 7 The European and International Dimensions

Teaching: 22 weekly two-hour seminars (LL253).**Formative coursework:** Students will be expected to prepare for participation in weekly seminar discussion. A minimum of two essays will be required.**Indicative reading:** Vanessa Finch, *Corporate Insolvency Law - Perspectives and Principles* (2nd ed. 2009) (Cambridge University Press); *Report of the Review Committee on Insolvency Law & Practice* (the Cork Report) Cmnd 8558 (1982). More detailed reading lists will be provided during the course.**Assessment:** A formal three-hour examination in the ST based on the full syllabus. Unmarked, unannotated versions of the relevant legislation may be taken into the examination.**LL257****Labour Law****This information is for the 2009/10 session.****Teacher responsible**

Bob Simpson, NAB 6.16

Availability: LLB, BA Anthropology and Law.**Course content:** The law of the UK and relevant European law governing collective labour relations and individual employment. Collective labour law: Freedom of association; trade unions and their members; collective labour relations including trade union recognition, collective agreements and information and consultation rights; industrial conflict - strikes, other forms of industrial action and the law. Individual labour law: Forms of employment, regulation of the employment relation, termination of employment, effects of restructuring of businesses, discrimination, and human rights in the workplace.**Teaching:** One two hour seminar a week.**Indicative reading:** Reading lists are supplied for each week's seminar. Students should read the latest edition of a text book; the leading texts are S. Deakin & G. Morris *Labour Law* and H Collins, K Ewing & A McColgan, *Labour Law: Text and Materials*. Students will also need to refer to a current collection of statutes, such as Blackstone's *Statutes on Employment Law*.**Assessment:** A three-hour written examination in the ST.

Candidates are permitted to take into the examination an unmarked

copy of a collection of statutes.

LL259

Legal and Social Change Since 1750

This information is for the 2009/10 session.

Teacher responsible

Professor WT Murphy

Availability: LLB, BA Anthropology and Law, BSc Economic History. Also available as an outside option where programme regulations permit and to General Course students.

Course content: [A] What does doing history involve? [B] The "long" eighteenth century: the employment and welfare of the poor 1. Order and Deference in 18C England; 2. Courts and the Law in the eighteenth century; 3. Is the writing of history inescapably political? 4. The Development of the 'Carceral' Society; 5. The Policing of the Poor; [C] The modernization of Britain (I) General Problems: 1. The nineteenth-century revolution in government: institutions; 2. What is 'modernisation'? 3. The nineteenth-century revolution in government: ideas; [D] The modernisation of Britain II: Specific Domains: 1. The Welfare of the Poor: Before and After 1834; 2. Education: before and after 1870; 3. Family ideology and family policy (i) Marriage; 4. Family ideology and family policy (ii) Health and eugenicism; [E] Law and the twentieth century: the individual and the state 1. The abolition of the New Poor Law: Towards a modern system of social security? 2. The equality of women; 3. sexuality and the self; 4. Total war: social aspects and consequences; 5. consumer society and leisure.

Teaching: 22 two-hour seminars.

Formative coursework: Students who choose to be assessed by unseen examination must submit one essay each term. Those submitting a dissertation will produce outlines and drafts that will be used for formative coursework purposes.

Assessment: Students can choose to be assessed by 100% examination or 100% dissertation.

Indicative reading: Reading will be suggested during the course.

LL272 Half Unit

Outlines of Modern Criminology

This information is for the 2009/10 session.

Teacher responsible

Professor Robert Reiner, F6.34

Availability: This half-course is optional for LLB Part I and II, and BA Anthropology and Law. Some familiarity with sociological or psychological literature would be an advantage, but is not a prerequisite. It is also suitable for General Course students, and a limited number may be admitted on application.

Course content: The course examines the main theories about crime and its explanation, including biological and psychological perspectives. The emphasis is on sociological theories, including critical approaches. It also considers a number of aspects of contemporary crime and criminal justice issues, such as the overall trends and patterns of crime, policing and crime prevention, race and sex discrimination in criminal justice, the politics of law and order, and the role of the mass media.

The history of criminological theory; individualistic explanations of crime (biological and psychological); social theories of crime; critical perspectives on crime and criminal justice; crime trends and patterns, and the problems of interpreting criminal statistics; policing; race and sex discrimination; the politics of law and order; mass media representations of crime and criminal justice.

Teaching: There will be 9 two-hour seminars held weekly in the LT.

Formative coursework: Two essays are required during this course.

Indicative reading: Introductory: R. Reiner, *Law and Order: An Honest Citizen's Guide to Crime and Control* (2007). Core texts: M Maguire, R Morgan & R Reiner, *The Oxford Handbook of Criminology* (4th. edn, 2007); T. Newburn, *Criminology* (2007). Detailed reading for each topic will be recommended at the outset of the course.

Assessment: One two-hour examination in the ST in which candidates have to answer three out of nine questions.

LL275

Property II

This information is for the 2009/10 session.

Teacher responsible

Professor Neil Duxbury, F6.10

Availability: This is an optional course for LLB Part I and II students, and compulsory for BA Anthropology and Law 2nd or 3rd year students requiring exemption from the Law Society's Part I exam. It is also available as an outside option where regulations permit.

Pre-requisites: Students must have completed **Property I** (LL105)

Course content: Property II examines principles of Land Law and the Law of Trusts. Land Law is taught in the first term and Trusts in the second term.

The Land Law component of the course is primarily concerned with the history and philosophy of land transfer, the reform of equity and land law, the distinction between legal and equitable interests in land, the reasons for, motives behind and principal concepts and rights introduced by the 1925 land legislation, the law and policy of unregistered and registered land transfer (with particular emphasis on registration of title), trusts of land and co-ownership, licences, mortgages and land obligations.

The Trusts component of the course focuses on general principles of trusts law and examines the circumstances in which trusts arise, the obligations of trustees, and the remedies available to beneficiaries when these obligations are breached. It also considers the nature and classification of trusts, including the applications and classifications of resulting and constructive trusts, and how the law of trusts relates to and impacts on the law of contract, wrongs and unjust enrichment.

Teaching: Teaching arrangements for both the Land Law and Trusts components of Property II are two hours of lectures and a one-hour class each week.

Formative coursework: Two essays per term.

Indicative reading: Advice on reading will be provided and the beginning of the first and second terms. An essay which students might valuably read before the commencement of the course is Peter Birks, 'Before We Begin: Five Keys to Land Law', in *Land Law: Themes and Perspectives*, ed. S. Bright & J. Dewar (OUP, 1998), 457-86.

Assessment: Property II is assessed by a three-hour examination. Students are required to answer questions on both the Land Law and Trusts components of Property II.

LL278

Public International Law

This information is for the 2009/10 session.

Teachers responsible: Dr Andrew Lang, Dr Margot Salomon and colleagues

Availability: An optional course available in the second and third years of the LLB, BA Anthropology and Law, BSc Environmental Policy, BSc Environmental Policy with Economics, BSc International Relations and BSc International Relations and History. Also available as an outside option where regulations permit.

Course content: Law-making and law-enforcement in international society, the concept of Statehood, jurisdiction and jurisdictional immunities, State responsibility, sovereignty over territory, the legal regime of the use of force and the settlement of disputes, treaties. The emphasis is on the application of international law in modern international society. Close attention is paid to legal aspects of current developments. (1) The international constitution: sources of law, treaties, institutions, States and international organizations, the individual in international law, the relationship between international law and national law. (2) Selected issues in international law: jurisdiction and immunities, State responsibility, the treatment of foreign nationals, expropriation of foreign property, the use of force.

Teaching: Two one-hour lectures and one hour of small group teaching each week.

Formative coursework: Students are expected to write four assignments during the year. These are organised through the small group classes.

Indicative reading: Detailed guidance is given at the start of

the course. Principal books: D J Harris, *Cases and Materials in International Law* (6th edn, 2004); M Shaw, *International Law* (8th edn, 2008); Evans, *International Law Documents* (8th edn, 2007); Evans, *International Law* (2nd edn, 2006). For reference: I Brownlie, *Principles of Public International Law* (7th edn, 2008); R Jennings & A Watts, *Oppenheim's International Law*, Vol 1 (9th edn, 1992).

Assessment: A three-hour written examination taken in the ST.

LL284 Half Unit

Sentencing and Treatment of Offenders

This information is for the 2009/10 session.

Teacher responsible

Professor Jill Peay, NAB6.11

Availability: Optional for LLB Part I or II and BA Anthropology and Law students. It is also available as an outside option where regulations permit and with the permission of the course teacher.

Course content: Criminal justice is a topic of considerable political debate and change. The syllabus is liable, therefore, to alter year by year. The course examines the aims and justifications of punishment, how courts carry out their sentencing function, and considers areas for sentencing reform. The content includes community and custodial punishment; sentencing theory and practice; sentencing of dangerous, persistent and mentally disordered offenders; containment and treatment of offenders; reform.

Teaching: 10 two-hour seminars in the MT and one two-hour seminar in the ST. Teaching is by a combination of formal student presentations and group discussion.

Formative coursework: Submission of written work is expected.

Indicative reading: A list will be supplied at the beginning of the term together with key questions to be addressed in class. The recommended text for the course is S. Easton and C. Piper (2008) *Sentencing and Punishment: The Quest for Justice*, 2nd edition, Oxford University Press.

Assessment: One two-hour examination in the ST.

LL293

Taxation

This information is for the 2009/10 session.

Teacher responsible

Dr I Roxan, F7.25

Availability: This is an optional course for LLB second and third year and BA Anthropology and Law.

Course content: The aim of the course is to examine the UK tax system against a background of tax law principles and to study selected policy problems as they arise during the course of this examination.

General principles of taxation, objectives of tax system, types of taxation, structure and administration; powers of the HM Revenue and Customs in relation to direct taxes. Application and interpretation of tax legislation by the UK Courts; evasion and avoidance. The individual's tax position. Tax and families. Relationship with social security benefits. Taxation of employment and business income, including corporations. Capital gains tax. Taxation of capital including annual wealth tax and taxes on the transfer of wealth.

Teaching: Two-hour weekly seminars (LL293) plus occasional additional classes as necessary.

Formative coursework: Will form an integral part of the course although it will not be assessed for degree mark purposes.

Indicative reading: Detailed reading lists will be distributed during the course.

General: Tiley, *Revenue Law*; Lee (formerly Whitehouse), *Revenue Law - Principles and Practice*; Easson, *Cases and Materials*; James & Nobes, *The Economics of Taxation*.

Legislation: Tolley, *Yellow Tax Handbook*; or CCH, *Red Book, Tax Statutes and Statutory Instruments*, vol. 1

Assessment: A three-hour written examination. 'Legislation' listed above may be taken into the examination, with non-verbal markings only.

LL295

Media Law

This information is for the 2009/10 session.

Teacher responsible

Dr Andrew Scott, F6.25

Availability: LLB and BA Anthropology and Law. Also available to General Course students and as an outside option where programme regulations permit and with the permission of the course tutor.

Course content: The course examines the legal and administrative regulation of the press and broadcast media. It focuses on four areas: the control of journalistic practices, the protection of private interests (such as those in privacy and reputation), regulating content in the public interest, and the regulation of media industry structure. The course centres on law and regulation in the UK, as influenced by European law.

The course is introduced with an overview of two overarching areas: first, the media landscape and the main social, technological and regulatory influences shaping its development, and secondly, the protection of freedom of expression and freedom of the press in national and international law. It then proceeds to review potential restrictions on these values that are aimed at promoting or preserving specific private and/or public interests.

The key private interests included are those in reputation, privacy, confidentiality, and the protection of intellectual property. The key public interests included are those in preservation of the integrity of the judicial process, the fairness of political debate, the protection of children, and the protection of culture. The course concludes with consideration of the structural and economic regulation of the media, with topics including the role and regulation of public service broadcasting, media ownership rules, and the application of competition laws in the media sector.

Teaching: A weekly two-hour seminar session and a one-hour class in the Michaelmas and Lent Terms. Two revision sessions will be held in the Summer Term.

Formative coursework: Two formative assignments in each of the Michaelmas and Lent Terms.

Indicative reading: Fenwick and Phillipson, *Media Freedom Under the Human Rights Act* (OUP, 2006); Robertson and Nicol, *Media Law* (Sweet & Maxwell, 5th ed 2007), Tugendhat and Christie, *The Law of Privacy and the Media*, (OUP, 2002 and 2006 SUPP), Barendt, *Freedom of Speech* (OUP, 2nd ed 2005), Carey, *Media Law* (Sweet & Maxwell, 2nd ed 2007), Feintuck and Varney, *Media Regulation, Public Interest and the Law* (2nd edn, Edinburgh UP, 2006); Hitchens, *Broadcasting Pluralism and Diversity: A Comparative Study of Policy and Regulation* (Hart, 2006).

Assessment: Three hour unseen examination in the Summer Term (100%).

LL298 Half Unit

Essay on an approved Legal Topic

This information is for the 2009/10 session.

Notes

The regulations for the LLB degree provide that where either a Second or Third Year student is taking the equivalent of three-and-a-half subjects she/he may make up the final half-subject by writing an essay on a legal topic approved by the Law Department.

Any student thinking of doing the approved legal topic essay should discuss the matter with his/her tutor.

The selection of an appropriate topic would be for the student in consultation with his or her tutor or, if the tutor is not to be the supervisor for the essay, with the supervisor. Once they have settled on a topic it must be approved by the Chair of the Part I and Part II LLB Board by 31 October of the year in question. The supervisor of the essay must be a permanent or ex-permanent member of staff. There is no rule that the topic cannot be from an area covered by a subject being taken (or having been taken) as an ordinary examination subject. But in that case the supervisor and the Chair of the Examiners will need to consider to what extent the subject is different from what would be done in the other course. Obviously, it is not possible to do an essay on a subject that simply repeats material covered elsewhere.

The essay should be type-written and should be accompanied by a bibliography. Footnotes can be placed at the end of the text or at the bottom of the page to which they relate (the latter is preferable). The essay should be 6,000-8,000 words in length (excluding footnotes and bibliography).

The supervisor will be available to provide some guidance but basically it is intended that the student should do his/her own research. The essay should be handed in not later than the first day of the ST.

LL299

Full Unit Essay Option

This information is for the 2009/10 session.

Notes

A Second or Third Year student may write a full unit essay on a legal topic approved by the Law Department. Any student thinking of doing the approved legal topic full unit essay should discuss the matter with his/her tutor. (It should be noted that it is not possible to submit a full unit essay, LL299 and half unit essay, LL298 in the same year.)

The essay should be type-written and should be accompanied by a bibliography. Footnotes can be placed at the end of the text or at the bottom of the page to which they relate (the latter is preferable). The essay should be 12,000-15,000 words in length (excluding footnotes and bibliography).

The conditions attached to the full unit essay are broadly the same as those that currently apply to the half unit essay option, LL298. It is necessary for a student to have the approval of both a member of staff who is willing to supervise the essay and the Chair of the LLB Part I and II Examiners for the proposed essay by 31 October of the year in question. The supervisor of the essay must be a permanent or ex-permanent member of staff.

It may be possible to use the essay option to do some work in a subject which is not being offered as a taught course in the year in question. Alternatively, students may be able to use it to do some more detailed work on a topic of particular interest to them, providing that this does not overlap with any course that they are taking to an unacceptable extent.

It should be stressed that no member of staff is under an obligation to agree to supervise any proposed essay. However where a member of staff agrees to act as supervisor, students can expect to see their supervisor to discuss their work on a regular basis in each of the first two terms, with at least three meetings in each term.

The essay should be handed in not later than the first day of the ST.

LL300

Competition Law

This information is for the 2009/10 session.

Teacher responsible

Giorgio Monti, F7.18

Availability: Available to final year LLB students. It is also available as an outside option where regulations permit and with the permission of the course teacher. A knowledge of EC law is desirable but not essential.

Course content: The course covers UK and EC competition law, with some reference to US competition law when relevant. The course begins by considering the justifications and aims of competition policy and then the following substantive aspects: agreements between firms (cartels, joint ventures); mergers; the regulation of dominant firms. The course then turns to enforcement: public enforcement by competition authorities, private enforcement in the courts, and the coordination of private and public enforcement. For each topic we cover the relevant provisions in UK competition law (mainly the Competition Act 1998 and the Enterprise Act 2002) and EC competition law (mainly Arts 81, 82 and 86 EC, and the accompanying Regulations). The course finishes with a review of the law applicable to state aids.

Teaching: One hour lecture and one hour class.

Formative coursework: Students will be required to do one piece of written work in MT and LT.

Indicative reading: G. Monti *EC Competition Law* (Cambridge University Press, 2007); R Whish, *Competition Law*, 6th ed (Oxford

University Press, 2008); Amato, *Antitrust and the Bounds of Power* (Hart, 1997); Doern & Wilks (Eds), *Comparative Competition Policy* (OUP, 1996); Furse, *Competition Law of the UK and EC* 6th ed (Oxford University Press, 2008); Gerber, *Law and Competition in Twentieth Century Europe* (Oxford University Press, 1998); Posner, *Antitrust Law* 2nd ed (Harvard University press, 2000); Cini and McGowan *Competition Policy in the European Union* 2nd ed (Palgrave Macmillan, 1998).

Assessment: One three-hour examination in the ST worth 75% and one assessed essay worth 25%.

LL305

Jurisprudence

This information is for the 2009/10 session.

Teacher responsible

Dr Emmanuel Melissaris, F6.17

Availability: This course is compulsory for LLB students and optional for BA Anthropology and Law.

Course content: To introduce the philosophy of law. To explore fundamental methodological and substantive questions concerning the nature of law and legal theory and study central themes advanced by some of the most influential jurisprudential theories highlighting their links to other areas of philosophy. To examine selected modern legal theories and political philosophies either defending or questioning the philosophical assumptions underpinning modern law.

Foundation theories that are studied include those of; conventionalist and epistemic Legal Positivism; interpretivism; the discourse theory of law; critical approaches to law and legal theory. Selected topics from the following list: Immanuel Kant and the Foundations of Modern Liberalism, Marxism and the Law, Modern Theories of Justice, Disobedience, Punishment, Feminist Legal Theory, Economic Analysis of Law, Systems Theory, Foucault and Law, Hannah Arendt and the Political.

Teaching: Students should attend two lectures and one class each week.

Formative coursework: Students will be expected to write one essay each term.

Indicative reading: Students are provided with outlines and readings for topics discussed in the Michaelmas and Lent Terms. For introductory and background reading see: Nigel Simmonds, *Central Issues in Jurisprudence: Justice, Law, and Rights*, Sweet & Maxwell 2002; Brian Bix, *Jurisprudence: Theory and Context* (3rd ed.), Thomson Sweet & Maxwell 2003.

Assessment: A three-hour unseen written examination will be held in the ST. The examination paper will be divided into first (section A) and second (section B) term questions. Students will be required to answer three questions from a wide choice of questions, but at least one question from each section.

LN100

Russian Language and Society 3 (Advanced)

This information is for the 2009/10 session.

Teacher responsible

Dr Olga Sobolev, C614

Availability: For all undergraduate students as an outside option (the timetable is held extremely flexible to accommodate students from all departments). This course is capped at 16 students.

Pre-requisites: An A-level pass or foreign equivalent is required. For undergraduates who have either successfully completed the intermediate course (LN102) or can show other evidence of the necessary degree of proficiency. Students can take this course in any year of their studies. Please contact the teacher responsible before registering for this course.

Course content: Advanced study of Russian language within the framework of Russian politics, economics, culture and society. Including: (a) Speaking: individual and group oral presentations; (b) Writing: summary translation and short essay; (c) Reading: topical texts; (d) Listening: TV, video and audio tapes; and (e) Transferable skills.

Teaching: Four hours per week, which will feature: (a) interactive lectures; (b) oral classes; (c) workshops; (d) tutorials; and (e) guided

study using Language Showroom, IT and web-based materials.

Formative coursework: Weekly exercises.

Indicative reading: R Sakwa, *Russian Politics and Society* Routledge, 1996; R Seivice, *Russian History in Twentieth Century*, Penguin, 1999; C Kelly & D Shepherd, *Russian Cultural Studies: an introduction*, Oxford University Press, 1998; Russian newspapers on the web.

Assessment: (a) Three-hour examination (60%); (b) Oral presentation (20%); and (c) Portfolio of language work (20%).

LN101

Russian Language and Society 1 (Beginner)

This information is for the 2009/10 session.

Teacher responsible

Dr Olga Sobolev, C614

Availability: For all undergraduate students as an outside option. No previous knowledge of the language is required. Students can take this course in any year of their studies. Please contact the teacher responsible before registering for this course. This course is capped at 12 students.

Course content: Beginners to intermediate study of Russian language with reference to Russian culture and society. Including: (a) Speaking: individual and group oral presentations and role plays; (b) Grammar and vocabulary work; (c) Writing: guided short essays; (d) Reading: responding based on topical texts; (e) Listening: video and audio tapes; and (f) Transferable skills.

Teaching: Six hours per week, which will feature: (a) interactive topic work; (b) oral classes; (c) grammar classes; (d) tutorials; and (e) guided study using Language Showroom, IT and web-based materials. Students should note that the timetable will be held extremely flexible to accommodate students from all departments. Please contact the teacher responsible if you would like to follow this language course.

Formative coursework: Weekly exercises.

Indicative reading: L Pargment, *Beginners Russian Reader*, National Text Book Company, 1985; A Vasys et al, *Russian Area Reader*, National Text Book Company, 1996.

Assessment: (a) Three-hour examination (60%); (b) Oral presentation (20%); (c) Portfolio of language work (20%).

LN102

Russian Language and Society 2 (Intermediate)

This information is for the 2009/10 session.

Teacher responsible

Dr Olga Sobolev, C614

Availability: For all undergraduate students as an outside option (the timetable is held extremely flexible to accommodate students from all departments). This course is capped at 12 students.

Pre-requisites: A good pass at GCSE-level or foreign equivalent is required.

Course content: A bridge from intermediate to advanced studies of Russian language within the framework of Russian politics, economics, culture and society. Including: (a) Speaking: individual and group oral presentations; (b) Writing: summary translation and guided short essay; (c) Reading and responding based on topical texts; (d) Listening: TV, video and audio tapes; and (e) Transferable skills.

Teaching: Five hours per week, which will feature: (a) interactive topic work; (b) oral classes; (c) grammar seminars; (d) tutorials; and (e) guided study using Language Showroom, IT and web-based materials. Students should note that the timetable will be held extremely flexible to accommodate students from all departments. Please contact the teacher responsible if you would like to follow this language course.

Formative coursework: Weekly exercises.

Indicative reading: A Vasys et al, *Russian Area Reader*, National Text Book Company, 1996; R Seivice, *Russian History in Twentieth Century*, Penguin, 1999; L Rzhnevsky, *The Cambridge Companion to Modern Russian Culture*, Cambridge University Press, 1998; Russian newspapers on the web.

Assessment: (a) Three-hour examination (60%); (b) Oral presentation (20%); (c) Portfolio of language work (20%).

LN110

German Language and Society 3 (Advanced)

This information is for the 2009/10 session.

Teacher responsible

Mrs Astrid Küllmann-Lee, C616

Availability: For all undergraduate students as an outside option. (The timetable is held extremely flexible to accommodate students from all departments.) This course is capped at 16 students.

Pre-requisites: An A-level (advanced language) is required.

Students can take this course in any year of their studies. Please contact the teacher responsible before registering for this course.

Course content: Advanced study of the German language, within the framework of politics, economics, culture and society, including: (a) Speaking: individual and group oral presentations and debates; (b) Writing: summary and short essays; (c) Reading: topical texts; (d) Listening: TV, video and audio tapes; and (e) Transferable skills.

Teaching: Four hours per week, which will feature: (a) Interactive Topic work; (b) Oral practice; (c) Workshops; (d) Tutorials; and (e) Guided study using the Language Showroom, IT and Web-based material. Students should note that the timetable will be held extremely flexible to accommodate students from all departments. Please contact the teacher responsible if you would like to follow this language course.

Formative coursework: Weekly language exercises.

Indicative reading: Hueber Wörterbuch 'Deutsch als Fremdsprache', Mannheim, 2003; Durrell, Kohl, Loftus, 'Essential German Grammar', with Arnold, 2002; Scheiner, B. Übungsgrammatik Deutsch als Fremdsprache für Fortgeschrittene, Hueber, Ismaning 2001; Collins, German Dictionary, Neuausgabe or Oxford-Duden German-English, English-German 2003 or later; Duden, Die neue deutsche Rechtschreibung Die neuen Regeln. Die neuen Schreibungen, 1996. Tatsachen über Deutschland/Facts about Germany, Societätsverlag 2006. At the beginning of the course, students will be advised which additional material to buy for this course.

Assessment: (a) Three-hour examination (60%); (b) Oral presentation (20%); and (c) Dossier of language work (20%).

LN112 Not available in 2009/10

German Language and Society 2 (Intermediate)

This information is for the 2009/10 session.

Teacher responsible

Mrs Astrid Küllmann-Lee, C616

Availability: For all undergraduate students as an outside option (where regulations permit). This course is capped at 12 students.

Pre-requisites: A good pass at GCSE+ / AS Level or its equivalent is required. For undergraduates who have either successfully completed a beginners course or can show other evidence of the necessary degree of proficiency. Students are requested to contact the teacher responsible before registering for this course.

Course content: A bridge to advanced study of the German language within the framework of politics, economics, culture and society, including (a) Speaking: individual and group oral presentations and debates; (b) Writing: summary and short guided compositions; (c) Reading: basic topical texts; (d) Listening: TV, video and audio tapes; and (e) Transferable skills.

Teaching: Five hours per week, which will feature: (a) Interactive topic work; (b) Oral practice; (c) Workshops; (d) Tutorials; and (e) Guided study in the Language Showroom, IT and Web-based material. Students should note that the timetable will be held extremely flexible to accommodate students from all departments. Please contact the teacher responsible if you would like to follow this language course.

Formative coursework: Weekly language exercises.

Indicative reading: Temen Neu Zertifikatsband, Hueber, Ismaning, Stuttgart, 2004; "em" Brückenkurs, Neu (Deutsch als Fremdsprache für die Mittelstufe), Hueber, Ismaning, 2002; Fahndrych, C. & U. Tallowitz, 'Klipp und Klar' Übungsgrammatik Grundstufe Deutsch, Klett, Stuttgart, 2000; www.grammatikhilfe.co.uk. Reading list: Students will be advised which additional material to buy at the beginning of the course.

Assessment: (a) Three-hour examination (60%); (b) Oral presentation (20%); and (c) Dossier of language work (20%).

LN120

Spanish Language and Society 3 (Advanced)

This information is for the 2009/10 session.

Teacher responsible

Ms Mercedes Coca, C513

Availability: For all undergraduate students as an outside option. This course is capped at 32 students.

Pre-requisites: An A-level (advanced language) pass or foreign equivalent is required. For undergraduates who have either successfully completed the intermediate course (LN122) or can show other evidence of the necessary degree of proficiency. Students can take this course in any year of their studies. Please contact the teacher responsible before registering for this course.

Course content: Advanced study of the Spanish language within the framework of politics, economics, culture and society. Including (a) Speaking: individual and group oral presentations and debates; (b) Writing: summary writing and short essays; (c) Reading: topical texts; (d) Listening: TV, video and audio tapes; and (e) Transferable skills.

Teaching: Four hours per week, which will feature: (a) Interactive Lectures; (b) Oral practice; (c) Workshops; (d) Tutorials; and (e) Guided study using Language Showroom, IT and Web-based material.

Formative coursework: Weekly language exercises.

Indicative reading: USO de la gramática española: avanzado, Francisca Castro, editorial Edelsa (más clave con respuestas); E Galeano, *Las Venas Abiertas de América Latina*, 1988; H Graham & J Labanyi (Eds), *Spanish Cultural Studies*, OUP 1995; J Hooper, *Los Nuevos Españoles*, 1996; *El Norte*, Arrow Film Distributors Ltd, VHS Tape - April 29, 1996; Carlos Fuentes, *El Espejo Enterrado*, Taurus Bolsillo, 1998. Students will be advised to buy any relevant materials at the beginning of the course.

Assessment: (a) Three-hour examination (60%); (b) Oral presentation (20%); and (c) Dossier of language work (20%).

LN121

Spanish Language and Society 1 (Beginner)

This information is for the 2009/10 session.

Teacher responsible

Ms Lourdes Hernández-Martin, C807

Availability: For all undergraduate students as an outside option. No previous knowledge of the language is required. Students can take this course in any year of their studies. Please contact the teacher responsible before registering for this course. This course is capped at 24 students.

Course content: Beginners to intermediate study of the Spanish Language within the framework of politics, economics, society and culture. Including (a) Speaking: individual and group oral presentations and debates; (b) Grammar and vocabulary work; (c) Writing: guided short essays; (d) Reading responding based on topical texts; (e) Listening: TV, video and audio tapes; and (f) Transferable skills.

Teaching: Six hours per week, which will feature: (a) interactive topic work; (b) oral practice; (c) grammar classes; (d) tutorials; and (e) guided study using Language Showroom, IT and web-based materials.

Formative coursework: Weekly exercises.

Indicative reading: • USO de la gramática española: elemental, Francisca Castro, editorial Edelsa (plus answer key)

• USO de la gramática española: intermedio, Francisca Castro, editorial Edelsa (plus answer key)

Students will be advised to buy any relevant materials at the beginning of the course.

Assessment: (a) Three-hour examination (60%); (b) Oral presentation (20%); (c) Dossier of language work (20%).

LN122

Spanish Language and Society 2 (Intermediate)

This information is for the 2009/10 session.

Teacher responsible

Ms Lourdes Hernández-Martin, C807

Availability: For all undergraduate students as an outside option. This course is capped at 12 students.

Pre-requisites: A good pass at GCSE+ / AS Level or its equivalent is required. For undergraduates who have either successfully completed the beginner course (LN121) or can show other evidence of the necessary degree of proficiency. Students can take this course in any year of their studies. Please contact the teacher responsible before registering for this course.

Course content: A bridge from intermediate to advanced study of the Spanish language within the framework of politics, economics, culture and society. Including (a) Speaking: individual and group oral presentations and debates; (b) Writing: summary writing and short guided compositions; (c) Reading: topical texts; (d) Listening: TV, video and audio tapes; and (e) Transferable skills.

Teaching: Five hours per week, which will feature: (a) Interactive Topic work; (b) Oral Classes; (c) Workshops; (d) Tutorials; and (e) Guided study using the Language Showroom, IT and Web-based material.

Formative coursework: Weekly language exercises.

Indicative reading: USO de la gramática española: intermedio, Francisca Castro, editorial Edelsa (más clave con respuestas). Students will be advised to buy any relevant materials at the beginning of the course.

Assessment: (a) Three-hour examination (60%); (b) Oral presentation (20%); and (c) Dossier of language work (20%).

LN130

French Language and Society 3 (Advanced)

This information is for the 2009/10 session.

Teacher responsible

Mr Hervé Didiot-Cook, C802, Email: h.didiot-cook@lse.ac.uk

Availability: For all undergraduate students as an outside option. This course is capped at 32 students.

Pre-requisites: An A-level (Advanced level) pass or foreign equivalent is required. For undergraduates who have either successfully completed the intermediate course (LN132) or can show other evidence of the necessary degree of proficiency. Students can take this course in any year of their studies. Please contact the teacher responsible before registering for this course.

Course content: Advanced study of the French language within the framework of history, politics, economics and society including: (a) Speaking: individual and group oral presentations; (b) Writing: summary and short essay; (c) Reading: topical texts; (d) Listening: TV, video and audio tapes; and (e) Transferable skills.

Teaching: Four hours per week, which will feature: (a) Interactive Lectures; (b) Oral Classes; (c) Workshops; (d) Tutorials; and (e) Guided study using Language Showroom, IT and Web-based material including a virtual learning environment supported by Moodle.

Formative coursework: Weekly language exercises.

Indicative reading: Students are encouraged to make full use of the resources of French books in the Library as well as reference books. Students are also strongly advised to use the French language resources available on the World Wide Web. The following works are recommended: Fadela Amara, *Ni Putes Ni Soumises* (2004); G Thomas, *Francothèque, A resource for French studies*, 2002; Serge Bernstein et Pierre Milza, *Histoire de la France au XX^e ème siècle*, (1991); Michel Herreria, *Qui répète l'histoire?* (2003).

Assessment: (a) Three-hour examination (60%); (b) Oral presentation (20%); and (c) Portfolio of language work (20%).

LN131

French Language and Society 1 (Beginner)

This information is for the 2009/10 session.

Teacher responsible

Mr Christophe Millart, C803, Email: c.millart@lse.ac.uk

Availability: For all undergraduate students as an outside option. No previous knowledge of the language required. Students can take this course in any year of their studies. Please contact the teacher responsible before registering for this course. This course is capped at 24 students.

Course content: Beginner to intermediate study of the French

language within the framework of politics, economics and society including:

(a) Speaking: individual and group oral presentations; (b) Writing: summary and guided short essay; (c) Reading and responding based on topical texts; (d) Listening: TV, video and audio tapes; and (e) Transferable skills.

Teaching: Six hours per week, which will feature: (a) interactive topic work; (b) oral classes; (c) grammar seminars; (d) tutorials; and (e) guided study using language laboratory, IT and web-based materials including a virtual learning environment supported by Moodle.

Formative coursework: Weekly exercises.

Indicative reading: Students are encouraged to make full use of the resources of French books in the Library as well as reference books. Students are also strongly advised to use the French language resources available on the World Wide Web. The following manuals are recommended: C Thompson & E Phillips, *Mais oui!* 2nd edn (2000); J-P Valette & R Valette, *Contacts, Langue et culture françaises*, 7th edn (2001); G Thomas, *Francothèque, A resource for French studies* (2002); M Mitchell, *Pour parler affaires, Méthode de français commercial* (2001), D Bourdais *et al*, *Essor* (2000); G Capelle & N Gidon, *Le Nouvel Espaces 1* (1995); A McLachlan, *Zénith* (2000); E Armstrong *et al*, *Au point, nouvelle édition* (2001).

Assessment: Dossier of language work (20% of the final mark), Oral presentation (20% of the final mark); three-hour examination (60% of the final mark).

LN132

French Language and Society 2 (Intermediate)

This information is for the 2009/10 session.

Teacher responsible

Mr Christophe Millart, C803, Email: c.millart@lse.ac.uk

Availability: For all undergraduate students as an outside option. Please make sure to contact the Teacher responsible above for an interview to discuss course requirements and level BEFORE registering for this course. This course is capped at 24 students.

Pre-requisites: A good pass at GCSE-level or foreign equivalent is required. For undergraduates who have either successfully completed the beginners course (LN131) or can show other evidence of the necessary degree of proficiency. Students can take this course in any year of their studies. Please contact the teacher responsible before registering for this course.

Course content: A bridge from intermediate to advanced studies of French language in politics, economics and society including: (a) Speaking: individual and group oral presentations; (b) Writing: summary and guided short essay; (c) Reading and responding based on topical texts; (d) Listening: TV, video and audio tapes; and (e) Transferable skills.

Teaching: Five hours per week, which will feature: (a) interactive topic work; (b) oral classes; (c) grammar seminars; (d) tutorials; and (e) guided study using language laboratory, IT and web-based materials including a virtual learning environment supported by Moodle.

Formative coursework: Weekly exercises.

Indicative reading: Students are encouraged to make full use of the resources of French books in the Library as well as reference books. Students are also strongly advised to use the French language resources available on the World Wide Web. The following manuals are recommended: D Bourdais *et al*, *Elan 1, French AS* (2002); G Thomas, *Francothèque, A resource for French studies* (2002); M Mitchell, *Pour parler affaires, Méthode de français commercial* (2001), D Bourdais *et al*, *Essor* (2000); G Capelle & N Gidon, *Le Nouvel Espaces 2* (1995); A McLachlan, *Zénith* (2000); E Armstrong *et al*, *Au point, nouvelle édition* (2001).

Assessment: Dossier of language work (20% of the final mark), Oral presentation (20% of the final mark); three-hour examination (60% of the final mark).

LN200

Russian Language and Society 4 (Proficiency)

This information is for the 2009/10 session.

Teacher responsible

Dr Olga Sobolev, C614

Availability: For all undergraduate students as an outside option (the timetable is held extremely flexible to accommodate students from all departments). This course is capped at 16 students.

Pre-requisites: For undergraduates who have either successfully completed the advanced course (LN100) or can show other evidence of the necessary degree of proficiency. Students can take this course in any year of their studies. Please contact the teacher responsible before registering for this course.

Course content: Further advanced study of Russian language within the framework of Russian politics, economics, culture and society. Including: (a) Speaking: individual and group oral presentations; (b) Writing: summary translation and short essay; (c) Reading: topical texts; (d) Listening: TV, video and audio tapes; and (e) Transferable skills.

Teaching: Three-hours per week, which will feature: (a) interactive lectures; (b) oral classes; (c) workshops; (d) tutorials; and (e) guided study using Language Showroom, IT and web-based materials. Students should note that the timetable will be held extremely flexible to accommodate students from all departments. Please contact the teacher responsible if you would like to follow this language course.

Formative coursework: Weekly exercises.

Indicative reading: R Sakwa, *Postcommunism*, Open University, 1999; R Seivice, *Russian History in Twentieth Century*, Penguin, 1999; C Kelly & D Shepherd, *Russian Cultural Studies: an introduction*, Oxford University Press, 1998; C Kelly, *Refining Russia*, Oxford University Press, 2001; Russian newspapers on the web.

Assessment: (a) Three-hour examination 60%; (b) Oral presentation (20%); and (c) Dossier of language work.

LN210

German Language and Society 4 (Proficiency)

This information is for the 2009/10 session.

Teacher responsible

Mrs Astrid Küllmann-Lee, C616

Availability: For all undergraduate students as an outside option (the timetable is held extremely flexible to accommodate students from all departments). This course is capped at 16 students.

Pre-requisites: For undergraduates who have either successfully completed the advanced course (LN110) or can show other evidence of the necessary degree of proficiency.

Course content: A bridge to further advanced study of the German language within the framework of politics, economics, culture and society, including (a) Speaking: individual and group oral presentations and debates; (b) Writing: summary and short guided compositions; (c) Reading: basic topical texts; (d) Listening: TV, video and audio tapes; and (e) Transferable skills.

Teaching: Three hours per week, which will feature: (a) Interactive Topic work; (b) Oral practice; (c) Workshops; (d) Tutorials; and (e) Guided study using the Language Showroom, using IT and Web-based material. Students should note that the timetable will be held extremely flexible to accommodate students from all departments. Please contact the teacher responsible if you would like to follow this language course.

Formative coursework: Weekly language exercises.

Indicative reading: Karin May & Scheiner, B. *Übungsgrammatik Deutsch als Fremdsprache für Fort-geschrittene*, Hueber, Ismaning 2001, auf CD-rom; Collins, *German Dictionary*, Neuausgabe ; or: Oxford-Duden, 2003 or later. Duden, *Die neue deutsche Rechtschreibung*, Die neuen Regeln. Die neuen Schreibungen. Mannheim, 1996; Herrmann Glaser, 'Kleine Kulturgeschichte Deutschlands in 20. Jahrhundert', München, 2002; D. Grosser, and S. Bierling, (eds) 'Politik, Wirtschaft und Gesellschaft', 1997. At the beginning of the course, students will be advised on which additional material to buy for this course.

Assessment: (a) Three-hour examination 60%; (b) Oral presentation (20%); and (c) Dossier of language work.

LN220**Spanish Language and Society 4 (Proficiency)****This information is for the 2009/10 session.****Teacher responsible**

Ms Mercedes Coca, C513

Availability: For undergraduates as an outside option. This course is capped at 16 students.**Pre-requisites:** For undergraduates who have either successfully completed the advanced course (LN120) or can show other evidence of the necessary degree of proficiency, Students can take this course in any year of their studies. Please contact the teacher responsible before registering for this course.**Course content:** Further advanced study of the Spanish language within the framework of politics, economics, culture and society. Including: (a) Speaking: individual and group oral presentations and debates; (b) Writing: Writing: summary writing and short essays; (c) Reading: topical texts; (d) Listening: TV, video and audio tapes; and (e) Transferable skills.**Teaching:** Three hours per week, which will feature: (a) Lectures; (b) Oral practice; (c) Workshops; (d) Tutorials; and (e) Guided study using Language Showroom, IT and Web-based material.**Formative coursework:** Weekly language exercises.**Indicative reading:** Butt, J and Benjamin, C, A new reference grammar of modern Spanish, St Martin Press Inc., New York, 1994; Mattie, F, Gramatica comunicativa del español, Tomo 1 y Tomo 2, Edelsa, 1998The following works are recommended: J P Fussi & J Palafox, *España: el Desafío a la Modernidad 1808-1996*, 1997; P Preston, *Las Tres Españas del 36*, 1997; G García Marquez, *Fantasia y creación artística en América Latina y el Caribe* 1981; L De Sebastián, *Mundo Rico, Mundo Pobre*, Sal Terae, 1992; TVE, "Crónicas de la Transición Española" 1992; V Prego, "Crónicas de la Transición Española" 1992; Carlos Fuentes, *El Espejo Enterrado*, Taurus Bolsillo, 1998. Students will be advised to buy any relevant materials at the beginning of the course.<p>**Assessment:** (a) Three-hour examination 60%; (b) Oral presentation (20%); and (c) Dossier of language work.**LN230****French Language and Society 4 (Proficiency)****This information is for the 2009/10 session.****Teacher responsible**

Mr Hervé Didiot-Cook, C802, Email: h.didiot-cook@lse.ac.uk

Availability: For all undergraduate students as an outside option. This course is capped at 32 students.**Pre-requisites:** For undergraduates who have either successfully completed the advanced course (LN130) or can show other evidence of the necessary degree of proficiency, Students can take this course in any year of their studies. Please contact the teacher responsible before registering for this course.**Course content:** Further advanced study of the French language within the framework of politics, economics culture and society including:

(a) Speaking: individual and group oral presentations; (b) Writing: summary and short essay; (c) Reading: topical texts; (d) Listening: TV, video and audio tapes; and (e) Transferable skills.

Teaching: Three hours per week, which will feature: (a) Lectures; (b) Oral Classes; (c) Workshops; (d) Tutorials; and (e) Guided study using Language Showroom, IT and web-based material including a virtual learning environment supported by Moodle.**Formative coursework:** Weekly language exercises.**Indicative reading:** Students are encouraged to make full use of the resources of French books in the Library as well as reference books. Students are also strongly advised to use the French language resources available on the World Wide Web. The following works are recommended: Jean-Marie Harribey, *La démence sénile du capital, Fragments d'économie critique* (2004); Jean-Pierre Warnier, *La mondialisation de la culture* (1999); Laurent Wirth, *L'exception française 19e -20e siècles* (2000); Michel Herreria, *Qui répète l'histoire?*(2003).**Assessment:** (a) Continuous assessment - 50%; (b) Final written assessment - 20% (week 9-10 of LT); (c) Final oral assessment - 30% (from week 1 of ST).**LN250****English Literature and Society****This information is for the 2009/10 session.****Teacher responsible**

Dr Angus Wrenn, C614

Availability: For all undergraduate students as an outside option. Students can take this course in any year of their studies. This course is capped at 32 students.**Pre-requisites:** An A-level pass or equivalent is recommended but not required (especially for General Course students).**Course content:** (a) Study of 20th century British literature (prose, poetry and drama) in its socio-political context; Study of individual authors (in weekly lectures) - these form the basis of the examination assessment (b) Study of major cultural themes running through the century e.g. Literature of War; Imperialism; Feminism; Modernism; Postmodernism; Political writing - these form the basis of the student's extended coursework essay. (c) Several trips to theatre productions during the year; (d) Extensive use of archive recordings of authors, and video; (e) Students encouraged to draw upon background in their main discipline, and to read widely.**Teaching:** Two hours per week, featuring: (a) Lectures on a range of authors and themes; (b) Classes including students' presentations; (c) Revision Workshops; (d) Tutorials.**Formative coursework:** Two essays per year; presentations.**Indicative reading:** (Primary texts) Conrad *Heart of Darkness*; T S Eliot *The Waste Land*; Virginia Woolf *Mrs Dalloway*; James Joyce *Portrait of the Artist Forster Passage to India* George Orwell *Nineteen Eighty-Four*; Larkin *Collected Poems*; Heaney *Collected Poems*; (Secondary text) Malcolm Bradbury, *The Modern British Novel*.**Assessment:** Three-hour written examination (75%); coursework essay (25%).**LN251****Comparative Literature and Society****This information is for the 2009/10 session.****Teacher responsible**

Dr Angus Wrenn, C614

Availability: For all undergraduate students as an outside option. Students can take this course in any year of their studies. This course will be capped at 24 students.**Pre-requisites:** Although an A-level pass or equivalent in Literature is useful, it is not an absolute requirement (especially for General Course Students).**Course content:** Comparative literature of the twentieth century leading up to and including the Cold War. (a) Study of major authors (prose, poetry and drama, in English translation where relevant) on both sides of the Iron Curtain with a focus on the recurrent cultural themes: Fabianism; Utopia/Dystopia; Socialist Realism/Art with a Social Function; Cold War (b) Use of video-recording related to the texts (c) Several related trips to galleries and theatre productions during the year; (d) Students encouraged to draw upon background in their main discipline, and to read widely.**Teaching:** Two hours per week, featuring (a) Lectures on a range of authors and themes; (b) classes including students' presentations; (c) revision workshops; (d) tutorials**Formative coursework:** Two essays per year; presentations**Indicative reading:** H. G. Wells *The Time Machine*; Aldous Huxley *Brave New World*; Shaw *Back to Methuselah*; E. Zamyatin *We*; George Orwell *Animal Farm*; W. H. Auden *The Night Mail*; Vladimir Mayakovsky *At the Top of My Voice*; Alexander Solzhenitsyn *A Day in the Life of Ivan Denisovich*; Andrei Makine *A Life's Music*; Milan Kundera *The Unbearable Lightness of Being*; Ian Fleming *From Russia with Love*; Tom Stoppard *Professional Foul*; Bruce Chatwin *Utz*.**Assessment:** Three-hour written examination (75%); coursework essay (25%)

LN252**Contemporary Literature and Global Society****This information is for the 2009/10 session.****Teacher responsible**

Dr Angus Wrenn, C614

Availability: For all undergraduate students as an outside option. Students can take this course in any year of their studies. This course will be capped at 24 students.**Pre-requisites:** Although an A-level pass or equivalent in Literature is useful, it is not an absolute requirement (especially for General Course students).**Course content:** (a) Study of contemporary (chiefly post 1990) world literature in the context of modern globalised society, covering prose, poetry and drama; (b) Focus on: cultural imperialism, decline of national frameworks; authors with global identity; 'commodification' of literature; individualism in modern liberal democracies and social fragmentation in the post-totalitarian context; (c) study of individual authors, in English translation where relevant. (d) several related trips to galleries and theatre productions during the year; (e) extensive use of archive recordings of authors, and video; (f) students are encouraged to draw upon their background in their main discipline, and to read widely.**Teaching:** Two hours per week, featuring (a) lectures on a range of authors and themes; (b) classes including students' presentations; (c) revision workshops; and (d) tutorials.**Formative coursework:** Two essays per year and presentations.**Indicative reading:** Benjamin Zephaniah *Propa Propaganda*; George Szirtes *Collected Poems*; Douglas Coupland, *Generation X*; Viktor Pelevin, *Babylon*; Tom Stoppard, *Rock-n-Roll*; Vaclav Havel *Leaving*; Monica Ali, *Brick Lane*; Mohsin Hamid, *The Reluctant Fundamentalist*; Joseph Conrad, *Heart of Darkness*; Vladimir Nabokov, *Lolita*; Milan Kundera, *Ignorance*; Zadie Smith, *White Teeth***Assessment:** Three hour written examination (75%) and coursework project (25%).**LN320****Spanish Language and Society 5 (Mastery)****This information is for the 2009/10 session.****Teacher responsible**

Mr Rafael Peñas Cruz, C520

Availability: For all undergraduate students as an outside option. This course is capped at 12 students.**Pre-requisites:** For undergraduates who have either successfully completed the programme (LN220) or can show other evidence of the necessary degree of proficiency which will be close to native speaker competence. Students can take this course in any year of their studies. Please contact the teacher responsible before registering for this course.**Course content:** Further advanced study of the Spanish language within the framework of politics, economics, culture and society. Including: (a) Speaking: individual and group oral presentations and debates; (b) Writing: summary writing and short essays; (c) Reading: topical texts; (d) Listening: TV, video and audio tapes; and (e) Transferable skills.**Teaching:** Two hours per week, which will feature: (a) Lectures; (b) Oral practice; (c) Workshops; (d) Tutorials; and (e) Guided study using Language Showroom, IT and Web-based material.**Formative coursework:** Weekly language exercises.**Indicative reading:** The following works are core texts: Gabriel García Márquez, *Cien Años de Soledad*; Carmen Laforet, *Nada*; Tomas Eloy Martinez, *Santa Evita*, Luis CERNUDA, *"La realidad y el deseo"*, Fondo Cultura Económica, Madrid, 1982, Poesia; Jaime GIL DE BIEDMA, *Antología poética* (2001); Alianza Editorial, SA; Fuguet, Alberto; Sergio Gomez (Eds), *Presentación del país McOndo*, En McOndo, Barcelona: Grijalbo, 1996; DVD Amores Perros (2000) Filmax; Ay Carmela! [1990] Arrow Film Distributors Ltd. VHS Tape - March 4, 1996. Students will be advised to buy any relevant materials at the beginning of the course.**Assessment:** (a) Three-hour examination 60%; (b) Oral presentation (20%); and (c) Dossier of language work.**LN330****French Language and Society 5 (Mastery)****This information is for the 2009/10 session.****Teacher responsible**

Mr Hervé Didiot-Cook, C802, Email: h.didiot-cook@lse.ac.uk

Availability: For all undergraduate students as an outside option. This course is capped at 12 students.**Pre-requisites:** For undergraduates who have either successfully completed the programme (LN230) or can show other evidence of the necessary degree of proficiency which will be close to native speaker competence. Students can take this course in any year of their studies. Please contact the teacher responsible before registering for this course.**Course content:** Further advanced study of French language within the framework of art, literature, power politics, gender, race, and social classes including:

(a) Speaking: individual and group oral presentations; (b) Writing: text analysis and short essay; (c) Reading: topical texts; (d) Listening: TV, video and audio tapes; and (e) Transferable skills.

Teaching: Two hours per week, which will feature: (a) Lectures; (b) Oral Classes; (c) Workshops; (d) Tutorials; and (e) Guided study using Language Showroom, IT and web-based material including a virtual learning environment supported by Moodle.**Formative coursework:** Weekly language exercises.**Indicative reading:** Students are encouraged to make full use of the resources of French books in the Library as well as reference books. Students are also strongly advised to use the resources available on the World Wide Web. The following works are core texts: D Pennac, *La fée carabine* (1987); M Wieviorka & J Ohana, *La différence culturelle* (2001); J F Dortier, *Philosophies de notre temps* (2000); J C Ruano-Bordalan, *L'identité, L'individu, Le groupe, La société* (1998); P Bréchon, *Les grands courants de la Sociologie* (2000); Michel Herreria, *Qui répète l'histoire* (2003).**Assessment:** (a) Three-hour examination 60%; (b) Oral presentation (20%); and (c) Dossier of language work.**MA100****Mathematical Methods****This information is for the 2009/10 session.****Teachers responsible:** Dr Michele Harvey, B415 and Professor Jan van den Heuvel, B304**Availability:** This course is available to students on the following programmes: BSc Actuarial Science, BSc Accounting and Finance, BSc Business Mathematics and Statistics, BSc Econometrics and Mathematical Economics, BSc Economics, MSc Economics (Two Year Programme), BSc Economic History with Economics, BSc Economics and Economic History, BSc Economics with Economic History, BSc Environmental Policy with Economics, BSc Geography with Economics, BSc Mathematics and Economics and BSc Philosophy and Economics. Available as an outside option.**Pre-requisites:** This course assumes knowledge of the elementary techniques of mathematics including calculus, as evidenced for example by a good grade in A Level Mathematics.**Course content:** This is an introductory level course for those who wish to use mathematics seriously in social science, or in any other context. A range of basic mathematical concepts and methods in calculus of one and several variables and in linear algebra are covered and some applications illustrated. It is an essential pre-requisite for any mathematically orientated economics options and for many further mathematics courses.Topics covered: Matrices, reduced row echelon form, rank. Systems of linear equations, Gaussian elimination. Determinants. Vector spaces, linear independence, basis, dimension. Linear transformations, similarity. Eigenvalues. Diagonalization. Orthogonal diagonalization. Complex numbers. Vectors. Functions of several variables, derivatives, gradients, tangent hyperplanes. Optimisation including Lagrange's method. Vector-valued functions, derivatives and their manipulation. Inverse functions, local inverses and critical points, use in transformations. Integration, differential and difference equations. Some applications of the above topics. For further information see www.maths.lse.ac.uk/Courses/ma100.html**Teaching:** The lecture course MA100 is two hours each week (one

hour of linear algebra and one hour of calculus) in the MT, LT and early ST (44 lectures in all). In addition weekly classes MA100.A are given (MA100.B for BSc Mathematics and Economics, MA100.C for BSc Actuarial Science and MA100.D for BSc BMS only).

Formative coursework: Students will be expected to complete exercises assigned weekly in the lectures. Written answers to specified exercises are submitted to the appropriate class teacher for evaluation. Success in this paper depends on dealing with this written work as it is assigned, in a regular and systematic manner.

Indicative reading: Ken Binmore & Joan Davies, *Calculus, Concepts and Methods*; Howard Anton, *Elementary Linear Algebra*.

Assessment: The course assessment is based exclusively on a three-hour formal examination in the ST.

MA103

Introduction to Abstract Mathematics

This information is for the 2009/10 session.

Teachers responsible: Professor Martin Anthony, B311 and Dr Konrad Swanepoel

Availability: This course is available to students on the following programmes: BSc Business Mathematics and Statistics, BSc Actuarial Science and BSc Mathematics and Economics. Students on other degrees may take this course provided they satisfy the pre-requisites. Available as an outside option.

Pre-requisites: Students should have taken, or be taking concurrently, the course **Mathematical Methods** (MA100).

Course content: The course is an introduction to the use of formal definitions and proofs in mathematics, and to basic results of elementary set theory, number theory, linear algebra, algebra and analysis.

Specific topics covered are as follows: Logic, integers, sets and functions, prime numbers, relations, real and complex numbers, greatest common divisor and modular arithmetic, infimum and supremum, sequences, limits, continuity, groups and vector spaces. For further information see <http://www.maths.lse.ac.uk/Courses/ma103.html>

Teaching: 40 lectures (MA103) and 20 classes (MA103.A) (for BSc Mathematics and Economics students: MA103.B) in MT and LT. Revision lectures in ST. 20 additional 'Extra Examples Sessions' are also available to students on this course, one hour per week in the MT and LT.

Formative coursework: Weekly exercises are set and marked.

Indicative reading: Students are expected to have one of the recommended textbooks: N L Biggs, *Discrete Mathematics* (2nd edn) or P J Eccles, *An Introduction to Mathematical Reasoning*. Further background reading can be found in R Allenby, *Numbers and Proofs*; M Liebeck, *A Concise Introduction to Pure Mathematics*; V Bryant, *Yet Another Introduction to Analysis*; R Bartle & D Sherbert, *Introduction to Real Analysis* and H Anton, *Elementary Linear Algebra*.

Assessment: A three-hour formal examination in the ST.

MA107 Half Unit

Quantitative Methods (Mathematics)

This information is for the 2009/10 session.

Teacher responsible

Dr James Ward, B415

Availability: This course is available to students on the following programmes: BSc Accounting and Finance, BSc Environmental Policy, BSc Government and Economics, BSc Human Resource Management and Employment Relations, BSc Management, BSc Management Sciences, BSc Philosophy and Economics, BSc Social Policy and Economics and the Diploma in Accounting and Finance. Available as an outside option.

Pre-requisites: This is a basic course in Mathematics for students who have at least an AS-level in Mathematics, or equivalent, and are able to use basic calculus (some revision of this basic material is given in the lectures). It is also appropriate for students with A-level in Mathematics. Students with A-level Mathematics who are confident of their mathematical skills may also consider the full unit MA100.

Course content: The aim of this course is to develop the basic

mathematical tools necessary for further study in economics and related disciplines. To this end we focus on: techniques of calculus (differentiation, partial differentiation, optimisation and integration), methods of linear algebra (use of matrices), and the solution of difference and differential equations. The ideas are taught systematically, with emphasis on their application to economic problems. Examples are used throughout the course for motivation and illustration.

Specific topics are as follows: sets, functions, equations, graphs. Difference equations, sequences, limits. Differentiation, inverse functions, exponential and logarithmic functions. Partial differentiation, chain rule, homogeneous functions. Optimisation in two variables: unconstrained and constrained. Lagrange multipliers. Vector notation and convexity. Matrix notation, systems of linear equations, inverse matrices. Integration. Differential equations.

Teaching: Lectures MA107: 20 in MT.

Classes MA107.A: 10 in MT.

Help Sessions MA107.B: 10 in MT.

Revision lectures will be arranged in the ST.

Formative coursework: Written answers to set problems will be expected on a weekly basis.

Indicative reading: The course follows M Anthony & N L Biggs, *Mathematics for Economics and Finance: Methods and Modelling*, CUP, 1996. A useful background text which is the basis of a follow-on course is A Ostaszewski, *Mathematics for Economics: Models and Methods*, Blackwell, 1993. There are many other books with titles like *Mathematics for Economists* but none of them are close enough for use in this course. Further information will be provided in the lectures.

Assessment: A two-hour examination in the ST.

MA110

Basic Quantitative Methods

This information is for the 2009/10 session.

Teachers responsible: Dr Pavel Gapeev, B410 and Dr James Ward, B415

Availability: This course is for BSc Government and Economics and BSc Accounting and Finance. The course is designed for students with a reasonable understanding of GCSE-level Mathematics (or equivalent). Available as an outside option.

Pre-requisites: The course is not available for students with A-level Mathematics (or equivalent). Students with a basic understanding of calculus e.g. AS-level Mathematics (or equivalent) are normally expected to take **MA107 Quantitative Methods (Mathematics)**.

Course content: The course is designed to provide students with the elementary mathematical tools that are needed to study Economics. Students will be introduced to basic mathematical concepts and manipulations. Examples of applying these techniques to a variety of economical and management problems are given throughout the course.

Content - Part A: Arithmetic operations, powers and roots; basic algebra; introduction to linear programming; logarithms and exponential growth; sets, functions and graphs; differentiation of functions of one variable; marginal cost and marginal revenue; optimisation of functions of one variable; difference equations; equilibrium and stability in dynamical models.

Content - Part B: Introduction to integration; consumer and producer surplus; matrix algebra; systems of linear equations; functions of several variables; partial differentiation; optimisation and the Lagrange multiplier method.

Teaching: Lectures MA110: 20 in MT and 20 in LT.

Classes MA110.A: 10 in MT and 10 in LT.

Help sessions MA110.B: 10 in MT and 10 in LT.

Revision lectures will be arranged in ST.

Formative coursework: Written answers to set problems will be expected on a weekly basis.

Indicative reading: The course will be mostly taught from the lecturers' notes. The following books can provide additional material: T Bradley & P Patton, *Essential Mathematics for Economics and Business*; E T Dowling, *Mathematics for Economists* (Schaum's Outline Series); I Jacques, *Mathematics for Economics and Business*; M Rosser, *Basic Mathematics for Economists*; M Anthony & N L

Biggs, *Mathematics for Economics and Finance: Methods and Modelling*, CUP, 1996.

Assessment: Three-hour written examination in the ST.

MA200 Half Unit

Further Mathematical Methods (Calculus)

This information is for the 2009/10 session.

Teachers responsible: Dr Adam Ostaszewski, B406 and Dr Arne Lokka, B408

Availability: This course is available to students on the following programmes: BSc Accounting and Finance, BSc Actuarial Science, BSc Business Mathematics and Statistics, BSc Econometrics and Mathematical Economics, MSc Econometrics and Mathematical Economics (Two Year Programme), BSc Economics, MSc Economics (Two Year Programme) and BSc Mathematics and Economics.

Pre-requisites: Ideally **Mathematical Methods** (MA100) or equivalent, entailing intermediate-level knowledge of calculus, and proficiency in techniques of differentiation and integration.

Course content: This course develops ideas first presented in MA100. It studies how integrals may be calculated, or transformed by a variety of manipulations, and how they may be applied to the solution of differential equations. This aim is achieved by studying such topics as: Limiting processes. Riemann integral, Multiple integration, Improper integrals, Manipulation of integrals, Laplace transforms, the Riemann-Stieltjes integral (permitting application of the Laplace transform to discrete and continuous probability distributions) is studied in some detail, depending on the time constraints.

For further details, see <http://www.maths.lse.ac.uk/Courses/ma200.html>

Teaching: 20 lectures (MA200) accompanied by weekly classes (MA200.A) in MT. Revision lectures in ST.

Formative coursework: Written answers to set problems will be expected on a weekly basis.

Indicative reading: A Ostaszewski, *Advanced Mathematical Methods*. Useful background texts include: Ken Binmore & Joan Davies, *Calculus, Concepts and Methods*; M R Spiegel, *Laplace Transforms*; R A Adams, *Calculus*.

Assessment: A two-hour formal examination in the ST.

MA201 Half Unit

Further Mathematical Methods (Linear Algebra)

This information is for the 2009/10 session.

Teacher responsible

Professor Graham Brightwell, B302

Availability: This course is available to students on the following programmes: BSc Accounting and Finance, BSc Actuarial Science, BSc Business Mathematics and Statistics, BSc Econometrics and Mathematical Economics, MSc Econometrics and Mathematical Economics (Two Year Programme), BSc Economics, MSc Economics (Two Year Programme) and BSc Mathematics and Economics.

Pre-requisites: Students should ideally have taken the course **Mathematical Methods** (MA100) or equivalent, entailing familiarity with linear independence, eigenvalues and diagonalisation.

Course content: This course develops the ideas and results first presented in the algebra part of Mathematical Methods (MA100). The course covers the following topics: Vector spaces and dimension. Linear transformations, kernel and image. Real inner products, orthogonal matrices, and the transformations they represent. Complex matrices, diagonalisation, special types of matrix and their properties. Jordan normal form, with applications to the solutions of differential and difference equations. An application to popular dynamics. Singular values, and the singular values decomposition matrix. Direct sums, orthogonal projections, least square approximations, Fourier series. Right and left inverses and generalized inverses.

For further information see <http://www.maths.lse.ac.uk/Courses/ma201.html>

Teaching: 20 lectures (MA201) LT accompanied by weekly MA201.A classes. Revision lectures will be held in the ST.

Formative coursework: Written answers to set problems will be

expected on a weekly basis.

Indicative reading: A Ostaszewski, *Advanced Mathematical Methods* and H Anton & C Rorres, *Elementary Linear Algebra: Applications version* (Wiley, 1994). Marc Lipson and Seymour Lipschutz, *Schaum's Outline Of Linear Algebra* (2001). Gilbert Strang, *Linear Algebra and its applications* (Brook's Cole). Additional background reading: C Simon & L Blume, *Mathematics for Economists* (Norton, 1994); D Luenberger, *Investment Science* (1998).

Assessment: A two-hour formal examination in the ST.

MA203 Half Unit

Real Analysis

This information is for the 2009/10 session.

Teacher responsible

Professor Martin Anthony, B311

Availability: The course is compulsory for BSc Mathematics and Economics. It is optional for students BSc Econometrics and Mathematical Economics, provided that they satisfy the pre-requisites.

Pre-requisites: **Introduction to Abstract Mathematics** (MA103), or some equivalent giving experience with formal proofs.

Course content: This is a course in real analysis for those who have already met the basic concepts. The emphasis is on functions, sequences and series in real n -dimensional space, and the more general concept of a metric space.

We study the formal mathematical theory of: series of real numbers; series and sequences in n -dimensional real space \mathbb{R}^n , limits, continuity and derivatives of functions mapping between \mathbb{R}^m and \mathbb{R}^n , uniform convergence of continuous functions, closed and open sets, and compactness. These topics are set in a more general context by introducing metric spaces. For further details, see www.maths.lse.ac.uk/Courses/ma203.html

Teaching: 20 lectures (MA203) MT accompanied by weekly classes (MA203.A) MT. Revision lectures in ST.

Formative coursework: Written answers to set problems will be expected on a weekly basis.

Indicative reading: Lecture notes will be provided. The following may prove useful: Robert G Bartle & Donald R Sherbert, *Introduction to Real Analysis*; K G Binmore, *Mathematical Analysis: a straightforward approach*; Victor Bryant, *Yet Another Introduction to Analysis*; W A Sutherland, *Introduction to Metric and Topological Spaces*.

Assessment: A two-hour formal examination in the ST.

MA207 Half Unit

Further Quantitative Methods (Mathematics)

This information is for the 2009/10 session.

Teacher responsible

Dr Michele Harvey, B415

Availability: This course is intended primarily for students of BSc Management, BSc Management Sciences and BSc Accounting and Finance.

Pre-requisites: Students should have previously taken **Quantitative Methods (Mathematics)** (MA107). It is **not** available to students who have taken **Mathematical Methods** (MA100), or equivalent, nor higher level methods courses.

Course content: This is a second course in quantitative methods, following on directly from Quantitative Methods (Mathematics) (MA107). This course will contain further algebra and calculus. As with the course MA107, the emphasis will be on applications in economics and finance.

Topics covered: Matrix methods in portfolio analysis. Linear independence. Rank of a matrix. Eigenvalues and eigenvectors. Diagonalisation. Linear systems of recurrence equations. Markov process. Second-order recurrence equations. Macroeconomic models. Vector geometry. Gradient and directional derivative. Tangent hyperplanes and the optimal bundle. Resource allocation and Pareto efficiency. Orthogonal matrices and quadratic forms. Critical points of quadratic functions. Taylor's approximation. Optimisation of functions of two or more variables.

For further information see <http://www.maths.lse.ac.uk/Courses/>

ma207.html

Teaching: 20 Lectures (MA207) and 10 classes (MA207.A) in the LT. Revision lectures in the ST.

Formative coursework: Written answers to set problems will be expected on a weekly basis.

Indicative reading: M Anthony & N Biggs, *Mathematics for Economics and Finance* (Cambridge, 1996); A Ostaszewski, *Mathematics in Economics* (Blackwell, 1993).

Assessment: One two-hour paper in the ST.

MA208 Half Unit

Optimisation Theory

This information is for the 2009/10 session.

Teacher responsible

Professor Jan van den Heuvel, B304

Availability: The course is intended for students on BSc Mathematics and Economics and BSc Business Mathematics and Statistics. Students on other degrees may take this course provided that they satisfy the pre-requisites.

Pre-requisites: **Mathematical Methods** (MA100) is a pre-requisite. Background in rigorous mathematical methods, such as provided in **Introduction to Abstract Mathematics** (MA103) or preferably **Real Analysis** (MA203), is desirable. Students who have not done MA203 should contact the teacher responsible.

Course content: The course describes various techniques of optimisation, gives a mathematical presentation of the relevant theory, and shows how they can be applied.

- Introduction and review of relevant mathematical background
- Introduction to combinatorial optimisation; shortest paths in directed graphs; algorithms and their running time.
- Classical results on continuous optimisation: Weierstrass' Theorem on continuous functions on compact set; optimisation of differentiable functions on open sets; Lagrange's Theorem on equality constrained optimisation; Kuhn and Tucker's Theorem on inequality constrained optimisation. Linear programming and duality theory (time permitting).
- Finite horizon dynamic programming.

For further information see www.maths.lse.ac.uk/Courses/ma208.html

Teaching: 20 lectures (MA208) and 10 classes (MA208.A) in the LT. Two revision lectures will be arranged in the ST.

Formative coursework: Written answers to set problems will be expected on a weekly basis.

Indicative reading: Information on important and required texts will be provided at the beginning of the course.

Good sources of literature are R K Sundaram, *A First Course in Optimisation Theory*; N L Biggs, *Discrete Mathematics* (2nd edition). Additional notes will be handed out throughout the course.

Assessment: A two-hour written examination in the ST.

MA209 Half Unit

Differential Equations

This information is for the 2009/10 session.

Teacher responsible

Dr Malwina Luczak, B310

Availability: The course is intended for students on BSc Mathematics and Economics and BSc Business Mathematics and Statistics. Students on other degrees may take this course provided that they satisfy the pre-requisites.

Pre-requisites: **Mathematical Methods** (MA100) is a pre-requisite. Background in rigorous mathematical methods, such as provided in **Introduction to Abstract Mathematics** (MA103) or **Real Analysis** (MA203), is desirable. Students who have not done MA203 should contact the teacher responsible.

Course content: The course concentrates on the theory and qualitative analysis of (ordinary) differential equations, although some solution techniques will be considered as well. Special attention will be paid to geometric concepts and the role of differential equations in the theory of dynamical systems. Specific topics covered are: First examples; illustrations of use of the computer package Maple. Existence and uniqueness of solutions. Autonomous 1-dimensional systems. Linear equations and systems: phase portraits; classification of systems in the plane; higher dimensional systems and higher order equations. Nonlinear systems

in the plane: local and global behaviour; linearisation and stability at fixed points; Lyapunov functions. General nonlinear systems: attracting sets and attractors; conservative systems and integrals.

For further information see www.maths.lse.ac.uk/Courses/ma209.html

Teaching: 20 lectures (MA209) and 10 classes (MA209.A) in the LT. Revision lectures will be arranged in the ST.

Formative coursework: Written answers to set problems will be expected on a weekly basis.

Indicative reading: Full notes will be handed out throughout the course. A good additional text book is D K Arrowsmith & C M Place, *Dynamical Systems - Differential Equations, Maps and Chaotic Behaviour*. Other books closely related to R Grimshaw, *Nonlinear Ordinary Differential Equations* and W A Brock & A G Malliaris, *Differential Equations, Stability and Chaos in Dynamic Economics*.

Assessment: A two-hour written examination in the ST.

MA210 Half Unit

Discrete Mathematics

This information is for the 2009/10 session.

Teacher responsible

Dr Robert Simon, B303

Availability: BSc Mathematics and Economics, General Course students and as an outside option with the permission of the course teacher.

Pre-requisites: MA103 *Introduction to Abstract Mathematics*, or an equivalent course giving a background in rigorous mathematics.

Course content: A second-level course covering some of the main concepts and techniques of discrete mathematics together with its applications. Topics covered: Counting: selections, inclusion-exclusion, partitions and permutations, Stirling numbers, generating functions, recurrence relations. Graph Theory: basic concepts (graph, adjacency matrix, etc), walks and cycles, trees and forests, colourings. Set systems: Matchings, finite Geometrics, Block Designs, Ramsey Theory.

Teaching: 20 hours of lectures and 10 hours of classes in the Lent Term.

Formative coursework: Weekly exercises are set and marked.

Indicative reading: PJ Cameron, *Combinatorics* (CUP 1994); NL Biggs, *Discrete Mathematics* (OUP 2004)

Assessment: A two-hour examination in the ST (100%).

MA300

Game Theory

This information is for the 2009/10 session.

Teachers responsible: Professor Bernhard von Stengel, B412, Professor Steve Alpern, B407 and Professor Olivier Gossner, B309.

Availability: Optional for BSc Accounting and Finance, BSc Business Mathematics and Statistics, BSc Econometrics and Mathematical Economics, BSc Economics and BSc Mathematics and Economics.

Pre-requisites: Basic knowledge of matrices as covered in **Mathematical Methods** (MA100) or **Quantitative Methods** (MA107). Some knowledge of probability. Knowledge of economics as covered in **Microeconomic Principles I** (EC201) or **Microeconomic Principles II** (EC202).

Course content: Concepts and methods of game theory with applications to economics. Part I: same as for Game Theory I (MA301). Part II: Information and knowledge. Equilibrium selection. Repeated Games. Introduction to Cooperative Game Theory.

For further information see www.maths.lse.ac.uk/Courses/ma300.html

Teaching: 40 lectures (MA300.1 and MA300.2), 20 classes (MA300.1A and MA300.2A) in MT and LT. Revision lectures in ST.

Formative coursework: Weekly exercises are set and marked.

Indicative reading: Lecture notes will be provided. K Binmore, *Playing for Real: Game Theory* CUP, 2007; R Gibbons, *A Primer in Game Theory*, 1992; Mas-Colell, Whinston, and Green: *Microeconomic Theory*, Osborne and Rubinstein: *A course in Game Theory*. Supplementary reading: E Mendelson, *Introducing Game Theory and Its Applications*.

Assessment: A three-hour written examination in ST.

MA301 Half Unit**Game Theory I****This information is for the 2009/10 session.****Teachers responsible:** Professor Bernhard von Stengel, B412 and Professor Steve Alpern, B407.**Availability:** Optional for BSc Accounting and Finance, BSc Business Mathematics and Statistics, BSc Management, BSc Management Sciences and BSc Mathematics and Economics.**Pre-requisites:** Basic knowledge of matrices as covered in **Mathematical Methods** (MA100) or **Quantitative Methods** (MA107). Some knowledge of probability.**Course content:** Concepts and methods of game theory with applications to economics. Game trees with perfect information, Nim. Backward induction. Extensive and strategic (normal) form of a game. Nash equilibrium. Commitment. Zero sum games, mixed strategies. Maxmin strategies. Nash equilibria in mixed strategies. Finding mixed-strategy equilibria for two-person games. Extensive games with information sets, behaviour strategies, perfect recall. The Nash bargaining solution. Multistage bargaining.For further information see www.maths.lse.ac.uk/Courses/ma301.html**Teaching:** 20 lectures (MA300.1), 10 classes (MA300.1A) in MT. Revision classes in ST.**Formative coursework:** Weekly exercises are set and marked.**Indicative reading:** Lecture notes will be provided. K Binmore, *Playing for Real: Game Theory* CUP, 2007; E Mendelson, *Introducing Game Theory and Its Applications*.**Assessment:** A two-hour formal examination in the ST.**MA303 Half Unit****Chaos in Dynamical Systems****This information is for the 2009/10 session.****Teacher responsible**

Professor Steve Alpern, B407

Availability: This course is available to students on the following programmes: BSc Accounting and Finance, BSc Mathematics and Economics and BSc Business Mathematics and Statistics. Students on other degrees may take this course provided that they satisfy the pre-requisites.**Pre-requisites:** **Mathematical Methods** (MA100) is a pre-requisite. Background in rigorous mathematical methods, such as provided in **Introduction to Abstract Mathematics** (MA103), is desirable. In particular, some familiarity with proving theorems would be useful.**Course content:** Given a function $f: X \rightarrow X$, what is the (iterative) behaviour of $f^n(x) = f(f(\dots(f(x))))$ (f applied n times). What do 'orbits' of f look like - an orbit has the form $x, f(x), f(f(x)), \dots$ Particular emphasis is given to long-term evolution and stability analysis of such systems $f: X \rightarrow X$. We explore connections with so-called fractal sets, which are roughly sets that look the same at any degree of magnification, and may have a dimension which is not an integer. We also discuss chaotic maps f , where $f^n(x)$ cannot be determined if there is any small uncertainty about x . Topics covered: Iteration of discrete maps. Orbit analysis. Contraction mapping theorem. Quadratic maps. Bifurcations. Definition of chaos. Sarkovskii's theorem. Fractal sets.For further information see <http://maths.lse.ac.uk/Courses/ma303.html>**Teaching:** 20 lectures in MT accompanied by weekly classes. Revision lecture in ST.**Formative coursework:** Exercises will be set and marked on a weekly basis.**Indicative reading:** Full lecture notes will be provided. The following may prove useful, R Devaney, *A First Course in Chaotic Dynamical Systems*; R Devaney, *An Introduction to Chaotic Dynamical Systems*; E Scheinerman, *Invitation to Dynamical Systems*. A fun and interesting read might be Gleick, J., *Chaos: Making a New Science*.**Assessment:** A two-hour formal examination in the ST.**MA305 Half Unit****Optimisation in Function Spaces****This information is for the 2009/10 session.****Teacher responsible**

Dr Albina Danilova, B409

Availability: The course is intended for 3rd year students on BSc Mathematics and Economics and BSc Business Mathematics and Statistics. Students on other degrees may take this course provided they satisfy the pre-requisites.**Pre-requisites:** Students should have attended a course in Mathematical Methods, ideally **Further Mathematical Methods (Calculus)** (MA200).**Course content:** This is a course in optimisation theory using the methods of the Calculus of Variations. No specific knowledge of functional analysis will be assumed and the emphasis will be on examples.

This course develops a geometric approach to those optimisation problems which involve the choice of functions. Applications relevant to Economic Theory are studied. It introduces key methods of continuous time optimisation in a deterministic context, including the Calculus of Variations, Pontryagin's Principle and Bellman's Principle. Specific topics include: Introductory examples. Calculus of variations. Euler-Lagrange Equations. Necessary conditions. Maximum Principle. Transversality conditions. Linear time-invariant state equations. Controllability. Dynamical programming. Applications to Economics

For further information see www.maths.lse.ac.uk/Courses/ma305.html**Teaching:** 20 lectures (MA305) and 10 classes (MA305.A), in the MT. Revision lectures will be arranged in the ST.**Formative coursework:** Written answers to set problems will be expected on a regular basis.**Indicative reading:** A full set of lecture notes will be provided. D. G. Luenberger, *Optimization by Vector Space Methods*, Wiley, 1969.**Assessment:** A two-hour formal examination paper in the ST.**MA310 Half Unit****Mathematics of Finance and Valuation****This information is for the 2009/10 session.****Teacher responsible**

Dr Pavel Gapeev, B410

Availability: The course is an option for 3rd year students on BSc Accounting and Finance, BSc Mathematics and Economics and BSc Business Mathematics and Statistics. Students on other degrees may take this course provided that they satisfy the pre-requisites.**Pre-requisite:** MA313 Probability for Finance is required.**Course content:** Main mathematical ideas in the modelling of asset price evolution and the valuation of contingent claims (e.g., calls, puts); discrete methods will dominate. Introductory treatment of the Black-Scholes continuous-time model.

This course introduces a range of mathematical concepts and techniques of modern finance. It considers discrete as well as continuous time models for the price dynamics of actively traded assets. It develops the basic principles of risk-neutral valuation of contingent claims, such as call and put options. Specific topics studied include: one-period and multi-period binomial tree models; the Black and Scholes model; self-financing replicating portfolios; martingales and conditional expectation; Itô calculus; risk-neutral valuation of call and put options in the absence of arbitrage; the Black and Scholes formula; option deltas, gammas, vegas, and other sensitivities.

For further information see www.maths.lse.ac.uk/Courses/ma310.html**Teaching:** 20 lectures (MA310) and 10 classes (MA310.A), in LT. Revision lectures will be arranged in the ST.**Formative coursework:** Written answers to set problems will be expected on a weekly basis.**Indicative reading:** Lecture notes will be provided. Background texts: T Bjork, *Arbitrage Theory in Continuous Time*, Oxford Finance, 2004; A Etheridge, *A Course in Financial Calculus*, CUP, 2002; M Baxter & A Rennie, *Financial Calculus*, CUP, 1996; P Wilmott, S Howison & J Dewynne, *The Mathematics of Financial Derivatives*,

CUP, 1995; J Hull, *Options, Futures and Other Derivatives*, 6th edition, Prentice-Hall, 2005. D Lamberton & B Lapeyre, *Introduction to stochastic calculus applied to finance*, 2nd edition, Chapman & Hall, 2008.

Assessment: A two-hour formal examination in the ST based on the full syllabus for the lecture course.

MA313 Half Unit Probability for Finance

This information is for the 2009/10 session.

Teacher responsible

Professor Olivier Gossner, B309

Availability: The course is intended for 3rd year students on BSc Mathematics and Economics and BSc Business Mathematics and Statistics. Students on other degrees may take this course provided that they satisfy the pre-requisites.

Pre-requisites: **Introduction to Abstract Mathematics** (MA103) or equivalent, together with **Mathematical Methods** (MA100) and **Elementary Statistical Theory** (ST102). Attendance at more advanced courses, eg, **Real Analysis** (MA203), **Further Mathematical Methods (Calculus)** (MA200) and/or **Probability, Distribution Theory and Inference** (ST202) would be highly desirable.

Course content: The purposes of this course are (i) to explain the formal basis of abstract probability theory, and the justification for basic results in the theory, and (ii) to explore those aspects of the theory most used in advanced analytical models in economics and finance.

The approach taken will be formal. Probability spaces and probability measures. Random variables. Expectation and integration. Markov chains. Convergence of random variables. Conditional expectation and martingales, in the discrete case. For further information see www.maths.lse.ac.uk/Courses/ma313.html

Teaching: 20 lectures and 10 classes in the MT and revision lectures in the ST.

Formative coursework: Exercises will be set and marked on a weekly basis.

Indicative reading: Full lecture notes will be provided. The following may prove useful: J S Rosenthal, *A First Look at Rigorous Probability Theory*; G R Grimmett & D R Stirzaker, *Probability and Random Processes*; D Williams, *Probability with Martingales*.

Assessment: A two-hour formal examination in the ST.

MA314 Half Unit Theory of Algorithms

This information is for the 2009/10 session.

Teacher responsible

Dr Konrad Swanepoel

Availability: The course is intended for 3rd year students on BSc Mathematics and Economics and BSc Business Mathematics and Statistics. Students on other degrees may take this course provided that they satisfy the pre-requisites.

Pre-requisites: Familiarity with abstract concepts, advisable course **Introduction to Abstract Mathematics** (MA103). Willingness to cope with technical details of computer usage.

Course content: Introduction to the theory of algorithms, data structures, and computational complexity. Basics of programming in Java. Sorting and searching. Running times. Stacks. Linked lists. Tables. Graphs and graph traversal. Polynomial-time algorithms. For further information see: www.maths.lse.ac.uk/Courses/ma314.htm

Teaching: 20 lectures (MA314), 10 classes (MA314.A) in MT. Revision lectures will be arranged in the ST.

Formative coursework: Weekly exercises are set and marked. Some are programming exercises in the programming language Java on school computers.

Indicative reading: T H Cormen, C E Leiserson & R L Rivest, *Introduction to Algorithms*, MIT Press 1990 (or 2nd edn, 2001); D Flanagan, *Java in a Nutshell*, 3rd edn, or later, O'Reilly 1999.

Assessment: A two-hour written examination in the ST.

MA315 Half Unit Algebra and its Applications

This information is for the 2009/10 session.

Teacher responsible

Dr Robert Simon, B404

Availability: The course is intended for 3rd year students on BSc Mathematics and Economics or BSc Business Mathematics and Statistics degrees. Students on other degrees may take this course provided that they satisfy the pre-requisites.

Pre-requisites: Students must have passed **Introduction to Abstract Mathematics** (MA103).

Course content: The aim of the course is to introduce abstract algebraic structures, such as groups, rings and fields, and show how these structures can be used to solve concrete problems. Basic results about permutations. Abstract groups: cyclic groups, subgroups, Lagrange's theorem. Permutation groups: orbits and stabilizers, the orbit-stabilizer theorem; applications to counting problems. Rings and polynomials: the Euclidean algorithm for polynomials, integral domains, fields. Finite fields: construction, the primitive element theorem, applications to orthogonal latin squares, symmetric designs. Error-correcting codes: linear codes, cyclic codes, perfect codes. Cryptography: basic notions, algebraic methods, public-key systems.

For further information see: www.maths.lse.ac.uk/Courses/ma315.html

Teaching: 20 lectures (MA 315) and 10 classes (MA 315.A) in MT, plus revision sessions in the ST.

Formative coursework: Sets of exercises will be distributed regularly, and students' solutions will be collected, marked, and discussed in the classes.

Indicative reading: Lecture notes will be provided. The main text is N L Biggs, *Discrete Mathematics*, specifically Chapters 20-24, together with some introductory material from earlier chapters. Students may also find the following useful: D J A Welsh, *Codes and Cryptography*, M. Artin, *Algebra*, I. N. Herstein, *Topics in Algebra*, D. S. Dummit & R. M. Foote, *Abstract Algebra*, D. R. Stinson, *Cryptography: Theory and Practice*.

Assessment: A two-hour formal examination in the ST.

MA316 Half Unit Graph Theory

This information is for the 2009/10 session.

Teacher responsible

Dr Jozef Skokan, B303

Availability: BSc Mathematics and Economics, General Course students and as an outside option with permission of the course tutor.

Pre-requisite: MA103 or equivalent course giving a background in rigorous mathematics.

Course content: This course examines the basic concepts and techniques of graph theory. The topics to be covered are: fundamental concepts, flows, connectivity and matchings, colourings, extremal problems, Ramsey Theory. Optional topics include matroids, spectral graph theory, or random graphs.

Teaching: 20 hours of lectures and 10 hours of classes in the Lent Term.

Formative coursework: Weekly exercises will be set and marked.

Indicative reading: D. B. West, *Introduction to Graph Theory*, Prentice Hall 2001; N. L. Biggs, *Discrete Mathematics*, OUP 2004; J.A. Bondy and U.S.R. Murty, *Graph Theory with Applications*, North-Holland, 1976; B. Bollobas, *Modern Graph Theory*, Springer 1998.

Assessment: One two-hour examination in the Summer Term (100%).

MN100 Orientation for Management Students This information is for the 2009/10 session.

Teacher responsible

To be confirmed

Availability: Compulsory course, exclusively for first year BSc Management students.

Course content: The course syllabus introduces students to the degree as a whole.

The course consists of student group work and presentations on companies, governmental bureaux, or non-profit organisations.

Teaching: Seminars (MN100) are held weekly in the MT beginning in week two and held in weeks two to five of the LT.

Formative coursework: There is no written work for this course.

Indicative reading: There is no reading list for the course.

Assessment: The course is not examined.

MN101

Introduction to Psychology and Behavioural Science for Management

This information is for the 2009/10 session.

Teachers responsible: Dr Satoshi Kanazawa and Professor Peter Abell

Availability: Compulsory for and exclusive to all first year BSc Management students. This course is not available to General Course students.

Course content: The lectures in the Michaelmas term will introduce students to the following topics: psychological determinants of human values and preferences, sex differences in values, preferences, and behaviour, dominance hierarchies, status contests and the analysis of decisions.

The Lent term will introduce the students to the study of organizations drawing on different approaches of the social sciences (economics, psychology and sociology). Topics include the role of network analysis, incentives and norms, introduction to game theory, power authority, co-ordination and bargaining, corporate culture, capital labor, partnership, organization democracy and puzzles in the (re)structuring organizational boundaries.

Teaching: 20 lectures in MT and LT, 20 classes in MT and LT.

Indicative reading: Alan S. Miller and Satoshi Kanazawa, *Why Beautiful People Have More Daughters*, Perigee, 2007; Jon Elster, *Nuts and Bolts*, CUP, 1996; Buchanan, D. and A. Huczynski *Organizational Behaviour: an Introductory Text* (London: Prentice Hall, 2004) fifth edition; Douma, S. and H. Schreuder *Economic Approaches to Organizations*, (London: Prentice Hall, 2002) third edition. A summary course guide will be provided.

Assessment: A three-hour written examination.

MN200

Management: Theory and Evidence

This information is for the 2009/10 session.

Teachers responsible: Mr Nilesh Dattani (Part 1) and Professor Diane Reyniers (Part 2)

Availability: This course is compulsory for BSc Management 2nd year students. It is also an option to BSc Accounting and Finance and BSc Business Mathematics and Statistics students who must ask permission from the teacher responsible. Students on other degrees also need permission of the teacher responsible to take the course.

Pre-requisites: EC102 or equivalent, MA107 and ST107 or equivalent. Students should consider MN201 and MN203 co-requisites.

Course content: Part 1 (MT) will focus on the evolution of thinking about the activity of management, an examination of firms as reservoirs of resources and capabilities, and analysis of the conception and implementation of firms' strategy. It examines theories of firm evolution, organisational governance, strategy formulation and strategy implementation, and decision-making in organisational context. Topics may vary but examples are Managerial Thinking, Firm Evolution, Decision-making, Organisational Dynamics, Corporate Structure, Strategy Formulation, and Strategy Implementation.

Part 2 (LT) addresses various topics regarding firms, their performance and aspects of internal organisation such as organisational culture. In contrast to the Strategy course which largely focuses on interaction between firms, this course emphasises interaction within firms. Core themes are 'incentives', i.e., how are people motivated to work, and 'governance' i.e. the relationships between ownership, control and performance.

The intellectual backbone of the course is applied and empirical economics and finance but wherever appropriate contributions from the psychology, sociology and management literature will be discussed. We will mainly deal with issues which are amenable to rigorous empirical investigation.

The main objective of the course is to enable students to comprehend and critically assess the literature on selected management topics, to evaluate statements in terms of evidence and to detect false reasoning or logic.

Topics may vary but examples are Entrepreneurship, Corporate Ownership, Experiments on Incentives, Management Styles, Corporate Governance, Corporate Culture.

Teaching: Lectures: (MN200) 10 MT and 10 LT. Classes (MN200) 22: MT (10) LT (10) ST (2).

Formative coursework: Students are expected to produce two pieces of written work per term.

Indicative reading: A reading list will be available to students taking the course.

Assessment: A formal three-hour examination in the Summer Term.

MN201

Economics for Management

This information is for the 2009/10 session.

Teacher responsible

TBC

Availability: This course is compulsory for 2nd year BSc Management students. It is an option on BSc Business Mathematics and Statistics, BSc Human Resource Management and Employment Relations and BSc Management Sciences.

Pre-requisites: EC102 **Economics (B)** or equivalent is a pre-requisite. This course cannot be combined with **Microeconomic Principles I** (EC201) or **Microeconomic Principles II** (EC202).

Course content: The objective of the course is to provide students with insights from economic theory which are relevant to applications in managerial decision making. The emphasis is on problem solving and applying microeconomics ideas.

Consumer behaviour, labour market, economics of the firm, government intervention, competitive structure, monopoly, oligopoly, product differentiation, pricing, game theory, decision analysis, moral hazard, bargaining, auctions.

Teaching: Lectures (MN201): two hours x 10 MT and LT, two hours x two ST. Classes (MN201.A): one hour x eight MT: one hour x 10 LT: one hour x two ST.

Formative coursework: Students are expected to prepare answers to set problems on a weekly basis. Some of this work will be assessed. Assiduous preparation for the weekly tutorials is essential to achieve a good exam performance.

Indicative reading: No textbook covers the whole course but Hal R Varian, *Intermediate Microeconomics* (1990) is a good reference book for the course. In addition students are advised to use T C Bergstrom & H R Varian, *Workouts in Intermediate Microeconomics* (1990); P Milgrom & J Roberts, *Economics, Organisation and Management* (1992) and J Tirole, *The Theory of Industrial Organisation* (1990) will also be referred to.

Assessment: One, two-hour, end of term written exams counting for 20% each and a three-hour written final exam counting for the remaining 80%.

MN203

Social Science Research Methods for Management

This information is for the 2009/10 session.

Teacher responsible

Dr Jordi Blaines Vidal

Availability: Core course for second year BSc Management students.

Course content: Simple and Multiple Regression; Hypothesis Testing; Mechanics and Limitations of OLS; Causality; Natural, Field and Laboratory Experiments.

The main aim of this course is to provide a thorough understanding of the quantitative techniques which guide evidence-based managerial decision-making. It seeks to develop a framework in

which students can examine whether the predictions of managerial, social or economic theory are supported by empirical evidence. Particular emphasis is made on (a) illustrating the many ways in which evidence is abused in the academic or managerial debate, and (b) trying to establish causality in the relationship between variables.

The approach is both formal, as the course makes extensive use of econometric theorems and techniques, and solidly grounded in intuition, as it provides numerous examples of tests of real-life relations. Many of these examples will be illustrated using the STATA software package, and the students will be expected to learn the basics of data manipulation and regression running.

A solid base of introductory statistics and probability (equivalent to that provided by ST107) and introductory algebra and calculus (equivalent to that provided by MA107) will be expected.

Teaching: 20 one-hour lectures in the MT and LT and 20 one-hour classes in the MT, LT and ST.

Formative coursework: 14 sets of exercises and 6 case studies. Each term one set of exercises will be used to provide feedback to students.

Indicative reading: The textbook for the course is:

James H. Stock and Mark W. Watson, *Introduction to Econometrics*, Second Edition, Pearson, 2007.

Two other very useful (complementary) books are:

Christopher Dougherty, *Introduction to Econometrics*, Third Edition, Oxford University Press, 2007.

Jeffrey M. Wooldridge, *Introductory Econometrics - A Modern Approach*, Third Edition, South-Western, 2006.

Assessment: One three-hour examination in the ST worth 100%.

MN302

International Marketing: A Strategic Approach

This information is for the 2009/10 session.

Teacher responsible

Dr Rafael Gomez

Availability: This course is compulsory for all BSc Management 3rd year students. It is optional for BSc Management Sciences. All non-Management students must be in their final year of study.

Pre-requisites: BSc Management students must have already taken MN200.

Assessment: 1. One report (30%). This will be written by a group for which all members will receive the same mark.

2. One formal three-hour examination (70%).

Course content: The course covers the main theories in Marketing Management. It emphasises theories as a way of understanding the marketing behaviour of both consumers and firms in an international setting. It also involves a report that applies theoretical concepts to industry.

The course focuses on the 'theory' of marketing. One of its important aims is to emphasise the range of social science disciplines that are relevant if marketing is to be properly understood. It will be a critical course, in the sense that the marketing taught here will not involve 'how to' or intensely 'practical' applications. Rather, the emphasis in the MT will be on understanding strategic concepts with broader applicability. The lectures will encourage students to question the limitations and problems of marketing management. In the LT, attention is paid to applied marketing concepts and a report where students learn to adapt the knowledge learned in MT lectures to a marketing based problem in industry.

Teaching: Lectures: 15 two-hour lectures. Thirteen one-hours classes in MT, LT and ST beginning in second week of MT.

Indicative reading: Some useful texts are:

Lambin, J-J, Chumpitaz, R. & Schuiling, I. (2007), *Market-driven management: Strategic and operational marketing* (2nd edition). London: Palgrave Macmillan

Brassington, F. and Pettit, S. (2006), *Principles of Marketing* (4th Edition) FT Prentice Hall

Further references will be given during the course.

MN303 Half Unit

International Context of Management

This information is for the 2009/10 session.

Teacher responsible

Mr Nilesh Dattani

Availability: This is a compulsory course for BSc Management third year students and is only available to these students.

Course content: The course aims to apply social science theory to the analysis of the conduct and management of transnational activities; to critically appraise concepts such as globalisation, regionalisation, national competitiveness, transnationality of firms, etc. in the context of international management structures and processes; to delineate the international political, economic, social and legal structures and environments within which the activity of management takes place

The topics to be covered will include: the nature of the contemporary global political economy; the globalisation of business, finance and trade in goods and services; Global competition; the transnational corporation in the global economy; the tension between globalisation and regionalisation; the international trading order; the international monetary regime; the impact of culture on global business; the changing position of the state in the global economy; the new diplomacy of states and firms.

Teaching: 10 lectures and 10 classes in the MT.

Indicative reading: P Dicken, *Global Shift: Reshaping the Global Economics Map in the 21st Century* (5th edn), Sage Publications (2007); R W Griffen & M W Pustay, *International Business: A Managerial Perspective* (5th edn), Pearson Prentice-Hall (2007); O Shenker & Y Luo, *International Business*, (2nd edn) John Wiley (2008).

Assessment: Two-hour examination in the ST.

MN304 Half Unit

Strategy

This information is for the 2009/10 session.

Teacher responsible

Professor Ignacio Palacios-Huerta

Availability: The course is compulsory for the BSc Management third year.

Pre-requisites: Knowledge of MN201 or a comparable Microeconomics course is advisable.

Course content: This course is concerned with strategic thinking. It studies situations in which two or more decision-makers (individuals, firms, political parties, countries etc) interact in a strategic manner. Understand strategy situations involving conflict and/or cooperation has proved useful in many areas of economics, business, political science, law and social psychology. Practical applications in these areas range from the competition of firms in markets and technological races to auctions, voting behaviour, cultural norms, and others. The purpose of this course is threefold. First, introduce relevant tools of game theory in a way that we can learn to capture the key elements of different strategic interactions and determine the most likely outcome in each case. Second, study in depth various real-life applications. Third, the course will cover recent developments in behavioural game theory, including insights into intertemporal choices and strategies, decision-making under risk and uncertainty, and experiments in strategic interaction.

The course is an interaction of game theory, economics and strategic management. Roughly, the following topics will be covered: fundamental concepts from game theory, simultaneous and sequential strategies, unpredictability, commitment, credibility, threats and promises, strategies under risk and uncertainty, and intertemporal dynamic strategies. They will all be viewed from a perspective and a framework for understanding business strategy.

Teaching: There will be 10 two-hour lectures and eight one-hour classes in the LT.

Indicative reading: I will distribute my own lecture notes during the course. There is no required book. However, there are four optional recommended books. The first two optional recommended books are *Thinking Strategically: Competitive Edge in Business, Politics and Everyday Life* (WW Norton, 1993) by Avinash Dixit and Barry Nalebuff, and *The Art of Strategy* (WW Norton, 2008) also by

the same authors. Both are bestsellers that can be read with real pleasure and which provide formidable insights into most of the aspects and topics studied in the course.

The last two recommendations are textbooks. The first one is *Games of Strategy* (WW Norton, 2nd edition, 2004) by Avinash Dixit and Susan Skeath. This is a delightful skeleton key to game theory and strategy, and covers about two thirds of the material in the course. The second is *An Introduction to Game Theory* (Oxford, 2003) by Martin J. Osborne. Although no material will be directly drawn from this book, this is probably the best book in terms of mathematical rigor, thoroughness and structure.

In addition, different readings from the economic and business press as well as articles from academic journals will be distributed throughout the course as a complement to the lecture notes.

Assessment: Two-hour examination in the ST.

MN307 Half Unit

Aspects of Marketing Management

This information is for the 2009/10 session.

Teacher responsible

Dr Vishal Talwar

Availability: This course is for non BSc Management Students. It is optional for BSc Business Mathematics and Statistics, BSc Human Resource Management and Employment Relations and BSc Management Sciences. It is available to General Course and students in other degrees as an outside option with approval from the instructor. The course can be taken in conjunction with ST307

Aspects of Market Research

Course content: The course covers the main theories in MN302. No project is part of this course.

The course focuses on the 'theory' of marketing. One of its important aims is to emphasise the range of social science disciplines that are relevant if marketing is to be properly understood. It will be a critical course, in the sense that the marketing taught here will not involve 'how to' or intensely 'practical' applications. Rather, the emphasis will be on understanding strategic concepts with broader applicability. The course will encourage students to question the limitations and problems of marketing management.

Teaching: Lectures: 15 one-hour lectures (MN302) in MT and LT. Review lectures in the ST will be scheduled.

Classes: 10 one-hour classes (MN307.A).

Indicative reading: Lambin, J-J, Chumpitaz, R. & Schuiling, I. (2007), *Market-driven management: Strategic and operational marketing* (2nd edition). London: Palgrave Macmillan
Brassington, F. and Pettit, S. (2006), *Principles of Marketing* (4th Edition) FT Prentice Hall

Further references will be given during the course.

Assessment: 1. One formal two-hour examination in the ST (70%);
2. One piece of coursework in MT (30%).

OR202

Operational Research Methods

This information is for the 2009/10 session.

Teacher responsible

Professor Gautam Appa, F3.08

Availability: Compulsory for BSc Management Sciences. Optional for BSc Accounting and Finance, BSc Business Mathematics and Statistics, BSc Econometrics and Mathematical Economics, BSc Economics and BSc Management.

Pre-requisites: Mathematics, Statistics and Probability Theory to the level of the courses **Quantitative Methods** and **Introduction to Statistics for Accounting and Finance** is required. In particular, students should have covered elementary distribution theory and the Poisson Process, and have an elementary knowledge of linear algebra. Students must be prepared to use computer packages when required. A further course OR301 **Model Building in Operational Research** which extends the Mathematical Programming component and covers Simulation in some detail may be taken after or in conjunction with this course.

Course content: An introduction to all the main theoretical techniques of Operational Research.

OR202.1 **Operational Research Techniques.** Some

methodological aspects of operational research, and some of the main OR techniques, including: Critical Path Analysis, Production, Scheduling, Markov Chains, Queueing Theory, Replacement, Simulation, Stock Control, Dynamic Programming, Decision Theory, Theory of Games.

OR202.2 **Mathematical Programming.** Linear programming: from the most basic introduction to sufficient conditions for optimality; duality; sensitivity of the solution; discovery of the solution to small problems by graphical methods, and proof of optimality by testing the sufficient conditions; solution to larger problems by using a computer package. Unimodular linear programming (transportation): properties of solution, connection with graph theory, an algorithm for hand computation. Full lecture notes are provided.

Teaching: Lectures: OR202.1 22 in MT, LT and ST; OR202.2 10 MT and three revision sessions in the ST.

Classes: OR202.1A 23 in MT, LT and ST. OR202.2A 12 MT and LT. Ten x three hours computer help in MT and LT, and three x three hours computer help in ST.

Formative coursework: Written answers to set problems will be expected on a regular basis.

Indicative reading: Recommended books are H G Daellenbach, J A George & D C McNickle, *Introduction to Operations Research Techniques*, Allyn & Bacon; A Ravindran, D T Philips & J J Solberg, *Operations Research*; H P Williams, *Model Building in Mathematical Programming*, Wiley; H P Williams, *Model Solving in Mathematical Programming*, Wiley; Wayne L Winston, *Operations Research*, Duxbury Press.

Students may also wish to consult R L Ackoff & M W Sasieni, *Fundamentals of Operations Research*; N A J Hastings, *Dynamic Programming with Management Applications*; F S Hillier & G J Lieberman, *Operations Research*; E Page, *Queueing Theory in OR*; M Sasieni, A Yaspan & L Friedman, *Operations Research: Methods and Problems*.

Assessment: A three hour written examination with 15 minutes reading time: students must answer five questions.

OR301

Model Building in Operational Research

This information is for the 2009/10 session.

Teacher responsible

Dr Alan Pryor, F3.20

Availability: Compulsory for first year students but optional for second and third year MSc Management Sciences students in the 2009-10 session. Optional for BSc Business Mathematics and Statistics, BSc Econometrics and Mathematical Economics, BSc Economics and BSc Management.

Pre-requisites: Students must also complete OR202 **Operational Research Methods**. (For third year students who have not taken **OR Methods** in their second year, **OR Methods** may be a co-requisite, taken in the same year).

Course content: The concepts, techniques and practical aspects of the development and analysis of discrete event simulation models and of mathematical programming models for management decision support. A critical assessment of the use of Operational Research models in a range of applications paying attention to the power and limitations of a mathematical model when applied to the complexities and uncertainties of practical decision making. There are three lecture courses.

OR301.1 **Mathematical Programming Models in Operational Research.** Introduces more complex models, including integer programming, so extending the mathematical programming models of the course Operational Research Methods. The emphasis is on large-scale models necessitating the use of an algebraic modelling system.

OR301.2 **Operational Research in Practice.** Students are required to present critical reviews of two published papers and then to write reports on them, the second of which is assessed OR3.07 Simulation Modelling and Analysis (see separate course guide for OR307)

Teaching: OR301.1 10 lectures MT, OR301.1A 10 classes MT and nine computer help sessions MT.

OR301.2 10 seminars LT.

OR307 (see separate course guide for OR307)

Formative coursework: OR301.1 and OR307: students will be expected to prepare answers to set problems for discussion. OR301.2: students will be expected to present a paper.

Indicative reading: OR301.1: H P Williams, *Model Building and Mathematical Programming*. OR301.2: suitable papers from OR journals will be available. OR307: see separate course guide.

Assessment: Examined by course work projects as follows: 40% for the mathematical programming project, 20% for a critical review of a published paper and 40% for a Simulation Modelling and Analysis project.

OR302

Applied Management Sciences

This information is for the 2009/10 session.

Teacher responsible

Dr Alan Pryor, F3.20

Availability: Only to students in the final year of the BSc Management Sciences. Any student intending to offer this course in the third year should contact the Departmental Tutor before the beginning of the ST of her or his second year.

Pre-requisites: Students must also have taken or be taking the course OR301 **Model Building in Operational Research**.

Course content: The student will carry out and report on a substantial piece of operational research.

Teaching: Students will be assigned to a supervisor who will continuously monitor progress and give tutorial guidance as required.

Formative coursework: Each student will produce terms of reference by week four of the MT and write a project report during the Easter vacation.

Indicative reading: J Mitchell, *How to Write Reports*, Fontana; B M Cooper, *Writing Technical Reports*, Pelican; Sir Ernest Gowers, *The Complete Plain Words*, Pelican; Chapman & Mahon, *Plain Figures*, HMSO, 1986.

Assessment: Assessment is based entirely on the report submitted to the supervisors by the end of the second week of the ST. Guidance will be given on the basis of a draft report.

OR304

Decision Sciences in Theory and Practice

This information is for the 2009/10 session.

Teacher responsible

Dr Barbara Fasolo, F3.15 and Dr Alec Morton, F3.07

Availability: Compulsory for first year but optional for second and third year MSc Management Sciences students in 2009-10 session. Optional on BSc Business Mathematics and Statistics, BSc Management and other BSc degrees where regulations permit.

Pre-requisites: Pre-requisites are Mathematics, Probability Theory, and Statistics to the level of the course **Quantitative Methods**.

Course content: This full unit course examines 'decision capability', that is the ability of people to make judgments and decisions, and how that ability can be enhanced with appropriate processes and tools. The course blends research on how individuals and groups actually make decisions with theories on how they should make decisions in order to be consistent. The course encourages students to appreciate the influence of social context on decision making and decision analysis.

It will cover the foundations of decision theory; models and theories describing how people form preferences, make judgements, deal with conflicting objectives, uncertainty, and risk - individually and in groups; and Decision Analytic tools for structuring and analysing decisions involving multiple stakeholders and conflicting objectives (multi-criteria evaluation and resource allocation problems) as well as uncertainty (decision trees, influence diagrams, risk analysis and Bayesian belief networks).

The course uses illustrations of real-world Decision Analysis applications in organisations, and employs several case-studies (supported by specialised decision software) to build students' skills in decision modelling and analysis.

Teaching: Lectures: 10 x 2hrs MT; 10 x 2hrs LT; and 1 x 2hrs ST

Classes: 9 x 1hr MT; 10 x 1 hr LT; and 1 x 1hr ST

Formative coursework: Four assignments will be required in each of MT and LT.

Indicative reading: R. Hastie & R. M. Dawes, *Rational Choice in an Uncertain World*; Bazerman, M.H (2005) *Judgment in managerial decision making*. New York: Wiley. Beach and Connolly (2005). *The Psychology of Decision Making: People in Organizations*. 2nd Edition, Sage W. Edwards & D. von Winterfeldt, *Decision Analysis and Behavioral Research*; P. Goodwin & G. Wright, *Decision Analysis for Management Judgment* (3rd Ed.); R.T. Clemen and T. Reilly, *Making Hard Decisions with Decision Tools Suite*.

Assessment: A three-hour formal examination in the ST (100%).

OR307 Half Unit

Simulation Modelling and Analysis

This information is for the 2009/10 session.

Teacher responsible

Dr G Montibeller, F3.16

Availability: BSc Business Mathematics and Statistics, BSc Management Sciences

Pre-requisites: Elementary statistical concepts and experience of standard computer software is assumed.

Course content: The aim of the course is to introduce students to the concepts, techniques and applied aspects of the development and analysis of simulation models. The course will cover two main approaches for modelling problems bound by uncertainty (stochastic behaviour): Monte-Carlo Simulation (static problems) and Discrete Event Simulation (dynamic problems). Topics covered will include: types of uncertainty; types of simulation modelling; sampling methods; the simulation process; structuring problems for simulation; running simulation models; analysing simulation outputs; risk analysis using simulated models; testing and validating simulation models; applications of simulation.

Teaching: 10 Lectures (LT) and 10 Classes (LT) 1 Revision Lecture (ST).

Formative coursework: Three individual or small-group assignments will be required during the course.

Indicative reading: JR Evans & DL Olson (2002) *Introduction to Simulation and Risk Analysis*. Prentice-Hall: Upper Saddle River, NJ; AM Law (2006) *Simulation Modelling and Analysis*. McGraw-Hill: Boston, 4th ed.; M Pidd (2004) *Computer Simulation in Management Science*. Wiley: Chichester, 5th ed.; S Robinson (2004) *Simulation - The Practice of Model Development and Use*, Wiley: Chichester; D Vose (2000) *Risk Analysis - A Quantitative Guide*, Wiley: Chichester, 2nd ed.

Assessment: An individual management report (maximum 2000 words) describing the modelling and results from a simulation study of a realistic decision problem. The problem will be defined by the end of the LT, the project should be completed by the beginning of the ST.

PH101

Logic

This information is for the 2009/10 session.

Teacher responsible

Professor John Worrall, T301c

Availability: Compulsory on BSc Politics and Philosophy, BSc Philosophy and Economics and BSc Philosophy, Logic and Scientific Method. Also available as an outside option.

Pre-requisites: None. Logic is formal but presupposes no particular background reading or training.

Course content: Deductive logic as the basis for reasoning across the disciplines: truth-functional logic and predicate logic.

We reason or make deductions all the time - both in intellectual disciplines and in everyday life. For example, a scientist will test a particular theory by reasoning that if that theory were true then some other claim, one that can be checked observationally or experimentally, would have to be true as well - that is, by showing that some observationally testable claim follows from the theory. Mathematics is of course centrally concerned with proofs and proofs are in fact inferences or deductions or arguments. Finally, philosophy is centrally concerned with arguments or deductions. To take one

example, some philosophers have argued that the presence of evil in the world is incompatible with the existence of an all-powerful, all-knowing, all-merciful god as proposed in, for example, Judeo-Christian theology. That is, they have claimed that if you assumed that there is such a god, then it would follow, or you could infer that, there would be no evil in the world. More mundanely, we reason, or make inferences, all the time - though we don't always think of it that way.

Deductive Logic is the study of such inferences- it therefore has an enormously broad scope. Different disciplines have different ways of garnering information in the first place (the way that we arrive at a scientific theory is different from the way that we arrive at an axiom in mathematics or a thesis in philosophy), but the way that we reason from that information is the same no matter what the discipline. The main task of logic is to give an explicit characterisation of those inferences that are correct, or as we shall say, **VALID** (and hence differentiate them from those that are invalid). Logic tells you exactly when some conclusion really does follow from some premises and when it does not.

Teaching: Lectures PH101 x 30 (MT, LT). Classes PH101.A x 20 (MT, LT).

Formative coursework: Regular exercises will be set on the basis of the material covered in lectures; students are required to complete these exercises and to be ready to present and discuss answers in the associated class. Four coursework exercises will be set during the year and must be handed in to your class teacher. Successful completion of the coursework is regarded as a prerequisite for admission to the examination for this course.

Indicative reading: Detailed course notes are provided and are intended to be sufficient reading for the course. However for those who like to have a book the one whose treatment is closest to that adopted in the lectures is P. Suppes *Introduction to Logic* (Van Nostrand).

Assessment: A three-hour written examination in the ST.

PH103

Reason, Knowledge and Values: An Introduction to Philosophy

This information is for the 2009/10 session.

Teacher responsible

Dr Katie Steele

Availability: Compulsory on BSc Philosophy and Economics, BSc Philosophy, Logic and Scientific Method and BSc Politics and Philosophy. Optional on BSc International Relations and BSc Social Policy. Also available as an outside option.

Course content: The course offers a first look at some high spots of Western philosophy.

In his Letter to *Menoceus*, Epicurus (341-271 BC) advises us that the successful study of philosophy will help one to "live like a god among men."

The aims and objectives of this course are more modest.

Reason, Knowledge and Values provides an introduction to analytical philosophy by using classic and contemporary texts to study a selection of philosophical problems. It aims to acquaint students with some of the central questions of philosophy and to engage students in critical analysis of classic answers to these questions by authors including Plato, Epicurus, Descartes, Hume, Mill, Popper, Parfit, Frankfurt and Singer. It also aims to develop students' ability to think about and discuss philosophical issues systematically, critically, and patiently, and to develop their philosophical curiosity and imagination.

Students should complete this course with knowledge of the basic types of philosophical argument and of the following questions and some classic answers to them: Why is death bad?

What are our moral obligations to potential future people?

Why be moral?

Who should rule?

Can we know anything for certain?

Can induction be rationally justified?

Does science provide any special kind of knowledge?

What is the relationship between science and religion?

What is the relationship between determinism, freedom of the will,

and moral responsibility?

Students should also develop the ability to:

- Think clearly and thoroughly about philosophical issues.
- Understand a philosophical text on its own terms: determine the aims the author sets him- or herself, consider the meaning of words, concepts, and expressions particular to the text and the argument; ask questions about the context in which the argument is situated.
- Critically evaluate arguments: distinguish valid from invalid, sound from unsound, deductive from inductive, plausible from implausible arguments.
- Debate and write about these issues in a philosophical manner.

Teaching: Lectures PH103 x 20 (MT, LT); Classes PH103.A x 20 (MT, LT).

Formative coursework: Students will be expected to write two essays per term.

Indicative reading: Required readings will be available via the Web and a Course Pack.

Assessment: A three-hour written examination in the ST.

PH201

Philosophy of Science

This information is for the 2009/10 session.

Teacher responsible

Dr Roman Frigg, T501A

Availability: BSc Philosophy and Economics, BSc Philosophy, Logic and Scientific Method and also available as an outside option.

Course content: Different traditions in the philosophy of science. The problem of induction and theories of confirmation. Probabilities and their interpretation. Scientific Explanation. Reductionism. Laws of nature. Realism versus Antirealism. Scientific revolutions. Sociological perspectives on science.

Philosophy, science and two grand traditions in philosophy of science (weeks 1-2): the history of the philosophy of science and the two major traditions. Theory and observation (weeks 3-7): Hume's problem of induction and Goodman's new riddle of induction, Popper's falsificationism, underdetermination of theory by evidence, the positive instance account, Bayesianism, probability theory and the interpretation of probability. Explanation (weeks 8-10): the DN model of explanation, statistical explanation, causal explanation, unification. Reductionism (week 11): reductionism and pluralism. Theories and laws (weeks 12-13): the regularity view of laws, law idealism, laws as universals, the best systems-account, instrumentalism. Realism versus antirealism (weeks 14-16): scientific realism and the no miracles argument, inference to the best explanation, antirealism and the pessimistic meta-induction, reductive empiricism, constructive empiricism, the natural ontological attitude, entity realism, structural realism. Scientific revolutions (weeks 17-18): normal science and paradigms, revolutions and incommensurability. Sociological approaches to science (weeks 19-20): social constructivism, feminism.

Teaching: Lectures PH201 x 20 (MT, LT); Classes PH201.A x 20 (MT, LT).

Formative coursework: Students will be expected to write at least two essays per term and to give class presentations.

Indicative reading: A detailed reading list forms part of the course booklet that will be available at the beginning of the year.

Preliminary reading: K Lambert & G Brittan, *An Introduction to the Philosophy of Science*. P Godfrey-Smith: *Theory and Reality: An Introduction to the Philosophy of Science*.

Assessment: A three-hour written examination in the ST.

PH203

Philosophy of the Social Sciences

This information is for the 2009/10 session.

Teacher responsible

Dr. J McKenzie Alexander, T501b

Availability: BSc Philosophy and Economics, BSc Environmental Policy, BSc Environmental Policy with Economics, BSc International Relations and BSc Philosophy, Logic and Scientific Method.

Pre-requisites: No formal pre-requisites, but PH103 or equivalent is recommended.

Course content: Philosophical issues concerning the nature of

social scientific theory and its applications.

Topics to be covered will include some or all of the following: the explanation and interpretation of action, naturalist and hermeneutic social theory; the nature of 'social facts'; reductionism and methodological individualism; functional and structural explanations; rationality and relativism; the role of values in social science; social norms; the construction of social reality; methods of evolutionary explanation in the social sciences; philosophical and methodological critiques of evolutionary psychology. In addition, philosophical problems of particular social sciences such as anthropology, sociology, and economics will also be addressed.

Teaching: Lectures PH203 x 20 (MT, LT); Classes PH203.A x 20 (MT, LT).

Formative coursework: Students will be expected to write at least two essays per term and to give class presentations.

Indicative reading: A detailed reading list will be provided at the beginning of the course. Useful background readings are: D Little, *Varieties of Social Explanation*; A Rosenberg, *Philosophy of Social Science*; M Hollis, *The Philosophy of Social Science*; B Skyrms, *Evolution of the Social Contract*. A useful anthology is M Martin & L McIntyre (Eds), *Readings in the Philosophy of Social Science*.

Assessment: A three-hour written examination in the ST (100%).

PH211

Philosophy of Economics

This information is for the 2009/10 session.

Teacher responsible

Professor Richard Bradley, T301a

Availability: Compulsory for BSc Philosophy and Economics. Optional for BSc Econometrics and Mathematical Economics, BSc Philosophy, Logic and Scientific Method and BSc Economics. This course is available as an outside option.

Pre-requisites: Students are expected to have taken or to be taking **Microeconomic Principles I** EC201 or **Microeconomic Principles II** EC202 or their equivalent.

Course content: The course examines philosophical issues in economics.

Values in economics. The nature and practice of measurement. The nature of economic theories, models and laws. Explanation and idealisation in economics. Testing economic theories and models. Causal reasoning in economics. The nature of rationality. Social choice theory: Arrow's impossibility theorem and the problem of interpersonal comparisons of welfare. Markets and freedom. Theories of distributive justice. Welfarism and utilitarianism. The notion of equality.

Teaching: Lectures PH211 x 20 (MT, LT); Classes PH211.A x 20 (MT, LT).

Formative coursework: Students will be expected to write at least two essays per term and to give class papers.

Indicative reading: D Hausman, *The Inexact and Separate Science of Economics*; D Hausman (Ed), *The Philosophy of Economics*; Heap et al *The Theory of Choice: A Critical Guide*; L Robbins, *The Nature and Significance of Economic Science*; S H Heap, et al, *The Theory of Choice*; J Elster & J E Roemer (Eds), *Interpersonal Comparisons of Well-Being*; A Sen & B Williams (Eds), *Utilitarianism and Beyond*; D Hausman & M McPherson *Economic Analysis, Moral Philosophy and Public Policy*. Additional reading suggestions, particularly of articles will be made in the lectures and the seminars.

Assessment: A three-hour written examination in the ST.

PH213

Scientific Revolutions: Philosophical & Historical Issues

This information is for the 2009/10 session.

Teacher responsible

Professor John Worrall, T501B

Availability: Optional for BSc Philosophy, Logic and Scientific Method and BSc Philosophy and Economics. It is open to students from other courses. No prior systematic knowledge of physical and biological science is presupposed.

Course content: The course examines a number of fundamental issues in philosophy of science, as they arise from instances of important theory-changes (so-called 'scientific revolutions') in the

history of science.

1. The Copernican revolution: the switch from the Ptolemaic geocentric view of the world to the Copernican heliocentric one was probably the greatest revolution in human thought ever: What justified the switch? Was Ptolemaic theory definitively refuted by the data? Was Copernican theory simpler? Was the Church's view that Copernican theory should only be thought of as an instrument for calculating astronomical data purely theologically motivated or does it have some scientific rationale? What role was played in the eventual acceptance of the Copernican view by predictive success? Do we need to invoke social or other non-intellectual factors to explain why this 'revolution' occurred?

2. Galileo: Galileo and the telescope: are all observations 'theory-laden' and does this mean that there is a subjective element to all theory-choices? Galileo and the argument for his law of free fall: can theories be 'deduced from the phenomena'?

3. The Newtonian revolution: What was the relationship between Newton's theory and Kepler's and Galileo's laws? What does this tell us about theory-change in general?

4. 'Revolutions' in optics: Can there be such things as 'crucial experiments' in science? Scientific realism and the so-called pessimistic meta-induction: does the history of theory-change in science (and particularly in optics) support an anti-realist view of scientific theories? Does that history show that personal, social and other non-intellectual factors need to be invoked to explain theory change (Kuhn and the 'elderly hold-out')? Was optics reduced to electromagnetism? What do theory-changes in optics tell us about the idea of inter-theoretic reduction in general and about the 'reference' of theoretical terms?

5. The Darwinian Revolution: This revolution certainly ranks alongside the Copernican one in terms of its impact on man's view of herself. But debates about the scientific credentials of Darwin's theory began immediately on the publication of Darwin's work and continue to this day. Is Darwinian theory unfalsifiable (or even just one big tautology)? Can 'scientific' creationists explain everything that Darwin can?; What objections were raised by Darwin's critics to particular aspects of Darwinian theory? Were these valid objections and, in so far as they were, have they now been resolved?

Teaching: Lectures PH213 x 20 (MT, LT); Classes PH213.A x 20 (MT, LT).

Formative coursework: Students will be expected to write at least two essays per term and to give class papers.

Indicative reading: *Background reading:* T S Kuhn, *The Structure of Scientific Revolutions*; Imre Lakatos 'Falsification and the Methodology of Scientific Research Programmes' in his *The Methodology of Scientific Research Programmes, Philosophical Papers 1*; G Holton (revised by S Brush): *Theories and Concepts in Physical Science*.

Recommended reading: The central text for the first part of the course is T S Kuhn, *The Copernican Revolution*, Harvard University Press.

There will be a hand-out for each topic that (i) outlines the material to be covered in the lectures (ii) specifies essential reading and makes suggestions for further reading and (iii) sets 'study questions' to guide your thought. Aside from the above reading for the section of the course on the Copernican revolution, reading for particular topics will be in the form of articles and selections from books.

These will be made available through a combination of handouts, course pack and the Offprint Collection.

Assessment: A three-hour written examination in the ST.

PH214

Morality and Values

This information is for the 2009/10 session.

Teacher responsible

Professor Luc Bovens

Availability: BSc Philosophy and Economics, BSc Philosophy, Logic and Scientific Method and as an outside option.

Course content: Central topics in moral and political philosophy. This course covers major figures in the history of moral and political philosophy such as Aristotle, Locke, Hume, Rousseau, Smith, Kant and Mill. We discuss two major trends in 20th century political

philosophy, viz. liberal egalitarianism through the work of John Rawls and market liberalism through the work of Robert Nozick. We will read authors such as Philippa Foot and Judith Jarvis Thompson on moral distinctions that are relevant to medical ethics and just war theory and Jeffrey Murphy and Jean Hampton on the topic of guilt and forgiveness.

This course is not designed as an overview of the history of moral and political thought. Rather through the study of major philosophers it aims to provide students with the tools to think and write clearly and independently about contemporary moral problems and policy questions.

Teaching: Lectures PH214 x 20 (MT, LT); Classes PH214.A (MT, LT).

Formative coursework: Students will be required to participate in class discussions and to write two essays per term.

Indicative reading: The purchase of the following books is required:

Aristotle, *The Nichomachean Ethics*, Irwin translation, Hackett; David Hume, *A Treatise on Human Nature*, David Fate Norton & Mary Norton (eds), ISBN: 0198751729, Oxford University Press; Jean-Jacques Rousseau, *Basic Political Writings*, ISBN: 0872200477, Hackett; Adam Smith, *The Essential Adam Smith* (ed. by R.L. Heilbroner), Norton, ISBN: 0-393-95530-3; Immanuel Kant, *Groundwork of the Metaphysics of Morals* (Cambridge Texts in the History of Philosophy), Mary J Gregor (Ed), Christine M Korsgaard (Introduction), ISBN: 0521626951, Cambridge University Press; John Stuart Mill, *Utilitarianism*, G. Sher (ed.), Hackett; John Stuart Mill, *On Liberty and Subjection of Women*, A. Ryan (ed.), Penguin, ISBN: 0-141-44147-x; John Rawls, *A Theory of Justice*, revised, 2nd edn, ISBN: 019825055X, Oxford; Jeffrie G. Murphy and Jean Hampton *Forgiveness and Mercy*, CUP, 1988. ISBN: 0-521-39567-4.

A detailed reading list and a Course Pack will be made available at the beginning of the year. Before the start of the term, you might consider reading some introductory texts to gain some understanding of the central concerns in moral and political philosophy. For moral philosophy, Bernard Williams' *Morality: an Introduction to Ethics* is a good place to start. Jonathan Wolff's *An Introduction to Political Philosophy* is a good introductory text for political philosophy, as is Will Kymlicka's *Contemporary Political Philosophy* (2nd ed).

Assessment: A three-hour written examination in the ST.

PH217

Set Theory and Further Logic

This information is for the 2009/10 session.

Teacher responsible

Miklos Redei

Availability: BSc in Philosophy, Logic and Scientific Method and BSc Philosophy and Economics. The course is also available as an outside option where programme regulations permit.

Pre-requisites: PH101 or equivalent.

Course content: The aim of the course is to make students of philosophy familiar with the elements of naive and axiomatic set theory, classical mathematical logic and propositional modal logic. From set theory, two types of facts and results are covered: (i) the ones needed to understand the basic notions, constructions and the mode of thinking in mathematical logic (ii) the ones that have philosophical-conceptual significance in themselves (elementary theory of the infinite /theory of ordinals and cardinals/, Axiom of Choice and its equivalents, Continuum Hypothesis, Russell paradox, Zermelo hierarchy of sets). Formal languages, syntax-semantic, theorem-metatheorem, soundness and completeness, incompleteness theorems of first order logic, model theory and the Löwenheim-Skolem Theorems are the main topics covered from classical mathematical logic. The idea of possible world semantic and the semantic characterization of the basic types of modal propositional logics are covered from modal logic.

Teaching: 30 hours of lectures and 20 hours of classes across the Michaelmas and Lent Terms.

Formative coursework: Students are required to write one essay each term on a topic from a list and are supposed to hand in problem solutions every second week.

Indicative reading: Peter J. Cameron: *Sets, Logic and Categories*.

Springer undergraduate mathematics series. (Springer, 1999) (Major text); R. Carnap: *Philosophy and logical syntax* (Kegan Paul, 1935); H.B. Curry: *Foundations of Mathematical Logic* (McGraw-Hill Book Company, 1963); H.B. Enderton: *A Mathematical Introduction to Logic* (Academic Press, 1972); M. Fitting and R.L. Mendelsohn: *First-order Modal Logic* (Kluwer Academic Publishers, 1998); D. Lewis: "Causation" *Journal of Philosophy* **70** (1973) 556-567; N. Markosian: "The paradox of the question" *Analysis* **57** (1997) 95-97.

Assessment: Three hour written examination (100%) in the Summer Term.

PH220

Evidence and Scientific Method

This information is for the 2009/10 session.

Teacher responsible

Dr Katie Steele

Availability: BSc Philosophy, Logic and Scientific Method and BSc Philosophy and Economics. It is available as an outside option and to General Course students.

Course content: Methodological issues about objectivity and evidence and the impact of these on policy and society. Policy, in order to be sensible, needs to be based on our best views as to how the world is - but these in large part are theories based (or allegedly based) on evidence. Policy makers are not, in general, scientists themselves, but, as we show in this course, they can be helped to ask the right sorts of questions in order to gauge the strength of evidence for various theories. Topics include the meaning of objectivity, and the extent to which results from the natural and social sciences can be considered objective; the information conveyed and the supposed objectivity of statistical data of various schools, both Classical and Bayesian; critical analysis of the notion of 'evidence' underpinning the 'evidence-based policy' movement, with examples from HIV-AIDS policy in Africa and the measuring of poverty; critical analysis of a similarly tagged movement in medicine - 'evidence-based medicine' - with particular focus on the purported qualities of randomised controlled trials for assessing therapeutic efficacy; evidence issues that arise on the compliance side of policy - uncertainty and issues of 'burden of proof' in environmental management, usage of probability/statistical evidence in the law.

Teaching: Twenty one-hour lectures (MT and LT) and 20 one-hour classes (MT and LT).

Formative coursework: Students will be expected to write two essays per term and to give class presentations.

Indicative reading: Atkinson, AB (1998) *Poverty in Europe*; Cartwright, N (2007), *Hunting Causes and Using Them*; Douglas, H (forthcoming) *Science in Policy-Making: Objectivity, Values, and Risk*; Galison P and Daston, L (2008) *The History of Objectivity*; Gigerenzer, G (2002) *Reckoning with Risk*; Longino, H (1990) *Science as Social Knowledge*; Penston, James (2003) *Fiction and Fantasy in Medical Research. The Large Scale Randomised Trial*; Tillers, P & E Green (eds.) (1988) *Probability and Inference in the Law of Evidence*.

Assessment: A three-hour written examination in the ST.

PH221

Problems of Analytic Philosophy

This information is for the 2009/10 session.

Teacher responsible

Dr Matthew Parker, T301B

Availability: >BSc Philosophy, Logic and Scientific Method and BSc Philosophy and Economics. Available as an outside option and to General Course students.

Pre-requisites: PH103 **Reason, Knowledge and Values**

Course content: Central problems in analytic philosophy.

Some of the main philosophical topics in philosophical logic, metaphysics, the philosophy of language and the philosophy of mind. Topics may vary by year.

Teaching: Twenty two-hour lectures (MT and LT) and 20 two-hour classes (MT and LT).

Formative coursework: Students will be expected to write two

essays per term and to give class presentations.

Indicative reading: Some of the following: S. Blackburn and K. Simmons (ed.), *Truth*; B.J. Garrett, *Personal Identity and Self-consciousness*; A.C. Grayling, *An Introduction to Philosophical Logic*; S. Haack, *S. Philosophy of Logic*. D. Lewis, *Counterfactuals*; A.W. Moore (ed.) *Meaning and Reference*; R. Kirkham, *Theories of Truth: A Critical Introduction*; D. Parfit, *D. Reasons and Persons*; H. Putnam, *Mind, Language, and Reality*; W.V.O. Quine, *From a Logical Point of View*; B. Russell, *Introduction to Mathematical Philosophy*; C. Wright, *Truth and Objectivity*; L. Wittgenstein, *Philosophical Investigations*.

Specific readings will be specified in a course booklet.

Assessment: A three-hour written examination in the ST.

PH299

Essay on an approved subject in Philosophy

This information is for the 2009/10 session.

Teacher responsible

Dr Annabelle Lever, T403

Availability: BSc Philosophy, Logic and Scientific Method, BSc Philosophy and Economics. This course is not available as an outside option.

Course content: The essay may be on any topic falling within the scope of the philosophy courses for Philosophy.

Selection of Topic: Candidates should have the subject of their essay approved by their tutor.

Arrangements for supervision: The essay should reflect the candidates' own views but must develop out of some established part of the philosophical literature. Students should carefully discuss the topic and approach of the essay with their tutor who will also advise on background reading. Students may ask a member of the Department other than their tutor to supervise the essay if this is more appropriate. Students must have regular meetings with their supervisor and keep a formal record of their work and progress. There will be a two hour seminar in the second week of Michaelmas Term and in the second, fourth, eighth and tenth week of Lent Term.

Assessment: Essays must be submitted by June 1. They should be 5,000-7,000 words, and should be typewritten.

PS102 Half Unit

Self, Others and Society: Perspectives on Social and Applied Psychology

This information is for the 2009/10 session.

Teacher responsible

Dr Bradley Franks, S313

Availability: Compulsory for BSc Criminal Justice and Psychology. Optional for BSc Sociology, BSc Social Policy, BSc Actuarial Science, BSc Business Mathematics and Statistics and BSc Human Resource Management and Employment Relations. The course is also available as an outside option to students on other programmes, with permission of the tutor.

Course content: This course introduces major perspectives on social and applied psychology: theories used to explain social perception, cognition and behaviour, and their application to real, practical social problems.

Theories and concepts including: Personality, self and identity; relationships, bonds and family; making sense of the social world; communication, influence and persuasion; groups, organisations and crowds. Applications including: health and illness, sexuality and intimate relationships; crime and eyewitness testimony; effects of media on children; leadership and motivation.

Teaching: Lectures, 20 weekly, MT, LT (SO107), classes 20 weekly, MT, LT (SO107.A).

Formative coursework: Students are expected to either (a) write four essays of 1500 words each, OR (b) write **THREE** essays **AND** take part in **TWO** research projects as participants **AND** write a 500 word Report of the experience and the issues it raises for the nature and quality of data collection in social psychology. These will be assessed by the class teachers. Students are also expected to give class presentations.

Indicative reading: Recommended reading: C Brotherton, *Social Psychology and Management*, Open University, 1999; J L Carroll & P R Wolpe, *Sexuality and Gender in Society*, Harper Collins, 1996; M Hogg & G Vaughan, *Social Psychology*, 4th edn, Prentice Hall, 1998; C R Hollin, *Criminal Behaviour: a Psychological Approach to Explanation and Prevention*, Falmer Press, 1992; R M Kaplan, J F Sallis & T C Patterson, *Health and Human Behaviour*, McGraw-Hill, 1993; A Lewis, P Webley & A Furnham, *The New Economic Mind*, Prentice Hall, 1995; E R Smith & D M Mackie, *Social Psychology*, Worth, 1995; V Walkerdine & L Blackman, *Psychology and the Media*, Macmillan, 1999. Additional references and a synopsis of lectures and class topics are distributed in the first lecture of the series and available in S302.

Assessment: A formal three-hour examination in ST: three questions from a choice of 12.

Course requirement: Attendance at all classes and submission of all set coursework is required

PS203 Half Unit

Societal Psychology: Theory and Applications

This information is for the 2009/10 session.

Teacher responsible

Dr Andy Wells, S305

Availability: Optional for BSc Sociology. Students on degrees without a psychology component may attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Course content: This course discusses major areas of application of social psychology to real-world issues. Emphasis is put on the complexities of translating theory into practice and on the theoretical developments which are prompted by research on topical social issues. A recurrent theme is the reciprocal interaction between theory and practice in relation to social issues of theoretical interest and practical importance. The interplay of theory and practice will be examined in relation to selected topics which illustrate the application of social psychology in real world settings, such as: crime and anti-social behaviour; mass media; gender and sexuality; evolution and social relationships; identity and community; prejudice and racism; language and communication; religion and cultural beliefs.

Teaching: 20 weekly lectures and 20 weekly classes.

Formative coursework: Students are expected to write four essays during the Session, which will be assessed by the class teachers, and to give class presentations. These will not count towards the final examination result.

Course requirement: Attendance at all classes and submission of all set coursework is required.

Indicative reading: Detailed reading lists will be distributed at the beginning of the course. The following are useful preliminary reading: P Boyer, *Religion Explained: The Human Instincts That Fashion Gods, Spirits and Ancestors*. Vintage, 2002; D. Sperber, *Explaining Culture*, Blackwell, 1996; D M Buss, *The Evolution of Desire. Strategies of Human Mating*, Basic Books, New York, 1994; X Chryssochoou, *Cultural Diversity: Its Social Psychology*, Blackwell Publishing, Oxford, 2004; H Himmelweit & G Gaskell, *Societal Psychology*, Sage, 1990; D Matsumoto & D Juang, *Culture and Psychology* (3rd edn), Thomson Wadsworth, 2004; F M Moghaddam, *Social Psychology: Exploring Universals Across Cultures*, W H Freeman and Co. 1998; J McGuire, *Understanding Psychology and Crime: Perspectives on theory and action*, Open University Press, 2004. Additional references and a synopsis of lectures and class topics are distributed in the first lecture of the series and are also available in Outlook/Public Folders/Departments/ Social Psychology/ PS203

Assessment: A formal three-hour examination in ST: three questions from a choice of 10.

SA100

Foundations of Social Policy

This information is for the 2009/10 session.

Teacher responsible

Professor A West, A319

Availability: Compulsory for BSc Social Policy and Criminology, BSc Social Policy, BSc Social Policy and Economics, BSc Social Policy and Sociology, BSc Social Policy with Government. Available to students on other degrees where regulations permit. Available as an outside option.

Course content: The course examines the nature of social provision in different policy fields and for different groups of people. This work is contextualised by reference to different kinds of welfare systems in developed countries, changes in role of the state and other providers of welfare, and changes in ideas and key concepts. The course considers how social problems are defined and policies formulated with reference to the fields of poverty, health, education, housing and income maintenance; discusses key concepts (for example, citizenship) and the position of different social classes, generations, ethnicities, and men and women; explores the changing boundaries between the roles of the state, the market, the family and the voluntary sector in the mixed economy of welfare; and considers the economic, social and political factors that are important to an understanding of policy formation and policy change.

Teaching: Lectures: 20 x SA100. Classes: 22 x SA100, MT, LT, ST.

Formative coursework: Students are expected to submit two pieces of written work per term, and to read for and prepare contributions to class discussion each week.

Indicative reading: P Alcock, M May & Rowlingson, K (Eds), *The Student's Companion To Social Policy*, 3rd edn, 2008; J Baldock, N Manning & S Vickerstaff (Eds), *Social Policy*, 3rd edn, 2007; A Deacon, *Perspectives on Welfare*, 2002; H Dean, *Social Policy, Short Introductions*, 2005; H Glennerster, *British Social Policy Since 1945*, 2007; C Pierson, *Beyond the Welfare State*, 1998; C Pierson and FG Castles (eds), *The Welfare State Reader*, 2000; P Thane, *The Foundations of the Welfare State*, 1982; These are introductory texts; a full reading list will be provided in the first lecture of MT.

Assessment: A three-hour written examination in the ST.

SA101

Sociology and Social Policy

This information is for the 2009/10 session.

Teacher responsible

Professor A West, A139

Availability: Compulsory for BSc Social Policy and Sociology. Optional for BSc Social Policy, BSc Social Policy and Economics, BSc Social Policy with Government and BSc Social Policy and Criminology. Available for undergraduates as an outside option with the approval of the course organiser.

Course content: The course examines a series of policy issues in contemporary British society, viewed sociologically. Basic concepts in the analysis of social stratification, the distribution of power, modes of organisation, professionalisation, race and gender are discussed in relation to questions of social and political choice and social policy.

The core of the course consists of the examination of the core ideas in classical sociology and their relevance to a series of topics including class and social status in Britain, political power and elite formation, demographic change, race relations and the position of women, bureaucracy, the role of expertise, the family, poverty and deprivation, health and illness, education, crime and deviance, housing, development planning, the individual and the state, social care and ageing. The variable contribution of sociology to policy formation and the understanding of policy issues and processes are emphasised.

Teaching: Lectures: 20 x SA101. Classes: 20 x SA101.A, MT, LT.

Formative coursework: One essay per term is required.

Indicative reading: There is no set text for the course, and a full reading list is provided at the first class. However, good background reading can be found in: Fulcher, J. and Scott, J. (2007) *Sociology*, Oxford: Oxford University Press, 3rd edition; Giddens, A. (2007) *Sociology*, Cambridge: Polity Press, 5th edition; Macionis, J. and Plummer, K. (2002) *Sociology: A Global Introduction*, 2nd ed, Harlow: Longman; Marsh, I. et al (2003) *Sociology*, Harlow: Prentice Hall; and Mill, C. Wright, *The Sociological Imagination* (most recent edition, OUP, 2000).

Assessment: A three-hour written examination in the ST.

SA103 Not available in 2009/10

Population, Economy and Society

This information is for the 2009/10 session.

Teacher responsible

Dr R Sear, A256

Availability: It is optional for BSc Actuarial Science, BSc Environmental Policy, BSc Social Policy, BSc Social Policy and Economics, BSc Social Policy and Sociology, BSc Social Policy with Government and BSc Social Policy and Criminology. As a general introduction to Population Studies, it assumes no previous knowledge of the subject. Available as an outside option.

Course content: The course is concerned with inter-relationships between the population characteristics of a society (fertility, mortality and migration) and their economic and social context. Both the causes of population change and their consequences are examined. The approach of the course is comparative across time and space: it covers population issues across the developed and developing world, and examines trends over time in both regions. A wide range of topics is covered, including: the relationship between population size and available resources; social, biological and economic influences on population growth rates, especially the role of famine, disease and war; the demographic and health transitions; HIV/AIDS; fertility decline; family planning programmes and international population policies; the changing characteristics of the family; global trends in population ageing and their social and economic consequences for the elderly; theories and trends in migration; urbanisation.

Teaching: Lectures: 20 x SA103. Classes: 20 x SA103.A, MT, LT, ST.

Formative coursework: Students are expected to prepare at least one class presentation per term and submit two essays per term.

Indicative reading: Detailed reading lists are provided at the beginning of each term. Key overview texts include: M Livi-Bacci, *A concise history of world population*; H Jones, *Population Geography*; E A Wrigley, *Population and History*; W Lutz, *The Future Population of the World*.

Assessment: A three-hour written examination in the ST.

SA104

Social Economics and Policy

This information is for the 2009/10 session.

Teachers responsible: Dr B Li, A250 and Dr Kitty Stewart, A238

Availability: Compulsory for BSc Social Policy. Optional for BSc Social Policy and Economics, BSc Social Policy with Government, BSc Social Policy and Criminology and BSc Social Policy and Sociology. Also available as an outside option.

Course content: This course has two parts. The first part uses economic principles to help students to understand the characteristics of different social policy areas and how the markets and the government may fail. The second part tries to analyse the causes and possible solutions to poverty and inequality. The key subjects will include: the nature of the economic problems; basic economic theories; economics of healthcare, social care, housing, education and environment; market and government failures; private insurance and social insurance; quasi-markets; technology and productivity change; the distribution of income; Concepts of poverty and inequality; the determination of wages; the role of trade unions; minimum wage legislation; low pay and poverty; unemployment and government economic management; education and human capital theory; policies of income redistribution.

Teaching: Lectures: 20 x SA104 (MT, LT). Classes: 22 x SA104.A, (MT, LT, ST).

Formative coursework: Essays, problem sets and presentations will be required.

Indicative reading: J Le Grand, C Propper & R Robinson, *The Economics of Social Problem*, Fourth Edition, Palgrave, 2008; A B Atkinson, *The Economics of Inequality*, OUP, 1983; N Barr, *Economics of the Welfare State*, OUP2004; J Le Grand & W Bartlett, *Quasi-markets and Social Policy*, Macmillan, 1993; H Glennerster, *Understanding the Finance of Welfare*; The Policy Press, 2009; J

Hills, *Inequality and the State*, OUP, 2004.

Assessment: A three-hour written examination in the ST.

SA105

Crime and Society

This information is for the 2009/10 session.

Teacher responsible

Dr Coretta Phillips, A230

Availability: This is a compulsory 1st Year course for BSc Social Policy and Criminology, optional for BSc Social Policy, BSc Social Policy and Economics, BSc Social Policy and Sociology, BSc Social Policy with Government, and Bachelor's degrees in social policy and for other BSc degrees where regulations permit. General Course students are welcome.

Course content: What is crime? Measuring crime, Trends in crime, Public perceptions of crime and punishment, Crime and the media, Crime and politics, Crime and social exclusion, Anti-social behaviour, Ethnicities, racism and crime, Gender and crime, Young people and crime, Drugs and alcohol, The Criminal Justice System, Policing and law enforcement, Policing and security, Sentencing, Community punishment, Imprisonment.

Teaching: 19 x one- hour lectures, and 18 x one- hour classes (MT and LT) and two revision classes (ST).

Formative coursework: One essay per term will be required. Students will be expected to do the reading associated with the classes and may be asked to give one or more presentations per term.

Indicative reading: T. Newburn *Criminology*, 2008; E. Carrabine et al *Criminology: A Sociological Introduction*, 2004; Hale et al. *Criminology*, 2005; M Maguire, R Morgan & R Reiner, *The Oxford Handbook of Criminology*, 2007; T Newburn, *Crime and Criminal Justice Policy*, 2nd edn, 2003; Y Jewkes & G Letherby, *Criminology: A Reader*, 2002; E McLaughlin, J Muncie & G Hughes, *Criminological Perspectives: Essential Readings*, 2nd edn, 2002.

Assessment: A three-hour written examination in the ST (100%).

SA201

Research Methods for Social Policy

This information is for the 2009/10 session.

Teachers responsible: Professor E Munro, A251 and Dr M Shiner, A255

Course content: The course aims to give students a comprehensive introduction to methods of social research in social policy. The design and analysis of social policy research. The nature of social measurement. The concept of statistical inference. Data collection by means of social survey, depth interviews, participant observation and documentary methods. Basic descriptive and inferential statistics. Analysis of data particularly from surveys and censuses. The use of computers in data analysis. Ethics and politics of Social Policy Research. Strengths and weaknesses of commonly used research methods. Methods of analysing qualitative data. Case studies and experimental designs.

Availability: Compulsory for BSc Social Policy, BSc Social Policy and Economics, BSc Social Policy and Sociology, BSc Social Policy with Government and BSc Social Policy and Criminology.

Teaching: The course combines two elements:

SA201.1 Data Analysis for Social Policy: Dr M Shiner.

Lectures: 9 x SA201.1. Classes: 9 x SA201.1.

Weeks 7, 8, 9, 10 (MT); and 1, 2, 3, 4, 5 (LT).

Five additional classes during the last 5 weeks of the LT.

SA201.2 Research Methods for Social Policy: Professor E Munro.

Lectures: 11 x SA201.2. fortnightly Classes: 11 x SA201.2.

Weeks 1, 2, 3, 4, 5, 6 (MT); 6, 7, 8, 9, 10 (LT); and two revision

classes (ST).

Formative coursework: For the **Research Methods** class, students work in small groups on a research project of their choice and then write individual essays on an aspect of this exercise of 2,000-3,000 words. Participation in group work in class, and in preparation for classes, is essential.

For the **Data Analysis** class, students will use a computer to analyse data, and will be expected to produce summaries and interpretations of their results. Completion of a Project Report is a

condition of examination entry.

Indicative reading: Alan Bryman (2008) *Social Research Methods*, Oxford University Press; Alan Bryman and Duncan Cramer (2005) *Quantitative Data Analysis with SPSS 12 and 13*, Routledge Press; Joseph Healey (2005) *Statistics: A Tool for Social Research*, Wadsworth Press.

Assessment: A project report (25%). The project topic will be given out during the MT, and the project report must be handed in to the Undergraduate Administrator in the last week of the LT. A three-hour written examination in the ST (75%).

SA204 Not available in 2009/10

Education Policy

This information is for the 2009/10 session.

Teacher responsible

Professor A West, A139

Availability: This is an optional course for BSc Social Policy, BSc Social Policy and Economics, BSc Social Policy and Sociology, BSc Social Policy with Government and BSc Social Policy and Criminology.

Course content: This course provides an introduction to the main issues in educational policy. It draws on interdisciplinary research literature and focuses on contemporary Britain although there is a comparative component. The course aims to show how major concepts in social policy can be applied to the study of education, for example, inequality (in terms of class, ethnicity and gender), social justice (special educational needs) and redistribution of resources.

The course focuses on broad issues of educational policy, from the end of the 19th century onwards, including the 1944 Education Act, recent education reforms in early years, schools and higher education. It also explores specific issues that have implications for equality of opportunity, equity and social justice in the area of education: social class, ethnicity/ 'race' and gender, special educational needs/disability, early years education, adult learning and financing education.

Teaching: Lectures: 10 x SA204, MT. Classes: 22 x SA204.A, MT, LT, ST.

Formative coursework: Two essays per term.

Indicative reading: Some introductory texts are recommended: R Aldrich, *A Century of Education*, 2002; D Lawton, *Education and Politics in the 1990s: conflict or consensus?* 1992; A H Halsey et al, *Education: Culture, Economy, Society*, 1997; A West & H Pennell, *Underachievement in Schools*, 2003. A comprehensive bibliography will be provided.

Assessment: A three-hour written examination in the ST.

SA212 Not available in 2009/10

Family, Gender and Society

This information is for the 2009/10 session.

Teacher responsible

Professor J Lewis, A137

Availability: This is an optional course for BSc Social Policy, BSc Economic History, BSc Social Policy and Economics, BSc Social Policy and Sociology, BSc Social Policy with Government, BSc Social Policy and Criminology and other degrees where regulations permit. This course is capped www.lse.ac.uk/collections/studentServicesCentre/programmesAndCourses/coursecapping.htm.

Course content: This course examines the dimensions of family change over the post-war period and their implications for the private and public domains of life. The approach is interdisciplinary and although primarily concerned with Britain has a substantial comparative component. The course provides an overview of the history of the family and reviews the theoretical perspectives and current debates on the family. Gender differences will be a focus. The major themes covered include: partnership and parenthood; family breakdown; work and care issues; intergenerational links between parents and children and the elderly and their families; social change and the public and private family; family, state and social policy.

Teaching: Lectures: 20 x SA212, MT, LT. Classes: 22 x SA212.A, MT, LT, ST. The weekly lecture and class will be taught in one two hour

block.

Formative coursework: Presentation of between two and four short class papers during the session and two essays.

Indicative reading: A detailed reading list will be provided at the beginning of the session. General reading: G Alland & G Crow, *Families, Households and Society*, Palgrave, 2001; S McRae (Ed), *Changing Britain: Families and Households in the 1990s*, OUP, 1999; L F Harding, *Family, State and Social Policy*, Macmillan, 1996; K Kiernan, H Land & J Lewis, *Lone-Motherhood in the twentieth century: from footnote to front page*, OUP, 1998; M Daly & K Rake, *Gender and the Welfare State*, Polity Press, 2003; A Carling, S Duncan & R Edwards (Eds), *Analysing Families. Morality and Rationality in Policy and Practice*, Routledge, 2002.

Assessment: A three-hour written examination in the ST.

SA213

European Social Policy

This information is for the 2009/10 session.

Teacher responsible

Dr S Mangen, A261

Availability: Optional for BSc Environmental Policy, BSc Environmental Policy with Economics, BSc International Relations, BSc Social Policy, BSc Social Policy and Sociology, BSc Social Policy and Economics, BSc Social Policy with Government and BSc Social Policy and Criminology. Available to General Course students and to fourth year BA European Studies students at King's College.

Course content: A cross-national analysis of the development of European welfare states in their political, social and economic contexts. The first part of the course traces the emergence and subsequent evolution of collective social provisions from the last quarter of the nineteenth-century. After reviewing contemporary welfare state formations among the member states, attention turns to the growing social policy competences at EU level. In the second part, lectures and classes focus on current processes of national and EU policy-making and implementation in the context of contemporary issues in social policy; demographic trends and the planning of welfare; the fiscal crisis and the funding of social security; health care; social exclusion; women and the welfare state; regenerating EU labour markets; urban problems.

Teaching: Lectures: 20 weekly lectures (SA213) in MT and LT. Classes 21 x SA213.A, MT, LT, ST.

Indicative reading: No one book covers the whole course. A detailed graduated reading list will be available at the beginning of the session.

Some introductory texts are: L Hantrais, *Social Policy in the EU*, Macmillan (3rd edn); M Kleinman, *A European Welfare State? EU Social Policy in Context*, Palgrave; A Cochrane & J Clarke, *Comparing Welfare States*, Sage; Esping-Andersen, *The Three Worlds of Welfare Capitalism*, Polity, Chapters 1-3.

Assessment: An essay of 1500 words to be handed in to the Undergraduate Administrator by 1200 on the Friday of the last week of the Lent Term (25%). A three-hour written examination in the Summer Term (75%).

SA217

Psychology of Crime and Criminal Justice

This information is for the 2009/10 session.

Teachers responsible: Dr M Shiner (A255) and Dr J Jackson (B812)

Availability: Compulsory for BSc Social Policy and Criminology. This is an optional course for BSc Social Policy, BSc Social Policy and Economics, BSc Social Policy and Sociology and BSc Social Policy with Government. General Course students are welcome.

Course content: The course examines the contribution that psychology has made to our understanding of crime and criminal justice processes. It explores what psychological theory and research have to tell us about the causes of crime and the ways in which we respond to such behaviour.

Particular attention is paid to the development of individual criminality and criminal careers; social group processes in criminal activity; drug and alcohol related crime; varieties of criminal behaviour including violent, and sexual crime; mental disorder and crime; victims and victimisation; fear of crime; public attitudes

towards punishment; public confidence in the criminal justice system; offender profiling; criminal investigation; eye witness testimony and legal decision making; sentencing, rehabilitation and imprisonment.

Teaching: Lectures x 19; Classes x 19, MT and LT, plus one revision class, ST.

Formative coursework: Two essays per term (MT and LT) will be required. Students will be expected to present class papers.

Indicative reading: J.R. Adler, *Forensic Psychology: Concepts, Debates and Practice*, 2004; P B Ainsworth, *Psychology and Crime: Myths and Reality*, 2000; D Carson & R Bull (Eds), *Handbook of Psychology in Legal Contexts*, 2003; D. Gadd and T. Jefferson (2007) *Psychosocial Criminology*, 2007; J McGuire, *Understanding Psychology and Crime*, 2004. F. Pakes and J. Winstone, *Psychology and Crime: Understanding and Tackling Offending Behaviour*, 2007.

Assessment: A three-hour written examination in the ST.

SA218

Criminological Perspectives

This information is for the 2009/10 session.

Teacher responsible

Dr C Phillips, A230

Availability: This is a compulsory second year course for BSc Social Policy and Criminology. It is an optional course for BSc Social Policy, BSc Social Policy with Economics, BSc Social Policy with Government and BSc Social Policy and Sociology and for other degrees where regulations permit. General Course students are welcome.

Course content: The course critically analyses the key features of a broad range of theories developed to explain patterns of social order in society and to illuminate the nature of the 'crime problem'. It will additionally consider the theories of punishment from the late eighteenth century to the present day.

Teaching: Nineteen one-hour lectures and 19 one-hour classes (MT and LT) and two revision classes (ST).

Formative coursework: Three essays will be required. Students will be expected to do the reading associated with the classes and may be asked to give one presentation per term.

Indicative reading: Newburn, T (2007) *Criminology*, Cullompton: Willan; Valier, C *Theories of Crime and Punishment*, 2002; Muncie, J *Criminological Perspectives*, 2002; Tierney, J *Criminology: Theory and Context*, 1996; Burke, R H *An Introduction to Criminological Theory*, 2001; Walklate, S *Understanding Criminology*, 2003; Downes, D and Rock, P *Understanding Deviance*, 2003; Maguire, M, Morgan, R and Reiner, R *The Oxford Handbook of Criminology*, 2007.

Assessment: A three-hour written examination in ST (100%).

SA221

Poverty, Social Exclusion and Social Change

This information is for the 2009/10 session.

Teacher responsible

Dr H Dean, A262

Availability: This is an optional course for BSc Social Policy, BSc Social Policy and Economics, BSc Social Policy and Sociology, BSc Social Policy with Government and BSc Social Policy and Criminology.

Course content: The course will examine the definition, measurement and causes of poverty and social exclusion in general and analyse selected aspects drawn from the following: social and demographic change, gender and racial inequality, homelessness and housing deprivation, unemployment, worklessness, social security and poverty, area deprivation, educational inequality, crime and social exclusion.

Teaching: Lectures: 20 x SA221. Classes: 24 x SA221.A, MT, LT, ST.

Formative coursework: A minimum of two written essays will be required from students and each student will be asked to make a short presentation for discussion in class at least once each term.

Indicative reading: A detailed list will be provided at the start of the session. P Alcock, *Understanding Poverty*, Palgrave, 2006; J Hills, et al (Eds), *Towards a More Equal Society? Poverty, inequality and policy since 1997*, The Policy Press, 2009; J Hills, et al (Eds), *Understanding Social Exclusion*, OUP, 2002; R Lister, *Poverty*, Polity,

2004; P Pantazis et al (Eds), *Poverty and Social Exclusion in Britain: The millennium survey*, The Policy Press, 2006; T Ridge and S Wright (Eds), *Understanding Inequality, Poverty and Wealth*, The Policy Press, 2008, P Townsend and D Gordon (Eds) *World Poverty: New policies to defeat an old enemy*, The Policy Press, 2002.

Assessment: An essay of 1,500 words (25%) to be handed to the Undergraduate Administrator in the first week of the ST, and a three-hour written examination in ST (75%).

SA222

Principles of Social Policy

This information is for the 2009/10 session.

Teacher responsible

Dr S Mangan, A261

Availability: Compulsory for BSc Social Policy, BSc Social Policy and Economics, BSc Social Policy and Sociology and BSc Social Policy with Government. Optional for BSc Social Policy and Criminology.

Course content: The course is divided into three parts. The first deals with the contrasting theories of the state and what each imply for the role the state plays in meeting human need. It contrasts the ways in which different states have evolved different modes of intervention based on varied traditions of the role of the state, family and individual. The second part deals with issues involved in translating these values and policies into practice - the implementation of social policy. Concepts like need, entitlement, solidarity, reward and redistribution are addressed. The final part examines research evidence to study the economic and social impact of social policies on society.

Teaching: 20 lectures; 18 classes; two student-led workshops MT, LT. One revision session. Students will be required to give individual and group presentations in class.

Formative coursework: Each student will be required to submit an essay to the class teacher at the end of the MT and LT.

Indicative reading: A detailed reading list will be provided for each class. In advance, students are recommended to consult the following: V George & P Wilding, *Welfare and Ideology*; M Hill, *The Policy Process: A Reader*; M O'Brien & S Penna, *Theorising Welfare*; P Dunleavy & B O'Leary, *Theories of the State*; C Pierson & F G Castles, *The Welfare State: a reader*. Those new to social policy should begin with H Dean, *Social Policy: Short Introductions*, 2005 or P Alcock et al, *The Student's Companion to Social Policy*, 3rd Edn. 2008; J Baldock et al, *Social Policy* (3rd edn), 2007; G Esping-Andersen, *The Three Worlds of Welfare Capitalism*, especially chapters 1-3; P Spicker *Social Policy: Themes and Approaches*, 2008

Assessment: A three-hour written examination in the ST.

SA250

Demographic Description and Analysis

This information is for the 2009/10 session.

Teacher responsible

Dr A Gjonca, A229

Availability: An optional course for students on BSc Social Policy, BSc Social Policy and Economics, BSc Social Policy and Sociology, BSc Business Mathematics and Statistics, BSc Economics, BSc Management Sciences, BSc Actuarial Science, BSc Environmental Policy, BSc Social Policy with Government and BSc Social Policy and Criminology and other programmes, where regulations permit. Assumes no previous knowledge of the subject. The course is not particularly mathematical or statistical and students with non-mathematical backgrounds should not be at a disadvantage.

Course content: This course provides an introduction to the techniques of demographic analysis and the interpretation of demographic data. The main style of presentation is to introduce and discuss techniques of analysis and then examine examples of their use to illustrate demographic concepts and trends. Topics covered include sources of information about demographic data; period and cohort methods of description and analysis; the construction of life tables; measurement of fertility, mortality, nuptiality and migration; the determinants of age structure and the intrinsic growth rate; use of survey data; the interpretation of demographic statistics; population dynamics and population

projection.

Teaching: Lectures: 20 x SA250. Classes: 20 x SA250.A, MT, LT, ST. **Formative coursework:** A number of practical exercises involving either computations or the interpretation of data will be set during the course and discussed in classes. In addition, a number of brief essays will be required from each student.

Indicative reading: A general reading list is circulated at the start of the course. In each lecture attention is drawn to the relevant readings. The following, however, are useful introductions: A Hinde, *Demographic Methods*; S H Preston, et al, *Demography: Measuring and Modelling Population Processes*; R Pressat, *The Dictionary of Demography*, edited by C Wilson.

Assessment: A three-hour written examination in the ST.

SA309 Not available in 2009/10

Criminal Justice Policy

This information is for the 2009/10 session.

Teacher responsible

Dr Coretta Phillips, A230

Availability: This is a core for BSc Social Policy and Criminology and an optional course for other Bachelor's degrees in Social Policy and for other degrees where regulations permit. General Course students are welcome.

Course content: The purpose of the course is to provide students with an understanding of, and critical perspective on, criminal justice policy and its administration. The course examines: statistical measures of crime and victimisation; social and situational crime prevention; policing; courts; prisons; probation, community service and non-custodial disposals; juvenile justice; restorative justice; rehabilitation; community safety; mentally disordered offenders; gender and crime; race and crime; victims. The course offers a comparative perspective, particularly in drawing on examples from the USA.

Teaching: Lectures: 20 x SA309. Classes: 20 x SA309.A, MT and LT, and two revision classes (ST).

Formative coursework: Two essays per term (MT and LT) will be required. Students will be expected to present class papers.

Indicative reading: The two primary texts for the course are: M Maguire, R Morgan and R Reiner, *The Oxford Handbook of Criminology*, 4th ed, 2007; and, T Newburn, *Criminology*, 2007. In addition, students might wish to consult: S Ballintyne, K Pease & V McLaren, *Secure Foundations: Key Issues in Crime Prevention, Crime Reduction and Community Safety*, 2000; A Crawford & J Goodey (Eds), *Integrating a Victim Perspective: International Debates*, 2000; H Croall, *Crime and Society in Britain*, 1998; A James & J Raine, *Tackling Crime: The Politics of Criminal Justice*, 1998; L Johnston, *Policing Britain: Risk, Security and Governance*, 2000; I McKenzie & R Bull, *Criminal Justice Research: Inspiration, Influence and Ideation*, 2002.

Assessment: A three-hour written examination in the ST.

SA320

Comparative and International Social Policy

This information is for the 2009/10 session.

Teacher responsible

Dr Timo Fleckenstein, A138

Availability: This is a compulsory 3rd year course for BSc Social Policy, BSc Social Policy and Economics, BSc Social Policy and Sociology, BSc Social Policy with Government, BSc Social Policy and Criminology and is available to students on other degrees who have completed Foundations of Social Policy (SA100) and Principles of Social Policy (SA222). This course is not available to General Course students.

Course content: The course introduces the comparative method in social policy research as well as the main analytical approaches to understanding social policy developments. It provides an overview of social policies in different areas of the world and enables students to identify global pressures on national policy environments. The course also examines the impact of key international and supranational institutions on social policy-making. It investigates the welfare and work nexus from a comparative perspective.

Teaching: 20 x lectures, 20 classes and two revision sessions.

Formative coursework: Students are expected to submit one piece of non-assessed written work, one piece of assessed written work and to read for and prepare contributions to class discussion each week.

Indicative reading: K Armingeon & G Bonoli (Eds), *The Politics of Post-Industrial Welfare States* (2006); F Castles, *The Future of the Welfare State* (2004); J Clasen, *Reforming European Welfare States* (2004); B Deacon, *Global Social Policy and Governance* (2007); I Gough & G Wood (Eds), *Insecurity and Welfare Regimes in Asia, Africa and Latin America* (2004); L Hantrais, *Social Policy in the European Union* (2007); J Lewis, *Work-Family Balance, Gender and Policy* (2009); P Taylor-Gooby (Ed), *New Risks, New Welfare* (2005).

Assessment: One assessed essay (25%) of no more than 1,500 words to be submitted on the first day of ST; to be handed in to the Undergraduate Administrator. A three-hour written examination in the ST (75%).

SA349

A Long Essay on an Approved Topic

This information is for the 2009/10 session.

Teacher responsible

Departmental Tutor, Department of Social Policy

Availability: This is a compulsory course for BSc Social Policy. It is an option for BSc Social Policy and Criminology, BSc Social Policy and Economics, BSc Social Policy and Sociology and BSc Social Policy with Government. The course is not available to General Course students.

Course content: An essay of not more than 8,000 words on a topic to be approved by the candidate's teachers. It is designed to allow a detailed and thorough exploration of an area of interest to the student.

The essay should be a dissertation on a topic area within the field of the degree course; it may involve original fieldwork, or the analysis and appraisal of existing literature.

Teaching: Students will have preliminary discussions about the topic of their essay with their tutor in the ST of their second year. They will pursue their long essay under the supervision of their new personal tutor during the third year of their studies. They will agree with their tutor, and submit to the departmental tutor, a final title for the essay by 5 December in the third year. Tutors can be expected to offer advice on reading, guidance on the construction of the work and comment on an initial draft, which should be handed in before the end of the LT. There will also be a total of five support sessions taught in weeks 5-9 of the MT.

Indicative reading: Students will be expected to draw extensively from the reading they have done throughout their programme of study, to read such specific materials as may be recommended by their tutor and, most importantly, to identify for themselves such additional literature as may be required for their studies. Students might in the first instance wish to consult H Dean, 'Doing projects in social policy', in P Alcock, et al (Eds) *The Student's Companion to Social Policy*, Second Edition, Blackwell, 2003.

Assessment: Students in the third year must submit their essay to the Undergraduate Administrator in the first week of ST. The exact date and time will be notified in the LT. It should be typewritten. Precise details on format and presentation will be issued by the Department at the beginning of the third year of study. Candidates may be called for an oral examination if the Examiners wish to satisfy themselves that the essay is the candidate's own work.

SO100

Key Concepts in Sociology: An Introduction to Sociological Theory

This information is for the 2009/10 session.

Teachers responsible: Dr Nigel Dodd, S275 and Professor David Frisby, S285

Availability: Compulsory for BSc Sociology. Optional for BSc Actuarial Science, BSc Environmental Policy, BSc Human Resource Management and Employment Relations, BSc International Relations, BSc Social Policy and Sociology and the Diploma in Sociology. Available as an outside option.

Course content: The course aims to introduce students to sociological analysis by examining the origins sociological classical theories of modern society (ten lectures) and then by exploring the development of classical themes in twentieth century sociological theory (ten lectures). Sociological theories of modernity, industrialisation and capitalism (Marx, Weber, Durkheim, Simmel) and the relationship between them will be covered, as will key twentieth and twenty-first-century social theorists - Adorno, Benjamin, Foucault and Baudrillard.

Teaching: 20 lectures and 23 discussion classes.

Formative coursework: Four 2,000 word formative essays (two in MT; two in LT), for feedback from class teachers.

Course requirement: Attendance at all classes and submission of all set coursework is required.

Indicative reading: A detailed reading list will be available at the first lecture, but for general preparatory reading, students might wish to consult the following: D Lee & H Newby, *The Problem of Sociology*; Z Bauman, *Thinking Sociologically*; S Bruce, *Sociology: A Very Short Introduction*.

Assessment: A three-hour unseen examination in the ST. The paper will be divided into two sections, corresponding to the two parts of the course. Three questions must be answered, at least one from each section.

SO110

Key Issues in Contemporary Societies: An Introduction to Contemporary Sociology

This information is for the 2009/10 session.

Teacher responsible

Dr Ursula Henz, S218

Availability: Compulsory for BSc Sociology. Optional for BSc Social Policy, BSc Social Policy and Sociology and the Diploma in Sociology. Available as an outside option.

Course content: The course provides an introduction to different substantive areas of work in contemporary sociology. Students will gain an understanding of leading-edge research within the discipline worldwide. Topics can vary from year to year. They normally include: Class, power and inequality; Nation states, war and conflict; Money, markets and work; Identity, cosmopolitanism, nationalism and religion; Families, gender, sexuality and the body; Punishment, illness and deviance.

Teaching: 20 Lectures held weekly in MT and LT; 22 classes held weekly in MT, LT & ST.

Formative coursework: Two formative essays in MT, one formative essay in LT.

Course requirement: Attendance at all classes and submission of all set coursework is required.

Indicative reading: S Hall & B Gieben (Eds), *Formations of Modernity* (1992); R Sennett, *The Corrosion of Character: The Personal Consequences of Work in the New Capitalism* (1998); S Sassen, *Global Networks, Linked Cities* (2002); M Castells, *The Rise of the Network Society* (2000); S Hall, *Representation: Cultural Representations and Signifying Practices*, (1997); D Held et al, *Global Transformations: Politics, Economics and Culture* (1999); N Dodd, *The Sociology of Money: Economics, Reason & Contemporary Society* (1994); V Zelizer, *The Social Meaning of Money* (1997); D Slater, *Consumer Culture and Modernity* (1997); S Jackson & S Scott (Eds), *Gender: A Sociological Reader* (2002); S Jackson & S Scott, *Feminism and Sexuality A Reader* (1996); K Woodward (Ed), *Identity and difference* (2002); P Gilroy, *After Empire: melancholia or convivial culture?* (2004); D Downes & P Rock, *Understanding Deviance: a guide to the sociology of crime and rule breaking* (2003); U Beck & E Beck-Gernsheim, *The Normal Chaos of Love* (1995).

Assessment: Two copies of one assessed essay (2,500-3,000 words) to be handed in to the Sociology Administration Office, S219a, by 4.30pm on the first Tuesday of ST (30% of the total mark) a third copy to be uploaded to Moodle; and a three-hour unseen examination (70% of the total mark).

SO201**Sociological Analysis****This information is for the 2009/10 session.****Teachers responsible:** Dr Fran Tonkiss, S219 and Dr Ayona Datta, Y310**Availability:** Compulsory for BSc Sociology and BSc Social Policy and Sociology. Optional for the Diploma in Sociology. Also available as an outside option.**Course content:** The course provides students with an in-depth introduction to major alternative uses and applications of theory and methodology within sociological analysis. The first term is based on close readings of critical texts in the methodology of social science, together with social research studies that bring together original theoretical standpoints with practical methods of enquiry and analysis, focusing on such core themes in sociological analysis as class, race, gender and community. The second term considers key qualitative methodologies within contemporary sociological research, exploring both qualitative research practice and the ethics and politics of such research.**Teaching:** Lectures: SO201 20 lectures, weekly in MT and LT.

Classes: 20 classes, weekly in MT and LT.

Indicative reading: Selected reading: There is no set textbook for this course - each week's teaching is based on the critical reading of key texts.**Formative coursework:** Two coursework submissions each term are a course requirement.**Course requirement:** Attendance at all classes and submission of all set coursework is required.**Assessment:** One three-hour formal examination in ST, based on the whole syllabus of the lecture course and the classes. Students are required to answer three out of twelve questions.**SO203****Political Sociology****This information is for the 2009/10 session.****Teachers responsible:** Dr Robin Archer, S283 and Dr Manali Desai, S284**Availability:** Optional course for BSc Sociology, BSc Accounting and Finance, BSc Social Policy and Sociology, Diploma in Sociology and for interested BSc students in Government and other departments.**Course content:** Political Sociology concerns the way in which political and social factors interact to produce the societies in which we live. This course aims to discuss some central empirical and theoretical questions in the field. The course begins by examining classic debates about the relationship between the development of the state and democracy on the one hand, and the rise of capitalism and liberalism on the other. We will then examine the impact that social cleavages like class, religion, race and gender have on parties, elections and other political institutions in a number of different countries. We will also examine the strength and political impact of both labour movements and other important social movements. And we will examine why similar countries can develop very different social and economic policies. In addition we will examine some large scale historical changes like revolutions, democratisation, the impact of colonialism, and globalisation. Throughout the course we will also consider some of the main theoretical approaches that are used in the study of political sociology.**Teaching:** Lectures: 24 one-hour MT, LT, ST.

Classes: 22 one-hour MT, LT, ST

Formative coursework: At least one class presentation and a termly paper in both MT and LT.**Course requirement:** Attendance at all classes and submission of all set coursework is required.**Indicative reading:** R Dalton, *Citizen Politics*, 3rd edn; G Esping-Andersen, *The Three Worlds of Welfare Capitalism*; A Giddens, *Capitalism and Modern Social Theory*; John Goldthorpe, *Order and Conflict in Contemporary Capitalism*; R Inglehart, *Culture Shift in Advanced Industrial Society*; J Manza & C Brooks, *Social Cleavages and Political Change*; B Moore, *The Social Origins of Dictatorship and Democracy*; T Skocpol, *States and Social Revolutions*; S Steinmo, et al, *Structuring Politics*; S Tarrow, *Power in Movement*.**Assessment:** A three-hour formal examination in ST (70% of the

total mark) and an assessed essay, 2,500 words, (30% of the total mark) to be handed in to the Sociology Administration Office, Room S219a, no later than 4.30pm on the first Thursday of ST.

SO208**Gender and Society****This information is for the 2009/10 session.****Teacher responsible**

Dr Suki Ali, S206

Availability: Optional course for BSc Sociology, BSc Human Resource Management and Employment Relations, BSc Social Policy and Sociology and the Diploma in Sociology.**Course content:** The course will explore the meaning of gender in contemporary society. It considers gendered relations of power and the articulation of gender with other kinds of social difference such as 'race', class and sexuality. A variety of theoretical perspectives will be applied to a number of substantive issues of contemporary concern.

Indicative topics are: gender and sexuality; the body; families; employment; violence; nation and citizenship; reproductive technologies; globalisation; sex work; representation; body modification.

Teaching: The course will consist of 20 lectures (SO208) and 23 classes (SO208.A).**Formative coursework:** Students will be expected to prepare one essay per term and at least one class paper per term which will be written up and handed to the class teacher.**Course requirement:** Attendance at all classes and submission of all set coursework is required.**Indicative reading:** S Jackson & S Scott (Eds), *Gender*, London and New York: Routledge, 2000; H Mirza (Ed), *Black British Feminism: A Reader*, London and New York: Routledge, 1997; R. Parker and P. Aggleton (eds.) *Culture, Society and Sexuality: A Reader* (2nd edn), 2007; D Bell & J Binnie, *The Sexual Citizen: Queer Politics and Beyond*, London: Polity, 2001; P Abbott & C Wallace, *An Introduction to Sociology: Feminist Perspectives* (3rd edn), 2005; R W Connell, *Gender and Power*, 1987; Littlewood, B *Feminist Perspectives on Sociology*. Essex: Pearson Education. 2005; I Grewal & K Caplan (Eds), *An Introduction to Women's Studies: Gender in a Transnational World*; M Mac an Ghaill, *Understanding Masculinities*, 1996; *The Polity Reader in Gender Studies*, 1994; J M Alexander & C T Mohanty (Eds), *Feminist Genealogies, Colonial Legacies, Democratic Futures*, London & New York: Routledge, 1997; Essed et al, *A Companion to Gender Studies*, 2005; C Wright & G Jagger (Eds), *Changing Family Values*, London & New York, 1999.

A more detailed reading list will be provided at the beginning of the course.

Assessment: A three-hour unseen sat exam in ST.**SO210****Crime, Deviance and Control****This information is for the 2009/10 session.****Teacher responsible**

Dr Paddy Rawlinson

Availability: Optional course for BSc Sociology, BSc Social Policy and Sociology and the Diploma in Sociology.**Pre-requisites:** Students should have completed introductory courses in sociological theory and social structure.**Course content:** Criminological theories used to explain crime and deviance; applications; social control.

The social construction of crime and deviance, sources of information about crime, the major sociological perspectives on deviance and control, informal and formal social control, crime prevention.

Teaching: There is a lecture course and classes.

Lectures: SO210: 10 MT, 10 in LT.

Classes: SO210.A: 23 (one-hour) MT, LT and ST.

Formative coursework: One formative essay in both the MT and LT.**Course requirement:** Attendance at all classes and submission of all set coursework is required.**Indicative reading:** There is no set text for the course, and a

full reading list covering all classes is provided at the first class. The following is basic reading: R White & F Haines *Crime and Criminology* (2nd edn), 2000; J Muncie & E McLaughlin *The Problem of Crime*, 2001; D M Downes & P E Rock, *Understanding Deviance*, 2003; J Tierney, *Criminology: Theory and Context*, 1996; J Muncie et al (Eds), *Criminological Perspectives*; M Maguire et al, *The Oxford Handbook of Criminology* (3rd edn), 2002.

Assessment: A three-hour unseen examination in the ST (70%) and a 1,500-2,000 word essay (30%).

SO211 Not available in 2009/10

Sociology of Health and Medicine

This information is for the 2009/10 session.

Teacher responsible

Dr Ilina Singh, B803

Availability: Optional Course for BSc Sociology, BSc Social Policy and Sociology and the Diploma in Sociology.

Course content: Key sociological perspectives on health, sickness, health care and the development of medicine as a social institution. The role of medicine, medicalisation and the social production of medical knowledge and practices; the social bases of health, health inequality, the politics of health and health activism, the sociology of sickness, sick role, stigma, illness and identity; the social causes of mental disorder, mental illness and social control; smoking and obesity; disability; reproductive and genetic technologies.

Teaching: Lectures SO211, weekly MT, LT, ST.

Classes SO211, weekly MT, LT, ST.

Formative coursework: Students will be expected to produce two essays and one class paper per term and to make a class presentation.

Course requirement: Attendance at all classes and submission of all set coursework is required.

Indicative reading: S Taylor & D Field, *Sociology of Health and Health Care* (3rd edn), 2002; D Field & S Taylor, *Sociological Perspectives on Health, Illness and Medicine*, 1998; M Bury, *Health and Illness in a Changing Society*, 1997; B Davey, *Health and Disease*, 1995; Townsend, N Davidson & M Whitehead, *Inequalities in Health*, 1992; B Turner, *Medical Power and Social Knowledge* (2nd edn), 1995.

Assessment: A three-hour unseen examination (70% of the total mark) from which three questions are to be answered; and an assessed essay of 2,500-3,000 words, two hard copies to be handed in to the Sociology Administration Office, Room S219a, before 4.30pm on the first Wednesday of ST (30% of the total mark); a third copy uploaded to Moodle.

SO212

Work, Management and Globalisation

This information is for the 2009/10 session.

Teacher responsible

Dr Patrick McGovern, S275

Availability: Optional for BSc Accounting and Finance, BSc Human Resource Management and Employment Relations, BSc Management, BSc Social Policy and Sociology, BSc Sociology and the Diploma in Sociology.

Course content: Coverage of contemporary sociological perspectives on the employment relationship, labour market divisions, contemporary management, globalization and labour. Work: The employment contract; theoretical perspectives on the employment relationship; control and consent at work; scientific management and McDonaldization; labour market divisions; women in the labour market; discrimination at work; the changing employment relationship; employment in Japan; self-managing teams; management gurus; globalization and labour; immigrant workers.

Teaching: There will be 20 lectures (SO212) given by Dr P McGovern (convener) and a guest lecturer (Dr Catherine Hakim).

Formative coursework: One essay and one class paper per term.

Course requirement: Attendance at all classes and submission of all set coursework is required.

Indicative reading: There is no recommended textbook. Books of a general nature that cover substantial parts of the syllabus are:

K Grint, *The Sociology of Work* (3rd edn); M Noon & P Blyton *The Realities of Work* (3rd edn); C Tilly & C Tilly, *Work under Capitalism*; P Dicken *Global Shift* (4th edn). A more comprehensive bibliography will be available to students taking this course.

Assessment: A three-hour formal examination in the ST (70%) and an assessed essay (30%) of 2,500-3,000 words. The essay must be submitted to the Sociology Administration Office, Room S219a, no later than 4.30pm on the first Friday of ST.

SO215

Evolution and Social Behaviour

This information is for the 2009/10 session.

Teacher responsible

Dr C Badcock, S282

Availability: Optional course for BSc Sociology, BSc Social Policy and Sociology and the Diploma in Sociology. Available as an outside option.

Course content: Fundamentals of evolution; selection and adaptation; Eugenics. Mendel, and inheritance; DNA and development; the group-selectionist fallacy; the evolution of co-operation; inclusive fitness and kin altruism; the theory of parental investment; the sociobiology of sex; parent-offspring and genetic conflict and genomic imprinting; reciprocal altruism, deceit and the evolution of consciousness and the emotions; sex roles, socialization, and evolved cognitive differences between the sexes; autism research and its implications for the understanding of normal social behaviour; the imprinted brain theory and its implications for psychiatry and the social sciences; incest; the nature/nurture controversy; the relevance and validity of evolution; the Standard Social Science Model, Evolutionary Psychology and the crisis in sociology.

Teaching: Weekly lecture (SO215) accompanied by a class (SO215.A).

Formative coursework: No formal course work, but students are expected to make one class presentation (preferably PowerPoint) and hand in one essay per term.

Course requirement: Attendance at all classes and submission of all set coursework is required.

Indicative reading: C Badcock, *Evolutionary Psychology: A Critical Introduction*; *The Imprinted Brain*; L Betzig (Ed), *Human Nature: A Critical Reader*; M Henderson, *50 genetics ideas you really need to know*; K Browne, *Biology at work: rethinking sexual equality*; J Cattwright, *Evolution and Human Behaviour*; C Crawford & D Krebs, *Foundations of Evolutionary Psychology*; C Crawford & D Krebs (Eds), *Handbook of Evolutionary Psychology*; C Crawford & C Salmon, *Evolutionary Psychology: Public Policy & Personal Decisions*; M Daly & M Wilson, *Sex, Evolution & Behaviour* (2nd edn); D Buss, *The Evolution of Desire: Strategies of Human Mating*; R Dawkins, *The Selfish Gene*; W D Hamilton, *Narrow Roads of Gene Land*; J R Harris, *The Nurture Assumption*; J Lopreato & T Crippen, *Crisis in Sociology: The Need for Darwin*; M Ridley, *The Origins of Virtue*; S C Stearns, *Evolution in Health and Disease*; R Trivers, *Social Evolution*; J Wind (Ed), *Essays in Human Sociobiology*, Vols 1 & 2; G Williams, *Plan & Purpose in Nature*; R Wright, *The Moral Animal: The New Science of Evolutionary Psychology*. An LSE Students' Union Course Pack is also available, containing key readings for the course.

Assessment: A three-hour unseen examination in ST.

SO221

Issues and Methods of Social Research

This information is for the 2009/10 session.

Teacher responsible

Dr Ursula Henz, S218

Availability: Compulsory course for BSc Sociology and the Diploma in Sociology.

Course content: The aim of the course is to introduce students to central issues and basic techniques in the conduct of research in sociology. The course examines issues and methods of social research. It covers elementary aspects of the philosophy of science, the relationship between research and theory, study design and sampling, social surveys, experiments and quasi-experiments. Students are made familiar with the concepts of reliability and

validity, with specific techniques of data-gathering (such as interviews and questionnaires) and with the problems of concept formation and measurement in social research. The course covers differing approaches to data analysis, including particular various techniques for handling confounding variables. Students apply some of these techniques in a small project using the SPSS computer package.

Teaching: The course comprises a series of 15 lectures and five computer workshops (SO221) in MT and LT and 23 weekly classes in small groups (SO221.A) in MT, LT and ST.

Formative coursework: There are three compulsory assignments.

Course requirement: Attendance at all classes and submission of all set coursework is required.

Indicative reading: There is no single textbook that covers the content of the whole course but students are encouraged to buy: R H Hoyle, M J Harris & C M Judd, *Research Methods in Social Relations* (7th edn 2002). Other useful textbooks are: C Marsh, *The Survey Method*; D. de Vaus *Surveys in Social Research*; C A Moser & G Kalton, *Survey Methods in Social Investigation* (2nd edition 1971); A N Oppenheim, *Questionnaire design, interviewing and attitude measurement* (1992).

Assessment: A three-hour written examination in the ST based on the full syllabus (60%). The remaining 40% is awarded for two pieces of the student's coursework. The first is due on the last Thursday of the LT and the second is due on the first Thursday of ST. Both are to be handed in to the Sociology Administration Office, S219a, no later than 4.30pm on the due date.

SO224

The Sociology of Race and Ethnicity

This information is for the 2009/10 session.

Teacher responsible

Dr Claire Alexander, S277

Availability: Optional Course for BSc Sociology for 2nd and 3rd years and the Diploma in Sociology.

Course content: The course provides an introduction to theoretical, historical and contemporary debates around race, racism and ethnicity. It firstly explores the main theoretical perspectives which have been used to analyse racial and ethnic relations, in a historical and contemporary framework. It then examines the historical, social and political context of racial relations in contemporary societies, focusing primarily on Britain, although it also draws on comparative examples. Topics include: Race relations and social theory; race and ethnicity in historical perspective; race and class; race and gender, race and the nation-state; multiculturalism; diaspora and hybridity; whiteness; mixed race; racism and the legacy of Empire; race and immigration; race relations and public policy; race, racism and riots; community cohesion; Muslim identities; asylum and new migrations; the Far Right and the white working class.

Teaching: 20 Lectures held weekly in MT and LT; 22 classes held weekly in MT, LT & ST.

Assessment: An assessed book or article review (2,000 words), two copies to be handed in to the Sociology Administration Office, S219a, no later than 4.30pm on the first Friday of LT (30%) with a third copy posted onto Moodle; a three-hour examination (70%) in the ST.

Formative coursework: A 2,000 word formative essay in MT and LT.

Course requirement: Attendance at all classes and submission of all set coursework is required.

Indicative reading: L Back & J Solomos (Eds), *Theories of Race and Racism* (2nd Edition, Routledge 2009); M Bulmer & J Solomos (Eds), *Racism* (OUP 1999); M Banton, *Racial Theories* (CUP 1998), J Solomos & L Back, *Racism and Society* (Macmillan 1996), R Miles, *Racism after Race Relations* (Routledge 1993); J Bulmer & J Solomos (Eds), *Racial and Ethnic Studies Today* (Routledge 1999); H Mirza (Ed), *Black British Feminism* (Routledge 1997); K Owusu (Ed), *Black British Cultural Studies* (Routledge 1999); D T Goldberg, *Racist Culture* (Blackwell 1993); P Gilroy, *Between Camps* (Allen Lane 2000); P Gilroy, *There Ain't No Black in the Union Jack* (Hutchinson 1987); J Donald & A Rattansi (Eds), *Race, Culture and Difference* (Sage, 1992); J Solomos, *Race and Racism in Britain* (3rd edn),

(Palgrave, 2003); P Hill Collins, *Black Feminist Thought* (Routledge 1991); CCCS, *The Empire Strikes Back* (Hutchinson 1982); B Hesse (Ed), *Un/Settled Multiculturalisms* (Zed 2000); A Sharma, J Hutnyk & A Sharma (Eds), *Disorienting Rhythms* (Zed 1996), D T Goldberg (Ed), *Multiculturalism: A Critical Reader* (Blackwell 1994); D McGhee, *The End of Intolerant Britain?* (Open University Press 2005); D. McGhee, *The End of Multiculturalism?* (Open University Press 2008); N Finney & L Simpson, *Sleepwalking to Segregation?* (Policy Press 2009).

SO250 Half Unit

Multi-Culture and Multi-Culturalism

This information is for the 2009/10 session.

Teacher responsible

Prof Paul Gilroy, S200

Availability: BSc Sociology

Course content: This course will explore debates in historical, political and cultural sociology that have been articulated around the ideas of multi-culture and multi-culturalism. It will situate contemporary discussion of these matters in a longer history of reflection and debate showing also that these conversations have important antecedents that grew from the administration of colonial contact zones and the government of empires. The larger theoretical contexts created by anthropological theories in general and by theories of racial difference and hierarchy in particular will be explored in detail. We will track changing ideas about cultural difference through the nineteenth century and eventually see where they were transformed by conflicts over colonial power. The course will conclude with a consideration of the sociological and governmental issues deriving from plurality and diversity in post-colonial and post-industrial societies. We will also explore the very different versions of multi-culturalism that have emerged from a number of different contexts: from negotiations with indigenous groups, from the political demands of immigrants and the responses of xenophobes to their presence, and from the political and sociological experiments that followed attempts to un-make racial orders in the US and in South Africa.

Introduction to twentieth-century theories of culture, race and ethnicity; Philosophical traces of early colonial rule; Enlightenment approaches to Alterity; Orientalism; Time, race and imperial administration; Segregated cultures in the USA's Civil Rights settlement; Culture and nationality in the new South Africa; Culture, multi-culturalism in contemporary Britain; Civilisationism and Islamophobia; Heterogeneity and post-colonial societies.

Teaching: Ten one-hour lectures and ten one-hour seminars (MT).

Course requirement: Attendance at all classes and submission of all set coursework is required.

Indicative reading: Tzvetan Todorov *The Conquest of America*; Enrique Dussel *The Invention of the Americas*; Sankar Muthu *Enlightenment against Empire*; Charles Taylor *Multiculturalism and The Politics of Recognition*; Edward Said *Orientalism*; Nikhil Singh *Black Is A Country*; Mahmood Mamdani (ed.) *Race Talk and Culture Talk*; Wilmot James et al (eds.) *After the TRC*; Stuart Hall *Policing The Crisis*; Bhiku Parekh et al. *The Future of Multi-Ethnic Britain*; Jacques Derrida *Of Hospitality*; Aimé Césaire *Discourse on Colonialism*; Samuel Huntington *Who Are We?* Susan Moller Okin (ed.) *Is Multiculturalism Bad For Women?* Robert Cooper *The Breaking Of Nations*; Derek Gregory *The Colonial Present*.

Assessment: The course is formally assessed by one 2-hour examination (70%), and one 1,500-2,000 word essay (30%) from a selection of topics handed out in the ninth week of the course. Two hard copies of the essay to be handed in to the Sociology Administration Office, S219a, by 4.30pm on the first Wednesday of LT, with a third copy uploaded to Moodle.

SO302

Sociological Project

This information is for the 2009/10 session.

Teacher responsible

Dr Christopher Badcock, S282

Availability: Compulsory for BSc Sociology.

Course content: The project is to be in the form of an essay on a

sociological topic to be approved by the Department of Sociology. The purpose is to allow the student to study in depth an interest of his or her own choosing. Many approaches are possible in the work for the essay, but there are three main variants: original fieldwork, secondary analysis, and literature review.

Selection of topic: The topic must be within the general field of sociology and should fall within the range of competence of a member of the staff, normally a member of the Sociology Department. However, it need not be chosen from those areas of sociology which are at present taught within the Department. The topic should not overlap too closely with the content of other units that the student is taking. Students may follow up a theme suggested to them by their course-work, but the topic must allow the material and arguments to be developed in greater depth than is possible in the lectures and seminars for the course.

Arrangements for supervision: The Project Workshop, which meets formally during the first term, is convened by Dr Badcock, who will also make himself available for individual consultations with students during the second term. Students should also consult their tutors. The role of the third year tutor is not to give detailed instruction, but to suggest ways of tackling or limiting a topic, lines of enquiry and preliminary reading; their suggestions are not intended to be seen as exhaustive or definitive. How far the student can use and develop the help that he or she is given is, to a large extent, what the examination of the essay is concerned with. The third year tutor should not help with planning or writing the essay in detail, but may read and comment critically on an outline or a draft section if the student submits one. Students must submit a final title to Dr Badcock by the fifth week in the MT of their third year in order for that title and topic be approved.

Assessment: The completed essay must be of not more than 10,000 words in length; it may include tables and diagrams as appropriate. Two hard copies, typescript, must be submitted to the Sociology Administration Office, Room S219a, by 4.30pm on the second Friday of ST, with a third copy posted to Moodle. Accidental loss of data or text on a computer will not be accepted as a reason for non-submission.

SO305 Half Unit

Environmentalism: theory, politics and practice

This information is for the 2009/10 session.

Teacher responsible

Dr Alasdair Cochrane

Availability: BSc Sociology and Diploma in Sociology. Available as an outside option. The course will be available mainly to third year students (second year students may be accepted onto the course with the permission of their tutor and where their programme regulations permit) and to General Course students with the permission of the course tutor and where programme regulations permit.

Course content: The course examines environmentalism on three different levels. First of all, it investigates the theory and philosophy underpinning environmentalism, critically examining the debates over how to value nature, and how to delineate our obligations in respect of the natural world. Second, the course examines the political movements and politics of environmentalism. Here, the emergence and practices of environmental NGOs and green political parties are considered, as well as the development of the relevant international reports, declarations and treaties. Finally, the course evaluates the various instruments that have been put forward to enable a more sustainable future: regulation through command and control; market-based instruments such as taxation and emissions trading; and finally, radical societal transformation.

Teaching: 10 weekly lectures and 10 seminars in the LT.

Formative coursework: One formative essay of 1,500 words in the LT.

Indicative reading: Andrew Dobson, *Green Political Thought*, (London: Routledge, 1997); John Dryzek, David Downs, Hans-Kristian Hernes and David Schlosberg, *Green States and Social Movements Environmentalism in the United States, United Kingdom, Germany, and Norway*, (Oxford: Oxford University Press, 2003); Michael Zimmerman (ed.) *Environmental Philosophy: From Animal Rights*

to Radical Ecology, (Englewood Cliffs, N.J.: Prentice-Hall, 1993); Neil Carter, *The Politics of the Environment: Ideas, Activism and Policy*, (Cambridge: Cambridge University Press, 2007); James Connelly and Graham Smith, *Politics and the Environment: From Theory to Practice*, (London: Routledge, 2002); Matthew Paterson (2007) *Automobile Politics: Ecology and Cultural Political Economy* (Cambridge University Press).

Assessment: Two hard copies of one 2,000 word essay (worth 30% of the overall mark) to be handed in to the Sociology Administration Office, S219a, before 4.30pm on the first Wednesday of ST, with a third copy uploaded to Moodle; and one two-hour unseen examination (70% of the overall mark) in which two questions must be answered out of six.

SO306 Half Unit

Atrocity, Suffering and Human Rights

This information is for the 2009/10 session.

Teacher responsible

Dr Claire Moon

Availability: BSc Sociology and Diploma in Sociology. Available as an outside option. The course will be available mainly to third year students (second year students may be accepted onto the course with the permission of their tutor and where their programme regulations permit) and to General Course students with the permission of the course tutor and where programme regulations permit.

Course content: The course introduces students to sociological perspectives on atrocity, suffering and human rights in a theoretically driven empirical programme of study. It distinguishes sociological from legal and philosophical perspectives on human rights, drawing on classical and contemporary debates within sociology. Theoretical frameworks are brought to bear on a sequence of human rights based empirical problems and cases: genocide, the perpetration of atrocity, trauma and social suffering, knowing about atrocities and suffering (the reporting of atrocity by NGOs, the media etc., on one hand, and denials of atrocity on the other), and dealing with past atrocity: retributive and restorative approaches (war crimes tribunals and truth commissions).

Teaching: 10 weekly lectures and 10 seminars in the LT.

Formative coursework: One formative essay of 1,500 words in the LT.

Indicative reading: Stanley Cohen, *States of Denial* (Cambridge: Polity, 2000); Freeman, Michael, *Human Rights: an interdisciplinary approach* (Cambridge: Polity, 2002), chapters 1, 5, 7. Priscilla Hayner, *Unspeakable Truths* (London: Routledge, 2001); Michael Humphrey, *The Politics of Atrocity and Reconciliation* (London: Routledge, 2002); Arthur Kleinman et al (eds), *Social Suffering* (Berkeley: University of California Press, 1997); Lydia Morris (ed) *Rights: Sociological Perspectives* (London: Routledge, 2006), introduction; Woodiwiss, Anthony, *Human Rights* (London: Routledge, 2005), chapters 1 and 2.

Assessment: Two hard copies of one 2,000 word essay (worth 30% of the overall mark) to be handed in to the Sociology Administration Office, S219a, before 4.30pm on the first Wednesday of ST, with a third copy uploaded to Moodle; and one two-hour unseen examination (70% of the overall mark) in which two questions must be answered out of six.

ST102

Elementary Statistical Theory

This information is for the 2009/10 session.

Teachers responsible: Dr Nicholas Cron, B710 and Dr Jouni Kuha, B802

Availability: Compulsory for BSc Actuarial Science, BSc Business Mathematics and Statistics, BSc Econometrics and Mathematical Economics, BSc Economics, BSc Economics and Economic History, BSc Economics with Economic History, BSc Geography with Economics and BSc Mathematics and Economics. Optional for BSc Accounting and Finance, BSc Management and MSc Philosophy and Economics. Available as an outside option.

Pre-requisites: A-level Mathematics or equivalent. No previous knowledge of statistics assumed.

Course content: The course provides a precise and accurate treatment of introductory probability theory, statistical ideas, methods and techniques. Students will also be exposed to the MINITAB statistical package.

Descriptive statistics including some exploratory data analysis. Probability: axiomatic probability, conditional probability, Bayes' Theorem, independence, combinatorial methods. Random variables: discrete and continuous random variables, expectation and variance, joint distributions, the moment generating function. Important distributions of statistics, including the binomial, Poisson, geometric and normal distributions.

The Central Limit Theorem. Concepts of statistical inference; Point estimation: method of moments estimation, least squares estimation and maximum likelihood estimation; Interval estimation; Testing statistical hypotheses: one-sample tests and two-sample tests; Inference for correlation coefficients and variances; Rank-based nonparametric tests and goodness-of-fit tests; Contingency tables; Linear regression analysis: LSE, hypothesis testings, and prediction; One-way and two-way analysis of variance (ANOVA); Regression and ANOVA with Minitab.

Teaching: Lectures ST102: 20 MT, 20 LT, 4 ST.

Example Workshops: 9 MT, 10 LT, 4 ST.

Classes ST102.A: 8 MT, 10 LT, 3 ST.

Help Sessions: 6 MT, 10 LT, 3 ST.

Formative coursework: Students will be given weekly exercises on which they are to work and then are handed in to class teachers for marking and advice. The exercise material will form the basis of the workshops and classes.

Indicative reading: Larsen R. J. and Marx, M. L. (2006) *An Introduction to Mathematical Statistics and Its Applications* (4th Edition), Prentice Hall (the 3rd Edition is also fine).

Assessment: Three-hour written examination in the ST.

ST103

Statistical Methods for Social Research

This information is for the 2009/10 session.

Teachers responsible: Dr Wicher Bergsma and Professor Henry Wynn

Availability: Compulsory for BSc Sociology students. Optional for BSc Human Resource Management and Employment Relations and the Diploma in Sociology. Also available as an outside option. Cannot be taken with ST102

Elementary Statistical Theory, ST107 Quantitative Methods (Statistics) or **ST108** Probability and Statistics for the Social Sciences

Course content: An introduction to statistical methods and statistical reasoning, with particular reference to application in the social sciences. No prior knowledge of statistics is assumed. The place of statistics in the social sciences. Descriptive statistics: levels of measurement. The summarization and presentation of data using graphic methods. The normal distribution. Basic ideas of sampling and statistical inference. Sampling from finite populations. The sampling distributions of proportions and means estimation and hypothesis testing. Testing goodness of fit. The measurement of association and correlation and simple tests of significance. Simple linear regression. Two-sample tests for means.

Teaching: Lectures ST103: 10 MT, 20 LT, 4 ST.

Classes ST103.A: 9 MT, 10 LT and 5 ST.

Formative coursework: Written answers to set exercises are expected weekly. The exercise marks form part of the course assessment.

Indicative reading: Each week a set of notes covering the lecture topics for that week will be distributed. These notes will provide a framework for further reading, and will indicate where further material on the topics may be found.

Assessment: Exercise assessment (30%); three-hour open-book examination in the ST (70%).

ST107 Half Unit

Quantitative Methods (Statistics)

This information is for the 2009/10 session.

Teacher responsible

Dr James Abdey

Availability: BSc Accounting and Finance, BSc Environmental

Policy, BSc Government and Economics, BSc Human Resource Management and Employment Relations, BSc Management, BSc Management Sciences, BSc Philosophy and Economics and BSc Social Policy and Economics. Accessible to students who have performed well at a slightly lower level and are proficient in basic calculus. Available as an outside option.

Pre-requisites: A-level Mathematics or equivalent.

Course content: The elementary statistical tools necessary for further study in management and economics with an emphasis on the applicability of the methods to management and economic problems. An introduction to statistical concepts. Centre and spread of a distribution. Probability, conditional probability. The Binomial, Poisson and Normal distributions. Covariance and linear combinations of random variables. Random sampling, sampling distributions. Efficiency, biased and unbiased estimators. Confidence intervals for means and proportions, and difference in means and proportions, the Student's 't' distribution. Hypothesis tests, power and p-value. Correlation and Regression. Fitting a line, OLS. Sampling variability of the estimates. Confidence intervals and tests. Predicting response variable, p-value.

Teaching: Lectures ST107: 20 LT, 3 ST.

Classes ST107.A: nine LT, one ST weekly.

Formative coursework: Weekly example sheets will be set and students are expected to submit solutions to the class teacher each week.

Indicative reading: All course materials made available via Moodle, including notes to accompany the lectures, but this can be supplemented with additional background reading. Readings from P Newbold, WL Carlson & BM Thorne, *Statistics for Business and Economics* and R J Wonnacott & T H Wonnacott, *Introductory Statistics* will be recommended.

Assessment: Two-hour written examination in the ST.

ST108

Probability and Statistics for the Social Sciences

This information is for the 2009/10 session.

Teacher responsible

Dr Nicholas Cron, B710

Availability: This course is for first year BSc Accounting and Finance students without a strong background in Mathematics e.g. without A level Mathematics. Also available to other students without A-level or equivalent mathematical background.

Course content: A basic foundation in elementary statistical methods, theory and statistical reasoning. No strong background in statistics is required. The course itself will provide the necessary foundation in probability and distribution theory.

Probability, random variable theory and distributions. Normal distribution, sampling concepts and sampling distributions. Estimation significances tests and confidence intervals, one and two-sample methods. Linear regression, correlation. Test for proportions, simple contingency tables. Basic decision theory.

Teaching: Lectures: 38

ST108: Weeks 1-6, six x one-hour MT. Weeks 7-10, four x two-hour MT. Four x one-hour ST.

ST103: 20 (LT)

Classes: 20 (MT, LT, ST)

Formative coursework: Written answers to set exercises expected weekly. Marks from selected exercises to form part of the coursework assessment.

Indicative reading: Notes will be provided and form the basic reading material. Pointers will be given to further reading./p>

Assessment: Coursework assessment (30%); three-hour open-book examination ST (70%).

ST201 Half Unit

Statistical Models and Data Analysis

This information is for the 2009/10 session.

Teachers responsible: Dr Nicholas Cron, B710 and Dr Clifford Lam, B609

Availability: Primarily for BSc Management and BSc Accounting and Finance students, also available to students who have studied statistics and mathematics to the level of MA107/ST107

Quantitative Methods. Not to be taken in conjunction with ST203

Statistics for Management Sciences (Full unit).**Teaching:** Linked to Moodle.

Lectures ST203.1: 20 LT.

Project Briefing Sessions: two LT.

Computer Workshops ST203.1: eight LT.

Course content: A second course in statistics with an emphasis on problems of practical importance and statistical analysis using computers.

Principles of modelling: data preparation, mathematical and statistical models, linear and non-linear models. Simple linear regression. Multiple regression: assumptions, transformations, diagnostics, model selection. Logistic regression: odds ratios and likelihood. Introduction to time series: smoothing, seasonal adjustment, autocorrelation.

Formative coursework: One assessed project.**Indicative reading:** S. Albright, W. L. Winston & C. J. Zappe, *Managerial Statistics*; D. H. Hildebrand and R. L. Ott *Statistical Thinking for Managers*.**Assessment:** Two-hour formal written examination in the ST (80%). Course work (20%).**ST202****Probability, Distribution Theory and Inference****This information is for the 2009/10 session.****Teachers responsible:** Professor Ragnar Norberg, B601 and Dr Kostas Kalogeropoulos, B610**Availability:** BSc Actuarial Science, BSc Accounting and Finance, BSc Business Mathematics and Statistics, BSc Econometrics and Mathematical Economics, BSc Mathematics and Economics and MSc Econometrics and Mathematical Economics (Two Year Programme).**Pre-requisites:** MA100 **Mathematical Methods** and ST102 **Elementary Statistical Theory**. Students who have not taken these courses should contact Dr Kalogeropoulos.**Course content:** The course covers the probability, distribution theory and statistical inference needed for third year courses in statistics and econometrics.**Michaelmas term** (Professor Ragnar Norberg): Events and their probabilities. Random variables. Discrete and continuous distributions. Moments, moment generating functions and cumulant generating functions. Joint distributions and joint moments. Marginal and conditional densities. Independence, covariance and correlation. Sums of random variables and compounding. Multinomial and bivariate normal distributions. Law of large numbers and central limit theorem. Poisson processes.**Lent term** (Dr K Kalogeropoulos): Functions of random variables. Sampling distributions. Criteria of estimation: consistency, unbiasedness, efficiency, minimum variance. Sufficiency. Maximum likelihood estimation. Confidence intervals. Tests of simple hypotheses. Likelihood ratio tests. Wald tests, score tests.**Teaching:** Lectures: 20 MT, 20 LT.

Seminars: 9 MT, 10 LT, 1 ST

Formative coursework: Four term-time tests will measure students progress.**Indicative reading:** G C Casella & R L Berger, *Statistical Inference* (primary reading); R Bartoszy ski & M Niewiadomska-Bugaj, *Probability and Statistical Inference* (stresses comprehension of concepts rather than mathematics, complimentary reading only); J Jacod & P Protter, *Probability Essentials* (for further reading, a more advanced text on probability, using measure theoretic concepts and tools, still very accessible).**Assessment:** Three-hour written examination in the ST.**ST203****Statistics for Management Sciences****This information is for the 2009/10 session.****Teachers responsible:** Dr Sara Geneletti, Room TBC, and Dr Wicher Bergsma, B602**Availability:** Primarily for BSc Management Sciences and BSc Accounting and Finance. Not to be taken with: ST201 **Statistical Models and Data Analysis**, or ST205 **Sample Surveys and Experiments****Pre-requisites:** Mathematics and statistics to the level of MA107/**ST107 Quantitative Methods.****Course content:** A second course in statistics encompassing a wide range of practical issues from the design of surveys and data collection to building models and making inferences. Computer packages used throughout.

There are two lecture courses.

ST203.1: **Statistical Models and Data Analysis** (Dr S Geneletti).

Principles of modelling: data preparation, mathematical and statistical models, linear and non-linear models. Simple linear regression. Multiple regression: assumptions, transformations, diagnostics, model selection. Logistic regression: odds ratios and likelihood. Introduction to time series: smoothing, seasonal adjustment, autocorrelation.

ST203.2: **Sample Surveys** (Dr Wicher Bergsma).

Observational and experimental data. Data quality. Sampling from finite populations. Simple random sampling. Stratified random sampling. Cluster sampling. Survey design. Analysis of survey data.

Teaching: Lectures ST203.1: 20 LT. Linked to Moodle

Project Briefing Session: two LT.

Computer Workshops ST203.1: eight LT.

Lectures ST203.2: 18 MT.

Classes ST203.2: nine MT.

Workshop (two-hour) ST203.2: one MT.

Formative coursework: Two or more assessed projects.**Indicative reading:** R L Scheaffer, W Mendenhall & R L Ott (2005), *Elementary Survey Sampling*; F J Fowler Jr, *Survey Research Methods* (2002). S. Albright, W L Winston & C J Zappe, *Managerial Statistics*; D H Hildebrand and R L Ott *Statistical Thinking for Managers***Assessment:** Three-hour written examination in the ST (80%), course work (20%).**ST205 Half Unit****Sample Surveys and Experiments****This information is for the 2009/10 session.****Teacher responsible**

Dr Wicher Bergsma, B602

Availability: Primarily for BSc Business Mathematics and Statistics. Optional for BSc Management, also for students who have studied mathematics and statistics to the level of MA107/ST107**Quantitative Methods.** Not to be taken with ST203 **Statistics for Management Sciences** (full unit).**Course content:** Data quality. Sampling from finite populations. Simple random sampling. Stratified random sampling. Cluster sampling. Survey design. Analysis of survey data.**Teaching:** Lectures ST203.2: 20 MT.

Classes ST203.2: nine MT.

Workshop (two-hour) ST203.2: one MT.

Formative coursework: One or more assessed projects.**Indicative reading:** R L Scheaffer, W Mendenhall & R L Ott, *Elementary Survey Sampling* (2005); F J Fowler Jr, *Survey Research Methods* (2002).**Assessment:** Two-hour written examination in the ST (80%), course work (20%).**ST218****Projects in Applied Statistics****This information is for the 2009/10 session.****Teachers responsible:** Dr Nicholas Cron, B710 and Dr Kostas Kalogeropoulos, B 610**Availability:** Primarily for BSc Business Mathematics and Statistics. 2nd year BSc Actuarial Science students admitted by permission.**Pre-requisites:** ST102 **Elementary Statistical Theory****Course content:** Introduction to practical data analysis using computer statistical packages, primarily MINITAB.Tabulation, Graphical Presentation, Regression, Analysis of Variance. ST218.1 **Regression with MINITAB** This course will link use of MINITAB to practical statistical modelling with an emphasis on diagnostics.ST218.2 **Applied Statistics Project** A project on a subject of interest to the student involving a critical investigation and collation of applied statistics.**Teaching:** Lectures ST218.1: 20 MT computer sessions using

MINITAB.

Classes ST218.1: 10 MT.

Lectures ST218.2: 10 MT, one presentation day ST.

Formative coursework: Three assessed reports.

Indicative reading: Abraham, B, Ledolter, J, *Introduction to Regression Modelling*. S Weisberg, *Applied Linear Regression*, 2nd edn; J Neter, M H Kutner, C J Nachtsheim & W Wasserman, *Applied Linear Regression Models*, 3rd edn; D C Montgomery, *Design and Analysis of Experiments*, 3rd edn.

Assessment: ST218.1: two reports on data analyses using MINITAB (50%); ST218.2: 5,000 word report submitted by Week three ST (50%).

ST226 Half Unit

Actuarial Investigations: Financial

This information is for the 2009/10 session.

Teacher responsible

Dr A Dassios, B606

Availability: BSc Actuarial Science, BSc Business Mathematics and Statistics, BSc Management Sciences.

Teaching: Lectures ST226: 20 MT.

Seminars: 10 MT.

Formative coursework: Compulsory written answers to one set of problems.

Pre-requisites: MA100 **Mathematical Methods**; ST102 **Elementary Statistical Theory**.

Course content: The application of compound interest techniques to financial transactions.

Describing how to use a generalised cash-flow model to describe financial transactions such as a zero coupon bond, a fixed interest security, an index-linked security, cash on deposit, an equity, an interest only loan, a repayment loan, an annuity certain and others. The time value of money using the concepts of compound interest and discounting. Accumulation of payments and present value of future payments. Expressing interest rates or discount rates in terms of different time periods. Real and money interest rates. The calculation of the present value and the accumulated value of a stream of equal or unequal payments using specified rates of interest and the net present value at a real (possibly variable) rate of interest, assuming a constant rate of inflation. Compound interest rate functions; definitions and use. Equations of value with certain and uncertain payments and receipts; conditions for existence of solution. Describe how a loan may be repaid by regular instalments of interest and capital; flat rates and annual effective rates. Calculation of a schedule of repayments under a loan and identification of the interest and capital components of annuity payments where the annuity is used to repay a loan for the case where annuity payments are made once per effective time period or p times per effective time period and identify the capital outstanding at any time. Discounted cash flow techniques and their use in investment project appraisal; internal rate of return, discounted payback period, money-weighted rate of return, time-weighted rate of return, linked internal rate of return. The investment and risk characteristics of fixed-interest Government borrowings, fixed-interest borrowing by other bodies, shares and other equity-type finance derivatives. The analysis of compound interest rate problems; the present value of payments from a fixed interest security where the coupon rate is constant and the security is redeemed in one instalment, upper and lower bounds for the present value of a fixed interest security that is redeemable on a single date within a given range at the option of the borrower, the running yield and the redemption yield from a fixed interest security, the present value or yield from an ordinary share and a property, given simple (but not necessarily constant) assumptions about the growth of dividends and rents, the solution of the equation of value for the real rate of interest implied by the equation in the presence of specified inflationary growth, the present value or real yield from an index-linked bond, the price of (or yield from) a fixed interest security where the investor is subject to deduction of income tax on coupon payments and redemption payments are subject to the deduction of capital gains tax,

Indicative reading: R Norberg, *Basic Life Insurance Mathematics*;

J J McCutcheon & W J Scott, *An Introduction to the Mathematics of Finance*, Heinemann; Institute of Actuaries, *Formulae and Tables for Actuarial Examinations*. Core reading notes obtainable from the Institute of Actuaries.

Assessment: Three-hour written examination in the ST.

ST227 Half Unit

Survival Models

This information is for the 2009/10 session.

Teacher responsible

Dr E Baurdoux, B604

Availability: Primarily for BSc Actuarial Science, BSc Business Mathematics and Statistics.

Pre-requisites: Pre-requisites: MA100 **Mathematical Methods**, ST102 **Elementary Statistical Theory**.

Course content: An introduction to stochastic processes with emphasis on life history analysis and actuarial applications. Principles of modelling; model selection, calibration, and testing; Stochastic processes and their classification into different types by time space, state space, and distributional properties; construction of stochastic processes from finite-dimensional distributions, processes with independent increments, Poisson processes and renewal processes and their applications in general insurance and risk theory, Markov processes, Markov chains and their applications in life insurance and general insurance, extensions to more general intensity-driven processes, counting processes, semi-Markov processes, stationary distributions. Determining transition probabilities and other conditional probabilities and expected values; Integral expressions, Kolmogorov differential equations, numerical solutions, simulation techniques. Survival models - the random life length approach and the Markov chain approach; survival function, conditional survival function, mortality intensity, some commonly used mortality laws. Statistical inference for life history data; Maximum likelihood estimation for parametric models, non-parametric methods (Kaplan-Meier and Nelson-Aalen), regression models for intensities including the semi-parametric Cox model and partial likelihood estimation; Various forms of censoring; The technique of occurrence-exposure rates and analytic graduation; Impact of the censoring scheme on the distribution of the estimators; Confidence regions and hypothesis testing.

Teaching: Lectures: 20 LT.

Seminars: 10 LT.

Formative coursework: Compulsory written answers to two sets of problems.

Indicative reading: S Ross, *Stochastic Processes*; R Norberg, *Risk and Stochastics in Life Insurance*; The Institute of Actuaries, Core reading Subject CT4. For full details of the syllabus of CT4, see http://stats.lse.ac.uk/angelos/guides/2004_CT4.pdf.

Assessment: Three-hour written examination in the ST.

ST300 Half Unit

Regression and Generalized Linear Models

This information is for the 2009/10 session.

Teacher responsible

Dr Clifford Lam, B609

Availability: Primarily for BSc Actuarial Science, BSc Business Mathematics and Statistics.

Pre-requisites: Pre-requisites: ST102 **Elementary Statistical Theory** and either ST202 **Probability, Distribution Theory and Inference** or ST218.1 **Projects in Applied Statistics**.

Course content: A solid coverage of the most important parts of the theory and application of regression models, generalised linear models and the analysis of variance.

Analysis of variance models; factors, interactions, confounding. Multiple regression and regression diagnostics. Generalised linear models; the exponential family, the linear predictor, link functions, analysis of deviance, parameter estimation, deviance residuals. Model choice, fitting and validation. The use of a statistics package will be an integral part of the course. The computer workshops revise the theory and show how it can be applied to real datasets.

Teaching: Lectures ST300: 10 MT, 10 LT.

Computer Workshops and Theory Classes ST300.A: 10 MT, 10 LT.

Formative coursework: One assessed project.

Indicative reading: D C Montgomery, E A Peck & G G Vining, *Introduction to Linear Regression Analysis*; D C Montgomery, *Design and Analysis of Experiments*; A J Dobson, *An Introduction to Generalised Linear Models*; P McCullagh & J A Nelder, *Generalized Linear Models*; A C Atkinson, *Plots, Transformations and Regression*; A C Atkinson & M Riani, *Robust Diagnostic Regression Analysis*; JJ Faraway, *Linear Models with R*; JJ Faraway, *Extending the linear Model with R*. Related items from the Institute of Actuaries, Core reading Subject CT6. For full details of the syllabus of CT6, see http://stats.lse.ac.uk/angelos/guides/2004_CT6.pdf.

Assessment: Two-hour written examination in the ST (85%); Assessed project (15%).

ST302 Half Unit

Stochastic Processes

This information is for the 2009/10 session.

Teacher responsible

Dr U Cetin, B608

Availability: Primarily for BSc Actuarial Science and BSc Business Mathematics and Statistics.

Pre-requisites: ST202 **Probability, Distribution Theory and Inference**.

Course content: A second course in stochastic processes and applications to insurance.

Markov chains (discrete and continuous time), processes with jumps; Brownian motion and diffusions; Martingales; stochastic calculus; applications in insurance and finance. Content: Stochastic processes in discrete and continuous time; Markov chains: Markov property, Chapman-Kolmogorov equation, classification of states, stationary distribution, examples of infinite state space; filtrations and conditional expectation; discrete time martingales: martingale property, basic examples, exponential martingales, stopping theorem, applications to random walks; Poisson processes: counting processes, definition as counting process with independent and stationary increments, compensated Poisson process as martingale, distribution of number of events in a given time interval as well as inter-event times, compound Poisson process, application to ruin problem for the classical risk process via Gerber's martingale approach; Markov processes: Kolmogorov equations, solution of those in simple cases, stochastic semigroups, birth and death chains, health/sickness models, stationary distribution; Brownian motion: definition and basic properties, martingales related to Brownian motion, reflection principle, Ito-integral, Ito's formula with simple applications, linear stochastic differential equations for geometric Brownian motion and the Ornstein-Uhlenbeck process, first approach to change of measure techniques, application to Black-Scholes model.

The items in the course content that also appear in the content of ST227 are covered here at greater depth. However, ST227 is not a pre-requisite for this course.

Teaching: Lectures: 20 MT.

Seminars: 10 MT.

Formative coursework: Compulsory written answers to two sets of problems.

Indicative reading: R Durrett, *Essentials of Stochastic Processes*; T Mikosch, *Elementary Stochastic Calculus with Finance in View*; Institute of Actuaries core reading notes.

Assessment: Three-hour written examination in the ST.

ST304 Half Unit

Time Series and Forecasting

This information is for the 2009/10 session.

Teacher responsible

Dr Piotr Fryzlewicz, B708

Availability: Primarily for BSc Actuarial Science and BSc Business Mathematics and Statistics.

Pre-requisites: A good level of 2nd year statistics and probability.

Course content: The course introduces the student to the statistical analysis of time series data and simple models.

What time series analysis can be useful for; autocorrelation; stationarity, basic time series models; AR, MA, ARMA; trend removal

and seasonal adjustment; invertibility; spectral analysis; estimation; forecasting; introduction to financial time series and the ARCH model.

Teaching: Lectures: 20 LT; Seminars: 10 LT.

Formative coursework: Written answers to set problems will be expected on a weekly basis.

Indicative reading: C Chatfield, *The Analysis of Time Series*; Brockwell & Davis, *Introduction to Time Series and Forecasting*; Brockwell & Davis, *Time Series: Theory and Methods*.

Assessment: Two-hour written examination in the ST.

ST305

Actuarial Mathematics: Life

This information is for the 2009/10 session.

Teacher responsible

Dr Angelos Dassios, B606

Availability: Primarily for BSc Actuarial Science, BSc Business Mathematics and Statistics.

Pre-requisites: ST202 **Probability, Distribution Theory and Inference**, ST227 **Survival Models**.

Course content: An introduction to the theory and techniques of life insurance and pensions.

Standard single life insurance products; endowments, annuities, and assurances. Extensions to multi-state policies and general benefits and premiums; two lives and more general multi-life functions including the joint life status and last survivor status, the multiple decrements model (competing risks), and the disability model, level and variable payments including increasing and decreasing assurances and annuities. Discrete and continuous time payments. Aggregate and select intensities. Actuarial notation for life contingencies and expected present values of standard products. Principles and techniques for determining premiums and reserves. The principle of equivalence. Thiele's differential equation and its generalizations. Variances and higher order moments of present values. Numerical methods. Woolhouse's formula relating present values in continuous and discrete time. Relationships between payments of annuity type and payments of assurance type. Notions of prospective and retrospective reserves and relationships between them. Administration expenses, gross premiums and gross reserves. With-profit contracts, surplus and dividends, various forms of bonus (cash bonus, terminal bonus, added benefits), interest rate guarantees, unit-linked insurance, defined benefits, defined contributions, salary-related benefits. Techniques for assessing profitability. Elements of population theory applied to life insurance. Heterogeneity, selection phenomena; intensities dependent on policy duration and state duration. Risk classification.

Teaching: Lectures: 20 MT, 20 LT.

Seminars: 10 MT, 10 LT.

Formative coursework: Compulsory written answers to two sets of problems.

Indicative reading: R Norberg, *Basic Life Insurance Mathematics*; The Institute of Actuaries, *Core reading Subject CT5*

Assessment: Three-hour written examination in the ST.

ST306 Half Unit

Actuarial Mathematics: General

This information is for the 2009/10 session.

Teacher responsible

Dr Umut Cetin, B608

Availability: Primarily for BSc Actuarial Science, BSc Business Mathematics and Statistics.

Pre-requisites: ST202 **Probability, Distribution Theory and Inference**; ST302 **Stochastic Processes** should be taken in conjunction with this course.

Course content: An introduction to actuarial work in non-life insurance.

Decision theory concepts: game theory, optimum strategies, decision functions, risk functions, the minimax criterion and the Bayes criterion. Loss distributions with and without limits and risk-sharing arrangements; suitable, moments and moment generating functions, the gamma, exponential, Pareto, generalised Pareto, normal, lognormal, Weibull, Burr and other distributions suitable

for modelling individual and aggregate losses; statistical inference. Risk models involving frequency and severity distributions; the basic short-term contracts, moments, moment generating functions and other properties of compound distributions. Reinsurance treaties; proportional, excess of loss, stop-loss, deriving the distribution, moments, moment generating functions and other properties of the losses to the insurer and reinsurer under all the models above. Ruin theory for continuous and discrete models. Fundamental concepts of Bayesian statistics; Bayes theorem, prior distributions, posterior distributions, conjugate prior distributions, loss functions, Bayesian estimators. Credibility theory; Bayesian models. Experience rating models and applications. Claims reserving: run-off triangles. Monte-Carlo simulation and applications in insurance.

Teaching: Lectures: 20 LT.

Seminars: 10 LT.

Formative coursework: Compulsory written answers to one set of problems.

Indicative reading: Notes are given out in the lectures. The Institute of Actuaries, Core reading Subject CT6.

For full details of the syllabus of CT4, see http://stats.lse.ac.uk/angelos/guides/2004_CT6.pdf.

Assessment: Three-hour examination in the ST.

ST307 Half Unit

Aspects of Market Research

This information is for the 2009/10 session.

Teacher responsible

Dr Irini Moustaki, B615

Availability: Primarily for BSc Management Sciences, BSc Management, BSc Business Mathematics and Statistics and BSc Accounting and Finance. Not to be taken in conjunction with ST327

Market Research: An Integrated Approach.

Pre-requisites: Pre-requisites: probability and statistics to the level of ST107 **Quantitative Methods.**

Course content: The main ideas and applications of market research techniques.

Problem formulation and research designs for market and opinion research. Random sampling and statistical inference. Quota sampling. Survey stages and sources of error. Data collection methods. Attitude measurement. Market models, advertising and public opinion research. The analysis of market research data.

Teaching: 16 hours of lectures in the MT plus 9 hours of classes in the MT.

Formative coursework: Students are given weekly exercises to work on in a team and then handed in to class teachers for advice. Students are expected to give short presentations in their class.

Indicative reading: T C Kinnear & J R Taylor, *Marketing Research: An Applied Approach*; C A Moser & G Kalton, *Survey Methods in Social Investigation*; P Chisnall, *Marketing Research*; R W Worchester & J Downham (Eds), *Consumer Market Research Handbook*; C Phillips, *Understanding Marketing*.

Assessment: Two-hour examination in the ST.

ST327

Market Research: An Integrated Approach

This information is for the 2009/10 session.

Teachers responsible: Dr Irini Moustaki, B615, Dr Celia Philips, B713

Availability: Optional for BSc Business Mathematics and Statistics and BSc Management Sciences.

Pre-requisites: Probability and statistics to the level of ST203 **Statistics for Management Sciences.** Not to be taken with ST307 **Aspects of Market Research**

Course content: Main ideas and techniques used in marketing and opinion research. Statistical methods applied to market research data.

ST327.1 Research Methods: Problem formulation and research designs for market and opinion research. Sample theory and methods. Survey stages and sources of error. Data collection methods. Attitude measurement. Market models, advertising and public opinion research. The analysis of market research data using statistical methods of cluster analysis, factor analysis, structural

equation modeling and latent class analysis.

ST327.2 Case Studies: Students use the information and techniques gained from ST327.1 to carry out a co-operative Marketing Case Study. Individual write up of the Case Study forms part of the assessment.

Teaching: 20 hours lectures in the MT.

4 hours of lectures in the LT.

9 classes in the MT and 1 in the LT.

Formative coursework: ST327.1: exercises and presentations.

ST327.2: assessed presentation and case study project.

Indicative reading: D J Bartholomew, F Steele, I Moustaki & J Galbraith, *Analysis of Multivariate Social Science Data*; T C Kinnear & J R Taylor, *Marketing Research: An Applied Approach*; C A Moser & G Kalton, *Survey Methods in Social Investigation*; P Chisnall, *Marketing Research*; R W Worchester & J Downham (Eds), *Consumer Market Research Handbook*; C Phillips, *Understanding Marketing*; G Kalton, *Introduction to Survey Sampling*

Assessment: ST327.1: three-hour written examination in the ST (70%); ST327.2 course work (30%).

ST330

Stochastic and Actuarial Methods in Finance

This information is for the 2009/10 session.

Teacher responsible

Dr Pauline Barrieu, B603

Availability: Primarily for BSc Actuarial Science.

Pre-requisites: Pre-requisites: ST202 **Probability, Distribution Theory and Inference**; ST302 **Stochastic Processes** should be taken in conjunction with this course.

Course content: Applications of stochastic processes and actuarial models in finance.

Utility theory. Stochastic dominance and portfolio selection.

Measures of investment risk. Mean-variance portfolio theory.

Single and multifactor models. Asset liability modelling for

actuaries. The Capital Asset Pricing Model. The efficient market

hypothesis. Stochastic models for security prices and estimating

their parameters. The term structure of interest rates: the Vasicek,

the Cox-Ingersoll-Ross and other models. Option pricing: general

framework in discrete and continuous time, the Black-Scholes

analysis and numerical procedures (binomial models and Cox-Ross-

Rubinstein models).

Teaching: Lectures ST330: 20 MT, 20 LT.

Seminars ST330.A: 10 MT, 10 LT.

Formative coursework: Written answers to set problems will be expected on a weekly basis.

Indicative reading: N H Bingham & R Kiesel, *Risk Neutral Valuation*; A Cerny, *Mathematical Techniques in Finance: Tools for Incomplete Markets*; J Hull, *Options, Futures & Other Derivatives*; R Jarrow & S Turnbull, *Derivative Securities*; D Luenberger, *Investment Science*; Institute of Actuaries core reading notes, Subject CT8.

Assessment: Three-hour written examination in the ST.

ST331 Half Unit Not available in 2009/10

Decision Theory and Bayesian Statistics

This information is for the 2009/10 session.

Teachers responsible: Dr J Howard, G305 and Professor H Wynn, B605

Availability: BSc Business Mathematics and Statistics, BSc Accounting and Finance and BSc Management Sciences. This course must not be taken with OR304 **Decision Analysis.**

Pre-requisites: Prerequisites: MA107 and ST107 **Quantitative Methods.**

Course content: The fundamentals of the theory of decision analysis and its use in Bayesian statistics.

Topics covered are the foundations of decision theory and Bayesian statistical methods with applications.

ST331.1 Fundamentals of Decision Theory (Dr J Howard). The

normative theory of subjective probability and expected utility.

ST331.2 Bayesian Statistical Methods (Professor H Wynn).

General discussion of the Bayes approach and comparison with

other approaches to statistical inference. Applications to some statistical problems.

Teaching: Lectures ST331.1: ten MT.

Classes ST331.1A: five MT.

Lectures ST331.2: ten LT.

Classes ST331.2A: five LT.

Formative coursework: Written answers to set problems will be expected fortnightly.

Indicative reading: ST331.1: R T Clemen & T Reilly, *Making Hard Decisions with Decision Tools Suite*; H Raiffa, *Decision Analysis: Introductory Lectures on Choices under Uncertainty*; J T Buchanan, *Discrete and Dynamic Decision Analysis*; D V Lindley, *Making Decisions* (2nd Edn); S French, *Decision Theory: An Introduction to the Mathematics of Rationality*; S R Watson & D M Buede, *Decision Synthesis: The Principles and Practice of Decision Analysis*; P Goodwin & G Wright, *Decision Analysis for Management Judgment*.

ST331.2: P M Lee, *Bayesian Statistics: An Introduction*

Assessment: Two-hour written examination in the ST.



Diploma Programme Regulations

Diploma Programme Regulations

Key to Diploma Regulations
(H) means a half-unit course
(C) means this course is capped
(n/a 09/10) means not available in the 2009/10 academic year
(M) means Michaelmas Term
(L) means Lent Term
(S) means Summer Term

Diploma in Accounting and Finance

Students must take four courses as shown.

| Paper | Course number and title |
|-------|---|
| 1 | FM212 Principles of Finance* |
| 2 | AC211 Managerial Accounting or AC330 Financial Accounting Analysis and Valuation or AC464 Management Accounting and Financial Accounting: Decisions, Control, Reporting and Disclosure |
| 3 & 4 | Two of the following: AC211 Managerial Accounting or AC330 Financial Accounting, Analysis and Valuation (<i>if not already selected under paper 2 above</i>), or AC310 Management Accounting, Financial Management and Organisational Control AC340 Auditing, Governance and Risk Management One of the following: AC470 Accounting in the Global Economy (H) EC201 Microeconomic Principles I EC202 Microeconomic Principles II EC210 Macroeconomic Principles EC313 Industrial Economics EC220 Introduction to Econometrics MA107 Quantitative Methods (Mathematics) and ST107 Quantitative Methods (Statistics) LL209 Commercial Law ID200 Organisational Theory and Behaviour EH240 British Business and Contemporary Economic Performance Any other course with the approval of the Programme Director § |

Notes § means by special permission only.

* by special permission of the Course Leaders, students may substitute FM300 Corporate Finance Investments and Financial Markets or FM320 Quantitative Finance.

This programme is externally accredited by the ACCA. Further information is available on the Department of Accounting website www.lse.ac.uk/collections/accounting/.

Diploma in Health Economics, Policy and Management (modular)

Students take four compulsory half unit courses and options to the value of one unit.

| Paper | Course number and title |
|--------|---|
| Year 1 | |
| 1 | SA4G1 Financing Health Care (H) |
| 2 | SA4G2 Health Economics (H) |
| 3 | SA4E1 Health Administration and Management (H) |
| 4 | SA4E2 Resource Allocation and Cost-effectiveness Analysis (H) |
| Year 2 | |
| 5-6 | Optional courses to the value of one full unit (n/a until 2010/11): |

SA4G3 Pharmaceutical Economics and Policy (H)
 SA4G4 Statistical Methods in Economic Evaluation (H)
 SA4G5 Measuring Health Outcomes (H)
 SA4G6 Measuring Health System Performance (H)
 SA4F2 Introduction to Medical Statistics, Clinical Trials and
 Epidemiology (H)
 IS416 Healthcare Information Systems (H)

Diploma in Sociology

Students must take four courses as shown. Those who wish to proceed to the MSc in Sociology will be expected to pass the Diploma at a standard satisfactory to the Department.

| Paper | Course number and title |
|-------|--|
| 1 | SO221 Issues and Methods of Social Research |
| 2 | <i>Either</i> SO201 Sociological Analysis <i>or</i> SO100 Key Concepts in Sociology: An Introduction to Sociological Theory |
| 3 & 4 | Two of the following: SO110 Key Issues in Contemporary Societies: An Introduction to Contemporary Sociology SO203 Political Sociology SO208 Gender and Society SO210 Crime, Deviance and Control SO211 Sociology of Health and Medicine (n/a 09/10) SO212 Work, Management and Globalisation SO215 Evolution and Social Behaviour SO224 The Sociology of Race and Ethnicity SO250 Multi-Culture and Multi-Culturalism (H) ST103 Statistical Methods for Social Research |



Taught Masters Programme Regulations

Taught Masters Programme Regulations

Key to Taught Master's Regulations
(H) means a half-unit course
(C) means this course is capped
(n/a 09/10) means not available in the 2009/10 academic year
(M) means Michaelmas Term
(L) means Lent Term
(S) means Summer Term

MSc Accounting and Finance

Academic-year programme but may be a full year depending on courses selected. Students must take courses to the value of four units as shown.

| Paper | Course number and title |
|-------|--|
| 1 | FM430 Corporate Finance and Asset Markets or FM429 Asset Markets A (H) and FM431 Corporate Finance A (H), or another approved paper* |
| 2 | AC420 Corporate Financial Reporting, or AC410 Management Accounting, Strategy and Organisational Control |
| 3 & 4 | Students should select remaining papers to the value of two full units: AC410 Management Accounting, Strategy and Organisational Control (if not taken under paper 2- cannot be taken with AC411) AC411 Accounting, Strategy and Control (H) (cannot be taken with AC410) AC412 Accountability, Organisations and Risk Management (H) AC420 Corporate Financial Reporting (if not taken under paper 2) AC444 Valuation and Security Analysis (H) AC470 Accounting in the Global Economy (H) FM402 Financial Risk Analysis (H) FM404 Forecasting Financial Time Series (H)** FM413 Fixed Income Markets (H) FM421 Applied Corporate Finance (H) FM440 Corporate Finance Theory (H) FM441 Derivatives (H) FM442 Quantitative Methods for Finance and Risk Analysis (H)** FM445 Portfolio Management (H) FM447 Global Financial System (H) FM472 International Finance (H) GY462 Real Estate Finance (H) ID420 Leadership in Organisations: Theory and Practice (H) LL4B9 Corporate and Financial Crime LL4K2 Law of International Economic and Financial Sanctions (H) Any other course * Students can also take a dissertation in <i>either</i> accounting or finance (students cannot take two dissertations): AC499 Dissertation FM499 Dissertation |
| Notes | Students may elect to have their degree specialisation indicated on their degree certificate. Students who take both AC470 and FM472 as Paper 3 may choose to have <i>MSc Accounting and Finance: International Accounting and Finance</i> on their certificate. Students who take AC410 or AC420 as Paper 3 may choose to have <i>MSc Accounting and Finance: Accounting and Financial Management</i> on their certificate. Students taking finance courses to the equivalent of two full units as Papers 3 and 4 may choose |

to have *MSc Accounting and Finance: Finance* on their certificate.

* means by special permission only.

** Students taking this course can apply for a place on FM457 MATLAB for MSc Students, a non-assessed computer course.

MA400 is a pre requisite for this course.

This programme is externally accredited by the ACCA. Further information is available on the Department of Accounting website www.lse.ac.uk/collections/accounting/prospectiveStudents/postgraduate/programme/MScAccountingAndFinance.htm.

MSc Accounting, Organisations and Institutions

Academic-year programme. Students take courses to the value of four units.

| Paper | Course number and title |
|-------|---|
| 1 | AC424 Accounting, Organisations and Institutions |
| 2 | AC464 Management Accounting and Financial Accounting: Decisions, Control, Reporting and Disclosure |
| 3 & 4 | Courses to the value of two units: AC410 Management Accounting, Strategy and Organisational Control # AC411 Accounting, Strategy and Control (H) + AC444 Valuation and Security Analysis (H) AC470 Accounting in the Global Economy (H) DV413 Institutions, Environmental Change and Development (H) DV415 Institutions and the Global Environment (H) EH463 The Long-Run Analysis of Firms and industries (H) EH464 The Historical Context of Business (H) (n/a 09/10) EH475 The Rise and Decline of Economic Policy in Twentieth-Century Europe EH483 The Development and Integration of the World Economy in the 19th and 20th Centuries EH487 International Economic Institutions since World War I (H) LL435 Corporate Governance LL484 Regulation of Financial Markets LL4K2 Law of International Economic and Financial Sanctions (H) SO425 Regulation, Risk and Economic Life SO430 Economic Sociology Any course with the approval of the Programme Director |
| Notes | * Students with a substantive and verifiable background in accounting must do either AC410 or AC420 as Paper 2. # Cannot be taken with AC411 + Cannot be taken with AC410 |

MSc Analysis, Design and Management of Information Systems

Full-year programme which is not available on a part-time basis. Students must take three compulsory courses and two optional courses and a dissertation as shown. Students are also required to attend an unassessed skills course (IS490).

| Paper | Course number and title |
|-------|---|
| 1 | IS470 Social Study of Information Systems (H) |
| 2 | IS471 Innovating Systems Development (H) |
| 3 | IS472 Information Systems Management (H) |
| 4 | One of the following: IS413 Information Systems for the Public Sector IS414 Designing Information Services IS474 Innovation and Technology Management IS475 IT and Development IS476 Information Risk and Security (n/a 09/10) |

| | |
|-------|--|
| 5 | IS477 Management and Economics of E-Business |
| | One of the following provided that the topic has not already been taken under 4 above: |
| | IS415 Healthcare Information Systems (H) |
| | IS479 Aspects of Information Systems for the Public Sector (H) |
| | IS480 Designing Information Services (H) |
| | IS481 Interpretations of Information (H) |
| | IS482 Aspects of Innovation and Technology Management |
| | IS483 Aspects of IT and Development (H) |
| | IS484 Aspects of Information Risk and Security (H) (n/a 09/10) |
| | IS485 Aspects of Management and Economics of E-Business (H) |
| 6 | IS486 Topics in Information Systems (H) |
| | IS489 Principles of Privacy and Data Protection (H) |
| | A course from another programme * |
| | IS499 Dissertation: MSc ADMIS |
| | * means by special permission only. |
| Notes | |

MSc Anthropology and Development

Full-year programme. Students must take two compulsory courses, a dissertation and optional courses to the value of one unit. Written papers will be taken in the summer term and the dissertation must be submitted in September.

Paper Course number and title

| | |
|---|--|
| 1 | AN404 Anthropology: Theory and Ethnography |
| 2 | <i>Either</i> DV400 Development: History, Theory and Policy <i>or</i> DV431 Development Management |
| 3 | One full unit from the following: AN402 The Anthropology of Religion AN405 The Anthropology of Kinship, Sex and Gender AN419 The Anthropology of Christianity (H) AN420 The Anthropology of South-East Asia (H) (n/a 09/10) AN421 The Anthropology of Industrialisation and Industrial Life (H) (n/a 09/10) AN424 The Anthropology of Melanesia (H) AN425 The Anthropology of China (H) (n/a 09/10) AN429 The Anthropology of Southern Africa (H) (n/a 09/10) AN436 The Anthropology of Development (H) AN437 Anthropology of Learning and Cognition AN438 Law in Society: a Joint Course in Anthropology and Law* AN439 Anthropology and Human Rights (H) (n/a 09/10) AN444 Investigating the Philippines- New Approaches and Ethnographic Contexts (H) (n/a 09/10) AN447 China in Comparative Perspective AN448 Indigenous Politics in Highland Latin America (H) AN451 Anthropology of Politics (H) AN453 The Anthropology of India (H) (n/a 09/10) AN454 Social Anthropology and Darwinian Theories (H) (n/a 09/10) AN456 Anthropology of Economy: production and exchange (H) AN457 Anthropology of Economy: transformation and globalisation (H) AN458 Children and Youth in Contemporary Ethnography (H) AN459 Anthropology and Media (H) (n/a 09/10) AN461 Anthropological Approaches to Questions of Being (H) (n/a 09/10) AN462 The Anthropology of Post-Soviet Eurasia (H) (n/a 09/10) AN463 The Anthropology of Borders and Boundaries (H) AN464 Ethnography of a Selected Region (H) AN465 Medical Anthropology (H) DV407 Poverty (H) |

| |
|--|
| DV409 Economic Development Policy |
| DV413 Environmental Problems, Politics and Development (H) |
| DV415 Global Environmental Governance (H) |
| DV418 African Development (H) |
| DV420 Complex Emergencies (H) |
| DV425 Managing Globalization (H) (n/a 09/10) |
| DV427 Public Management of Development (H) |
| DV428 Managing Humanitarianism (H) |
| DV429 Global Civil Society I (H) |
| DV430 Global Civil Society II (H) |
| GY467 Development, Diaspora and Migration (H) |

Any other courses offered by Anthropology or Development Studies, as approved

4 AN499 Dissertation

Notes * means subject to agreement of the MSc Law, Anthropology and Society Programme Director.

MSc Anthropology of Learning and Cognition

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown.

Paper Course number and title

| | |
|---|---|
| 1 | AN437 Anthropology of Learning and Cognition |
| 2 | AN404 Anthropology: Theory and Ethnography |
| 3 | AN402 Anthropology of Religion or AN405 The Anthropology of Kinship, Sex and Gender |
| 4 | AN499 Dissertation |

MSc Applicable Mathematics

Full-year programme. Students must take courses to the value of four full units.

| | |
|----------|---|
| Paper | Course number and title |
| 1 | MA407 Algorithms and Computation (H) |
| 2, 3 & 4 | Three from: MA401 Computational Learning Theory and Neural Networks (H) MA402 Game Theory I (H)* MA408 Discrete Mathematics and Complexity (H) (if not taken under 2 above) MA409 Continuous-Time Optimisation (H) MA410 Information, Communication and Cryptography (H) MA411 Probability and Measure (H) MA412 Functional Analysis and its Applications (H) MA413 Games of Incomplete Information (H) (if not taken under 2 above) MA414 Stochastic Analysis (H) MA418 Preferences, Optimal Portfolio Choice, and Equilibrium (H) MA419 Search Games (H) |
| 5 & 6 | Courses to the value of two half-units from: FM402 Financial Risk Analysis (H) FM441 Derivatives (H) FM442 Quantitative Methods for Finance and Risk Analysis (H)** EC484 Econometric Analysis EC487 Advanced Microeconomics GV4A3 Social Choice Theory and Democracy (H) (n/a 09/10) OR401 Techniques of Operational Research (H) OR406 Mathematical Programming: Theory and Algorithms (H) OR408 Combinatorial Optimisation (H) OR426 Modelling in Applied Statistics and Simulation (H) OR428 Model Building in Mathematical Programming (H) ST409 Stochastic Processes (H) ST418 Non-Linear Dynamics and the Analysis of Real Time Series (H) ST422 Time Series (H) |

Another half unit from the list 3&4 above, or any other paper with the approval of the Programme Director and the teacher responsible for the course.

- 7 MA498 Dissertation in Mathematics
- Notes * This option will not be available to those who have already studied MA300 and MA301, or who have studied this subject as part of an undergraduate degree.
** Students taking this course can apply for a place on FM457 MATLAB for MSc Students, a non-assessed computer course.

MA Area Studies

Academic or full-year programme depending on courses selected (either three courses and a dissertation or four courses).

Candidates offering a dissertation will not be permitted to proceed to its submission unless they have satisfied the examiners in the written papers, which are usually taken in May/June. The dissertation is submitted in September.

Lecture/seminar lists and Course Guides for these degrees will mainly be found in the information on Masters degrees in the departments concerned.

The School cooperates in the teaching for certain branches of the MA Area Studies degree offered by the University of London.

MSc Biomedicine, Bioscience and Society

Full-year programme. Students must take three courses and write a dissertation as shown.

- | Paper | Course number and title |
|-------|---|
| 1 | SO455 Key Issues in Biomedicine, Bioscience and Society |
| 2 | SO462 Key Methods in the Social Study of Bioscience and Biomedicine |
| 3 & 4 | Courses to the value of one full unit from the following: AN405 The Anthropology of Kinship, Sex and Gender AN437 Anthropology of Learning and Cognition DV411 Population and Development: an Analytical Approach (H) DV413 Environmental Problems, Politics and Development (H) DV415 Global Environmental Governance (H) DV421 HIV/AIDS and Other Emerging Health Threats (H) GI405 Globalising Sexualities (H) GI408 Cultural Constructions of the Body (H) GY420 Environmental Regulation LL416 Regulating New Medical Technologies + LL465 Law and Social Theory LL4C1 Patent Law (n/a 09/10) LL4C8 Current Issues in Intellectual and Cultural Property Law PH411 Philosophy of Biological and Cognitive Sciences PH415 Philosophy and Public Policy PH423 Evidence, Objectivity and Policy PS439 Science, Technology and Resistance (H) (n/a 09/10) SA407 Politics and Society (H) SA408 Health Economics (H) SA447 Foundations of Health Policy (H) SA427 Pharmaceutical Economics and Policies (H) SO407 Politics and Society SO420 Approaches to Globalisation (H) SO425 Regulation, Risk and Economic Life SO426 Classical Social Thought (H) SO427 Modern Social Thought (H) SO433 Cultural Theory (H) SO447 Topics in Race, Ethnicity and Postcolonial Studies Up to one full course option from the approved courses offered by other departments. |
| 4 | SO499 Dissertation |
| Notes | * means subject to space and with the permission of the course teacher. + Students can take LL416 as their dissertation in place of |

SO499 and then select a further one full unit of courses from papers 3&4.

MSc China in Comparative Perspective

Full-year programme. Students must take one compulsory course, select from a choice of other disciplinary core courses, select one full-unit or two half-unit optional courses, and write a dissertation, as shown below. Attendance at tutorials and the seminar is compulsory.

- | Paper | Course number and title |
|-------|---|
| 1 | AN447 China in Comparative Perspective |
| 2 | Courses to the value of one unit from the following: AN404 Anthropology: Theory and Ethnography GV427 Democracy in East and South Asia (H) and GV467 Introduction to Comparative Politics (H) EH482 Pre-Modern Paths of Growth: East and West Compared, 1000-1800 (Students who do not wish to advance their first degree in one of the disciplines above may take a full unit course from paper 3) |
| 3 | Courses to the value of one unit from the following: AN402 The Anthropology of Religion AN405 The Anthropology of Kinship, Sex and Gender AN419 The Anthropology of Christianity (H) AN420 The Anthropology of South-East Asia (H) (n/a 09/10) AN421 The Anthropology of Industrialization and Industrial Life (H) (n/a 09/10) AN436 The Anthropology of Development (H) AN439 Anthropology and Human Rights (H) (n/a 09/10) AN444 Investigating the Philippines: New Approaches and Ethnographic Contexts (H) (n/a 09/10) AN451 Anthropology of Politics (H) AN453 The Anthropology of India (H) (n/a 09/10) AN456 Anthropology of Economy (1): Production and Exchange (H) AN457 Anthropology of Economy (2): Transformation and Globalisation (H) AN459 Anthropology and Media (H) AN460 Taiwan in Comparative Perspective (H) AN461 Anthropological Approaches to Questions of Being (H) (n/a 09/10) AN462 The Anthropology of Post-Soviet Eurasia (H) (n/a 09/10) AN465 Medical Anthropology (H) EH446 Economic Development in East and Southeast Asia EU443 European Models of Capitalism (H) GV432 Government and Politics in China (H) GV446 The Politics of Empire and Post Imperialism GV4D3 Local Power in an Era of Globalization, Democratization and Decentralization (H) (n/a 09/10) GY438 Cities and Social Change in East Asia (H) HY461 East Asia in the Age of Imperialism, 1839-1945* A full-unit from MSc International Relations (papers 2 & 3), subject to availability and the approval of the relevant course convenor. The following courses would be particularly appropriate: IR411 Foreign Policy Analysis III IR418 International Politics: Asia and the Pacific IR462 Introduction to International Political Theory (H) IR463 The International Political Theory of Humanitarian Intervention † (H) IR464 The Politics of International Law † (H) A full-unit in Social Policy chosen from the following, subject to availability and the approval of the relevant course convenor: SA405 European Social Policy SA435 NGO Management, Policy and Administration SA451 Social Policy Research SA488 Social Policy: Goals and Issues (H) SA4C8 Globalization and Social Policy (H) |

| | |
|--------------|--|
| | SA4C9 Social Policy - Organization and Innovation (H) |
| | SA4D2 Health and Population in Developing and Transitional Societies (H) |
| 4 | AN498 Dissertation- MSc China in Comparative Perspective |
| | Students also take non-assessed AN446 Tutorials for MSc China in Comparative Perspective |
| Notes | *means subject to space † IR462 is a pre-requisite for this course |

MSc City Design and Social Science

Full-year programme which can also be taken part-time over three years. Students must take the City Design course (one-and-a-half units), three compulsory half-unit courses, and optional courses to the value of one unit.

| Paper | Course number and title |
|--------------|--|
| 1 | SO448 City Design (1.5 units) |
| 2 | SO450 Foundations of Urban Studies (H) |
| | SO451 Cities by Design (H) |
| | SO452 Urban Environment (H) |
| 3 | One unit from the following: EC436 The Economics of Regional and Urban Planning (H) GY410 Economics of Local and Regional Development (H) GY430 Cities, Space and Society GY438 Cities and Social Change in East Asia (H) GY444 Environmental Assessment (H) GY446 Planning for Sustainable Cities (H) GY455 Economic Aspects of Project Appraisal (H) SA429 Social Exclusion, Inequality and the 'Underclass' Debate (H) SA4A3 Social and Political Aspects of Regional and Urban Planning (H) SA4F9 Housing, Neighbourhoods and Communities (H) Any other course in the Department of Sociology, or other departments §, by agreement with the course tutor |
| Notes | § means by special permission only. |

MSc Comparative Politics

Full-year programme. Students must take papers to the value of four full units as shown. All students are required to write a 10,000-word dissertation. Note that some of the courses must be taken together. Part-time students may take up to four courses in their first year. All students must choose one of the following streams: Empire, Latin America, Democracy, Nationalism and Ethnicity, Conflict Studies, Europe, Politics and Markets or Asia, and take a minimum of one full unit from within that stream.

Paper Course number and title

Stream 1: Empire

| | |
|---|--|
| 1 | GV467 Introduction to Comparative Politics (H) (M) |
| 2 | GV499 Dissertation |
| 3 | GV446 The Politics of Empire and Post Imperialism |
| 4 | Courses to the value of one unit from the following: IR411 Foreign Policy Analysis III IR418 International Politics: Asia and the Pacific IR419 International Relations of the Middle East IR457 The Political Economy of International Trade IR482 Russia and Eurasia: Foreign and Security Policies |
| 5 | A half-unit option from the approved paper option list |

Stream 2: Latin America

| | |
|----------|---|
| 1 | GV467 Introduction to Comparative Politics (H) (M) |
| 2 | GV499 Dissertation |
| 3 | Courses to the value of one full unit from the following: AN448 Indigenous Politics in Highland Latin America (H) GV443 The State and Political Institutions in Latin America (H) (M) GV444 Democracy and Development in Latin America (H) (L) |
| 4, 5 & 6 | Courses to the value of 1.5 units from the approved paper option list |

Stream 3: Democracy

| | |
|-------|---|
| 1 | GV467 Introduction to Comparative Politics (H) (M) |
| 2 | GV499 Dissertation |
| 3 | GV4E1 Comparative Democratization (H) (M) |
| 4 | At least one half-unit from the following: GV427 Democracy in East and South Asia (H) (M) GV444 Democracy and Development in Latin America (H) (L) GV4C9 Democratization and its Discontents in Southeast Asia (H) (M) (n/a 09/10) |
| 5 & 6 | Courses to the value of 1.5 units from the approved paper option list |

Stream 4: Nationalism and Ethnicity

| | |
|---|---|
| 1 | GV467 Introduction to Comparative Politics (H) (M) |
| 2 | GV499 Dissertation |
| 3 | GV479 Nationalism |
| 4 | Either one full-unit or two half half-units drawn from the following list as well as any other optional units listed as Comparative Politics courses: EU457 Ethnic Diversity and International Society (H) EU458 Identity, Community and the 'Problem of Minorities' (H) GV4C7 Warfare and National Identity (H) (M) GV4C9 Democratization and its Discontents in Southeast Asia (H) (M) (n/a 09/10) GV4D2 Social Theory and Political Commitment: the Case of Max Weber and Nationalism (H) (M) (n/a 09/10) HY411 European Integration in the Twentieth Century HY424 The Napoleonic Empire: The Making of Modern Europe? SO464 Ethnic and Religious Violence in Post-Colonial Societies (H) |
| 5 | One half-unit from the approved paper option list. Where appropriate, with the agreement of the MSc Programme Director and the course tutor, a student may take courses to the value of one full-unit from elsewhere in the School. |

Stream 5: Conflict Studies

| | |
|-------------|--|
| 1 | GV467 Introduction to Comparative Politics (H) (M) |
| 2 | GV499 Dissertation |
| 3 | GV4A8 Nationalist Conflict, Political Violence and Terrorism (H) (L) (M) |
| 4, 5, 6 & 7 | Courses to the value of two full units from the following: Recommended courses: access is not guaranteed. Access is subject to approval of the course proprietors GV4B8 The Politics of Civil Wars (H) (L) GV4C2 Globalisation, Conflict and Post-Totalitarianism (H) (L) GV4C9 Democratization and its Discontents in Southeast Asia (H) (M) (n/a 09/10) GV446 The Politics of Empire and Post Imperialism GV465 War, Peace and the Politics of National Self Determination (H) (L) GV479 Nationalism GV4D3 Local Power in an Era of Globalization, Democratization and Decentralization (H) (L) (n/a 09/10) GV4E3 Conflict and State-Building (H) GV4E8 Conflict and Institutional Design in Divided Societies (H) (L) IR422 Conflict and Peace Studies SO464 Ethnic and Religious Violence in Post-Colonial Societies (H) Or a course(s) to the value of one full unit from the approved paper option list. |

Stream 6: Europe

| | |
|-------|---|
| 1 | GV467 Introduction to Comparative Politics (H) (M) |
| 2 | GV499 Dissertation |
| 3 | GV450 European Politics: Comparative Analysis (H) (M) |
| 4 & 5 | Two of the following: GV439 Government and Politics in Eastern Europe (H) (M) GV460 Politics and Policy in Britain (H) (M) (n/a 09/10) GV4B9 The Second Europe (H) (L) |
| 6 & 7 | Courses to the value of one full unit from the approved |

paper option list

Stream 7: Politics and Markets

- 1 GV467 Introduction to Comparative Politics (H) (M)
- 2 GV499 Dissertation
- 3 GV441 States and Markets (H) (M)
- 4 At least one of:
GV4D4 Comparative Politics of Redistribution in Advanced Democracies (H) (L)
GV4E2 Capitalism and Democracy (H) (L)

5, 6 & 7 Courses to the value of 1.5 units from the approved paper option list

Stream 8: Asia

- 1 GV467 Introduction to Comparative Politics (H) (M)
- 2 GV499 Dissertation
- 3 & 4 Courses to the value of at least one full unit from the following:
GV427 Democracy in East and South Asia (H) (M)
GV432 Government and Politics in China (H) (M)
GV4C9 Democratization and its Discontents in Southeast Asia (H) (M) (n/a 09/10)
GV4D3 Local Power in an Era of Globalization, Democratization and Decentralization (H) (L) (n/a 09/10)

5, 6 & 7 Courses to the value of 1.5 units from the approved paper option list

Approved Paper Option List (for all Comparative Politics streams)

Any option listed above that has not already been taken*

- EU462 Partisanship in Europe (H)
GV436 National and Ethnic Conflict Regulation (H) (M)
GV465 War, Peace and the Politics of National Self Determination (H) (L)
GV4A5 Public Policy Responses to International Migration (H)
GV4D2 Social Theory and Political Commitment: The Case of Max Weber and Nationalism (H) (M) (n/a 09/10)
GV4C4 Legislative Politics: US (H) (L)
GV4C6 Legislative Politics: European Parliament (H) (L)
GV4C7 Warfare and National Identity (H) (M)
GV4E7 Islamic Republic of Iran: Society, Politics, the Greater Middle East (H) (M)
GV4E8 Conflict and Institutional Design in Divided Societies (H) (L)
GV4F2 Popular Politics on the Middle East (H) (L) (n/a 09/10)
GV4F3 Russia's Transformation. From Post-Communist Change to Authoritarian Rule (H) (L)

Notes * Students registered for a stream will have automatic right of entry to courses listed as compulsory. Other students will have access subject to space. However, some options may be closed to students, if, in the opinion of the course convenor, they lack the appropriate methodological background.
means by special permission of the Conflict Studies stream convenor only.

MSc Comparative Politics (Research)

Full-year programme. Students must take courses to the value of four full units as shown. All students are required to write a 10,000-word dissertation. Note that some of the courses must be taken together.

Paper Course number and title

- 1 MI4M1 or MI4M2 Foundations of Social Research
- 2 GV467 Introduction to Comparative Politics (H)
- 3 GV499 Dissertation
- 4, 5, 6 Courses to the value of 1.5 units from MSc Comparative Politics (see Comparative Politics)

MSc Contemporary Urbanism

Full-year programme. Students must take the compulsory course, select optional courses to the value of two units and write and

research a dissertation.

Paper Course number and title

- 1 GY430 Cities, Space and Society
- 2 Courses to the value of two units from the following:
GI407 Globalisation, Gender and Development
GI409 Globalisation and Gender (H)
GY407 Globalization, Regional Development and Policy or GY409 Globalization and Regional Development (H) or GY413 Regional Development and Policy (H)
GY431 Cities, People and Poverty in the South (H)
GY432 Cities, Culture and Politics in the South (H)
GY414 Gender, Space and Society or GY421 Gender and Development: Geographical Perspectives (H) or GY422 Gender, Work and Urbanisation (H)
GY455 Economic Aspects of Project Appraisal (H)
GY464 Race and Space (H)
GY467 Development, Diaspora and Migration (H)
SO465 City-making: the Politics of Urban Form (H)
A course from another programme *
- 3 GY499 Dissertation
- Notes * means by special permission only

MSc Criminal Justice Policy

Full-year programme. Students must take one compulsory course, non-assessed course SA4C1, optional courses to the value of two full units and a dissertation as shown.

Paper Course number and title

- 1 SA403 Criminal Justice Policy
- 2 & 3 Choose to the value of two full units from the following courses:
LL465 Law and Social Theory
LL458 Mental Health Law
LL478 Policing and Police Powers
LL404 Criminal Procedure and Evidence
LL445 International Criminal Law
LL4B9 Corporate and Financial Crime
LL4C7 Crime and Control: The Ethnicity and Political Economy of Criminalisation
LL4G7 Mental Health Law: The Civil Context (H) + LL4K2 Law of International Economic and Financial Sanctions (H)
LL4K7 Mental Health Law: The Criminal Context (H) + SA429 Social Exclusion, Inequality and the 'Underclass' debate (H)
SA488 Social Policy: Goals and Issues (H)
SA4C9 Social Policy - Organization and Innovation (H)
SA4G8 The Third Sector (H)
SO409 Crime and Society: Concepts and Method
SO424 Approaches to Human Rights
A course from another programme *
- 4 SA465 Dissertation (to be handed in by 1 September)
SA4C1 Long Essay and the Research Process (not assessed)
- Notes * May only be taken with the permission of your tutor, the MSc Programme Director and the Course Tutor.
+ This course cannot be taken with LL458

MSc Culture and Society

Full-year programme. Students must take courses to the value of three full units plus the dissertation as shown.

Paper Course number and title

- 1 SO434 Cultural Theory and Cultural Forms
- 2 One course from the following:
Either MC418 Theories and Concepts in Media and Communications II (Processes of communication in modern life) (H) or
SO426 Classical Social Thought (H)
- 3 SO444 Qualitative Methods for Cultural Research (H)
- 4 & 5 Optional courses to the value of one full unit selected from the following:
GI402 Gender, Knowledge and Research Practice (H)

GI405 Globalising Sexualities (H)
 GI408 Cultural Constructions of the Body (H)
 GI410 Screening the Present: contemporary cinema and cultural critique (H)
 GY430 Cities, Space and Society
 IS481 Interpretations of Information (H)
 MC402 The Audience in Media and Communications (H)
 MC408 Theories and Concepts in Media and Communications I (Media and Power) (H)
 MC409 Media Technology and Everyday Life (H)
 MC420 Identity, Transnationalism and the Media (H)
 PS410 Social Representations (H)
 PS411 Current Communication Research (H)
 PS437 Representations, Institutions and Communities (H)
 PS439 Science, Technology and Resistance (H) (n/a 09/10)
 PS451 Cognition and Culture (H)
 SO425 Regulation, Risk and Economic Life
 SO445 New Media, Development and Globalisation (H)
 SO447 Topics in Race, Ethnicity and Postcolonial Studies
 SO453 Gender and Post-Colonial Theory (H)
 SO461 Racial Formations of Modernity (H)
 SO463 Contemporary Social Thought
 SO467 Race, Ethnicity and Migration in Britain (post-1945) (H)
 Or any other MSc level course offered in the School, subject to the consent of the candidate's teachers.
 SO499 Dissertation

6

MSc Decision Sciences

Full-year programme. Students are required to take courses to the value of four units as shown: five compulsory courses plus two optional courses. All courses are half-units except OR418 Applied Decision Sciences which is one unit.

| Paper | Course number and title |
|-------|---|
| 1 | OR418 Applied Decision Sciences ‡ |
| 2 | OR426 Computer Modelling: Applied Statistics and Simulation (H) † |
| 3 | OR432 Core Concepts in Operational Research (H) |
| 4 | OR434 Principles of Decision Sciences (H) |
| 5 | OR435 Advanced Decision Sciences (H) |
| 6 | One of the following half unit courses: OR401 Techniques of Operational Research (H) OR405 Advanced Behavioural Decision Making (H) † (n/a 09/10) OR409 Dynamic Processes and Game Theory (H) OR414 Advanced Topics in Operational Research (H) (n/a 09/10) OR431 System Dynamics Modelling (H) † OR436 Operations Management (H) |
| 7 | One of the following half-unit courses: ID430 Organizational Behaviour (H) ID431 Organizational Change (H) IS472 Information Systems Management (H) MA402 Game Theory 1 (H) MN415 The Analysis of Strategy A (H) Any other graduate course, subject to approval of the course tutor. |

Notes † Examined entirely by means of essays and project reports.

‡ This is an extended practical project which will be introduced in the summer term and worked on throughout the summer.

MSc Development Management

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown.

| Paper | Course number and title |
|-------|---|
| 1 | DV431 Development Management |
| 2&3 | Courses to the value of two units from the following: AC470 Accounting in the Global Economy (H) AC490 Management Accounting, Decisions and Control |

| | |
|---|---|
| | (H) AC491 Financial Accounting, Reporting and Disclosure (H) AN448 Indigenous Politics in Highland Latin America (H) DV407 Poverty (H) DV409 Economic Development Policy (with permission from the course lecturer) DV411 Population and Development: An Analytical Approach (H) DV413 Environmental Problems, Politics and Development (H) DV415 Global Environmental Governance (H) DV418 African Development (H) DV420 Complex Emergencies (H) DV421 HIV/AIDS and Other Emerging Health Threats (H) DV423 Global Political Economy of Development, I (H) DV424 Global Political Economy of Development, II (H) DV425 Managing Globalization (H) (n/a 09/10) DV427 Public Management of Development (H) DV428 Managing Humanitarianism (H) DV429 Global Civil Society I (H) DV430 Global Civil Society II (H) DV437 Nationalism, Democracy and Development in Contemporary India (H) EC436 The Economics of Regional and Urban Planning (H) GI407 Globalisation, Gender and Development GV483 Public Management Theory and Doctrine (H) GV494/MN402 Public Management: A Strategic Approach (H) GV4C9 Democratization and its Discontents in Southeast Asia (H) (n/a 09/10) GY407 Globalization, Regional Development and Policy GY408 Local Economic Development and Policy GY409 Globalization and Regional Development (H) GY410 Economics of Local and Regional Development (H) GY421 Gender and Development: Geographical Perspectives (H) GY423 Sustainability: Economy, Business and Technology GY431 Cities, People and Poverty in the South (H) GY432 Cities, Culture and Politics in the South (H) GY445 Urban Policy and Practice in the South GY464 Race and Space (H) GY467 Development, Diaspora and Migration (H) ID430 Organizational Behaviour (H) ID431 Organizational Change (H) IS475 IT and Development SA435 NGOs and Development SA4H7 Urbanization and Social Planning (H) SA492 Reproductive Health Programmes: Design, Implementation and Evaluation (H) SA4B4 Child Rights, Child Poverty and Development SA4C2 Basic Education for Social Development (H) SA4F1 Migration: Population Trends and Policies (H) Another course with the approval of supervisor/course tutor |
| 4 | DV410 Research Design and Dissertation in Development Studies and Development Management, including DV410.1 Social Research Methods in Developing Countries |

MSc Development Studies

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown.

| Paper | Course number and title |
|-------|---|
| 1 | DV400 Development: History, Theory and Policy |
| 2 | DV410 Research Design and Dissertation in Development Studies, including DV410.1 Social Research Methods in Developing Countries |
| 3 & 4 | Courses to the value of two full units from the following: (note: the International Relations (IR) Department permits non-IR students to take only one option from those prefixed "IR". Access is not guaranteed for any option) AN448 Indigenous Politics in Highland Latin America (H) |

AN451 Anthropology of Politics (H)
 AN456 Anthropology of Economy: production and exchange (H)
 AN457 Anthropology of Economy: transformation and globalisation (H)
 DV407 Poverty (H)
 DV409 Economic Development Policy (with permission from the course lecturer)
 DV411 Population and Development: An Analytical Approach (H)
 DV413 Environmental Problems, Politics and Development (H)
 DV415 Global Environmental Governance (H)
 DV418 African Development (H)
 DV420 Complex Emergencies (H)
 DV421 HIV/AIDS and Other Emerging Health Threats (H)
 DV423 Global Political Economy of Development, I (H)
 DV424 Global Political Economy of Development, II (H)
 DV425 Managing Globalization (H) (n/a 09/10)
 DV428 Managing Humanitarianism (H)
 DV429 Global Civil Society I (H)
 DV430 Global Civil Society II (H)
 DV437 Nationalism, Democracy and Development in Contemporary India (H)
 EC307 Development Economics †
 EC428 Development and Growth ‡
 EC436 The Economics of Regional and Urban Planning (H) ‡
 EH446 Economic Development of East and Southeast Asia
 GI400 Gender Theories in the Modern World: An Interdisciplinary Approach
 GI407 Globalisation, Gender and Development
 GV427 Democracy in East and South Asia (H)
 GV441 States and Markets (H) (with permission from the course lecturer)
 GV479 Nationalism
 GV483 Public Management Theory and Doctrine (H)
 GV4C9 Democratization and its Discontents in Southeast Asia (H) (n/a 09/10)
 GV4D3 Local Power in an Era of Globalization, Democratization and Decentralization (H) (n/a 09/10)
 GY408 European Economic Development Management
 GY420 Environmental Planning: National and Local Policy Implementation
 GY421 Gender and Development: Geographical Perspectives (H)
 GY423 Sustainability: Economy, Business and Technology
 GY431 Cities, People and Poverty in the South (H)
 GY432 Cities, Culture and Politics in the South (H)
 GY438 Cities and Social Change in East Asia (H)
 GY445 Urban Policy and Practice in the South
 GY464 Race and Space (H)
 GY465 Concepts in Environmental Regulation (H)
 GY467 Development, Diaspora and Migration (H)
 IR418 International Politics: Asia and the Pacific ‡
 IS475 IT and Development
 LL447 International Economic Law (n/a 09/10 students can take LL4B1 instead)
 LL453 International Human Rights
 LL4B1 International Economic Law (H)
 LL4C2 World Poverty and Human Rights (H) (n/a 09/10)
 LL4D6 International and European Environmental Law
 SA435 NGOs and Development §
 SA4H7 Urbanization and Social Planning (H) §
 SA481 Population Analysis: Methods and Models (H)
 SA485 Methods for Population Planning (H)
 SA492 Reproductive Health Programmes: Design, Implementation and Evaluation (H)
 SA493 Demography of the Developing World (H)
 SA4C2 Basic Education for Social Development (H)
 SA4E6 Rural Development and Social Policy (H) §
 SA4F1 Migration: Population Trends and Policies (H)

Notes † For students without a first degree in Economics
 ‡ Entry to these courses may be restricted
 § Course designed for those with a minimum of one year's practical working experience in developing countries; seminars draw extensively on students' own experience. Entry may be restricted. Interested students should attend lectures and consult the lecturers.

MSc Development Studies (Research)

| Paper | Course number and title |
|-------|--|
| 1 | DV400 Development: History, Theory and Policy |
| 2 | DV410 Research Design and Dissertation in Development Studies, including DV410.1 Social Research Methods in Developing Countries |
| 3 | Courses to the value of one full unit taught in the Methodology Institute |
| 4 | Courses to the value of one full unit from the options listed under papers 3 & 4 on MSc Development Studies Promotion to the second year (i.e. admission onto the doctoral programme at the Development Studies Institute) is subject to the following conditions: An overall average mark of 65 in MSc Development Studies (Research), to include at least a mark of 65 for DV410. Availability of appropriate supervision A research proposal that is evaluated as coherent by the Doctoral Programme Committee. |

MSc Econometrics and Mathematical Economics

Academic-year programme. Students must take courses to the value of four full units as shown. Students are also required to attend the September Course EC400

| Paper | Course number and title |
|-------|--|
| 1 | EC484 Econometric Analysis |
| 2 | EC487 Advanced Microeconomics, or EC441 Microeconomics for MRes Students † |
| 3 & 4 | Two papers selected from the following: EC442 Macroeconomics for MRes Students †* EC475 Quantitative Economics EC476 Contracts and Organisations EC485 Topics in Advanced Econometrics Approved Statistics and/or Mathematics courses to the total value of one unit: ST409 Stochastic Processes (H) ST411 Regression Diagnostics and Generalised Linear Modelling (H) ST418 Non-linear Dynamics and the Analysis of Real Time Series (H) ST421 Developments in Statistical Methods (H) ST422 Time Series (H) Other courses in Statistics or Mathematics may be selected with the approval of the Programme Director A course from the Paper 4 list of options of the MSc in Economics with the approval of the Programme Director |
| Notes | † For EC441 and EC442, students must obtain the permission of the relevant course proprietor. * Not available if EC441 is chosen as paper 2. |

MSc Econometrics and Mathematical Economics (two-year Programme)

For first year students in 2009-10

Students without a strong background in both economics and mathematics are required to take the MSc programme over two years, starting with attendance on the September Course EC400. The first year of the programme is governed by the 'Regulations for Diplomas'; students who successfully complete the examinations at the end of the first year will be awarded a Diploma in Econometrics and Mathematical Economics. In order to progress to the second year, which is governed by the 'Regulations for Taught Masters Degrees',

students must gain marks of 60% or higher in each examinable course at the end of their first year. The Sub-Board of Examiners may, at its discretion, consider for progression candidates who fall marginally short of this requirement. However, students gaining the Diploma in a re-sit attempt are not eligible for progression onto the MSc, nor are students entitled to re-sit first year examinations already passed in order to achieve the progression standard.

Year 1

| Paper | Course number and title |
|--------------|---|
| 1 | EC309 Econometric Theory |
| 2 | EC411 Microeconomics for MSc Students † or EC202 Microeconomic Principles II |
| 3 | One course from the following list: MA200 Further Mathematical Methods (Calculus) (H) and MA201 Further Mathematical Methods (Linear Algebra) (H) ST202 Probability, Distribution Theory and Inference EC319 Mathematical Economics |

Year 2

Students must take courses to the value of four full units as shown.

| Paper | Course number and title |
|--------------|--|
| 1 | EC484 Econometric Analysis |
| 2 | EC487 Advanced Microeconomics or EC441 Microeconomics for MRes Students † |
| 3 & 4 | Two papers selected from the following: EC442 Macroeconomics for MRes Students †* EC475 Quantitative Economics EC476 Contracts and Organisations EC485 Topics in Advanced Econometrics Approved Statistics and/or Mathematics courses to the total value of one unit: ST409 Stochastic Processes (H) ST411 Regression Diagnostics and Generalised Linear Modelling (H) ST418 Non-linear Dynamics and the Analysis of Real Time Series (H) ST421 Developments in Statistical Methods (H) ST422 Time Series (H) Other courses in Statistics or Mathematics may be selected with the approval of the Programme Director. A course from the Paper 4 list of options of the MSc in Economics with the approval of the Programme Director |

Notes † Students must obtain the permission of the relevant course proprietor.
* Not available if EC441 is chosen as Paper 2.

MSc Econometrics and Mathematical Economics (two-year Programme)

For second year students in 2009-10

Students without a strong background in both economics and mathematics are required to take the MSc programme over two years, starting with attendance on the September Course EC400. The first year of the programme is governed by the 'Regulations for Diplomas'; students who successfully complete the examinations at the end of the first year will be awarded a Diploma in Econometrics and Mathematical Economics. In order to progress to the second year, which is governed by the 'Regulations for Taught Masters Degrees', students must gain marks of 60% or higher in each examinable course at the end of their first year. The Sub-Board of Examiners may, at its discretion, consider for progression candidates who fall marginally short of this requirement. However, students gaining the Diploma in a re-sit attempt are not eligible for progression onto the MSc, nor are students entitled to re-sit first year examinations already passed in order to achieve the progression standard.

Year 1

| Paper | Course number and title |
|--------------|--|
| 1 | EC309 Econometric Theory |
| 2 & 3 | Two courses from the following list: MA200 Further Mathematical Methods (Calculus) (H) and MA201 Further Mathematical Methods (Linear Algebra) (H) |

ST202 Probability, Distribution Theory and Inference

EC319 Mathematical Economics

EC411 Microeconomics for MSc Students

A course approved by the candidate's teachers and the Programme Director

In addition, preliminary year students are required to attend the EC331 Quantitative Economics Project Seminars

Year 2

Students must take courses to the value of four full units as shown.

| Paper | Course number and title |
|--------------|---|
| 1 | EC484 Econometric Analysis |
| 2, 3 & 4 | Three papers selected from the following: EC441 Microeconomics for MRes Students † or EC442 Macroeconomics for MRes Students † EC475 Quantitative Economics EC476 Contracts and Organisations EC485 Topics in Advanced Econometrics EC487 Advanced Microeconomics Approved Statistics and/or Mathematics courses to the total value of one unit: ST409 Stochastic Processes (H) ST411 Regression Diagnostics and Generalised Linear Modelling (H) ST418 Non-linear Dynamics and the Analysis of Real Time Series (H) ST421 Developments in Statistical Methods (H) ST422 Time Series (H) Other courses in Statistics or Mathematics may be selected with the approval of the Programme Director. A course from the Paper 4 list of options of the MSc in Economics with the approval of the Programme Director † Students must obtain the permission of the relevant course proprietor. Note that EC441 cannot be taken in conjunction with EC487 |

Notes

MSc Econometrics and Mathematical Economics (Research)

Students admitted to the MSc Econometrics and Mathematical Economics (Research) have a conditional offer of progression to the MRes/PhD Economics.

For programme details, see MSc Econometrics and Mathematical Economics.

MSc Economic History

Full-year programme. Students must take one compulsory half-unit course, three optional courses to the value of 2.5 units and a dissertation as shown.

The teaching term (MT: Michaelmas Term; LT: Lent Term) is shown for half unit courses.

| Paper | Course number and title |
|--------------|--|
| 1a | EH401 Historical Analysis of Economic Change (H) (MT) |
| 1b | One of the following to be taken in the LT: EH404 India and the World Economy (H) (LT) EH408 International Migration, 1500-2000: from slavery to asylum (H) (LT) EH412 Research Topics in Economic History (H) (LT) EH418 Research Issues in African Economic History (H) (LT)* (n/a 09/10) EH485 Scientific, Technical and Useful Knowledge from Song China to the Industrial Revolution (H) (LT) EH486 Shipping and Sea Power in Asian Waters, c1600-1860 (H) (LT) (n/a 09/10) EH487 International Economic Institutions since World War I (H) (LT) |
| 2 | Courses to the value of one full unit from the following: EH413 African Economic Development in Historical Perspective (H) (MT) EH422 Topics in Quantitative Economic History EH446 Economic Development of East and Southeast Asia |

- EH462 Latin American Development in the Twentieth Century: From Liberalism to Neo-Liberalism
 EH463 The Long-Run Analysis of Firms and Industries (H)
 EH464 The Historical Context of Business (H) (MT) (n/a 09/10)
 EH466 Labour and Work in Preindustrial Europe (H)
 EH467 Epidemics: epidemic disease in history, 1348-2000 (H)
 EH475 The Rise and Decline of Economic Policy in Twentieth Century Western Europe
 EH477 History of Economics: From Moral Philosophy to Social Science
 EH483 The Development and Integration of the World Economy in the 19th and 20th Centuries
- 3 Either another paper from 2 above, OR another paper from 1b above and one from the following:
 EH412 Research Topics in Economic History (H)
 EH417 Political Economy of Late Industrialisation (H) (n/a 09/10)
 EH413 African Economic Development in Historical Perspective (H) (MT)
 EH423 Japan and Korea as Developing Economics (H)
 EH447 Great Depressions in Economic History (H) (MT)
 EU461 Economic History of Southeastern Europe and the Middle East, 1820-1945 (H) (MT)
- 4 EH499 Dissertation (10,000 words)

* Please note that EH413 is a pre-requisite of this course

MSc Economic History (Research)

Full-year programme. Students must take two compulsory half-unit courses, optional courses to the value of two units and a dissertation (which counts as two units) as shown.

The teaching term (MT: Michaelmas Term; LT: Lent Term) has been provided for each half unit course.

Paper Course number and title

- 1a EH401 Historical Analysis of Economic Change (H) (MT)
 1b EH402 Research Design and Quantitative Methods in Economic History (H) (LT)
- 2 One of the following:
 EH413 African Economic Development in Historical Perspective (H) (MT) and EH418 Research Issues in African Economic Development (H) (LT)*
 EH422 Topics in Quantitative Economic History
 EH446 Economic Development of East and Southeast Asia
 EH462 Latin American Development in the Twentieth Century: From Liberalism to Neo-Liberalism
 EH463 The Long-Run Analysis of Firms and Industries (H) and EH464 The Historical Context of Business (H) (n/a 09/10)
 EH466 Labour and Work in Preindustrial Europe (H)
 EH467 Epidemics: epidemic disease in history, 1348-2000 (H)
 EH475 The Rise and Decline of Economic Policy in Twentieth Century Western Europe
 EH477 History of Economics: From Moral Philosophy to Social Science
 EH483 The Development and Integration of the World Economy in the 19th and 20th Centuries
- 3 Either another paper from 2 above OR two half-units, one from (i) and one from (ii) below:
 (i) Half-unit to be taken in the MT:
 EH412 Research Topics in Economic History (H)
 EH413 African Economic Development in Historical Perspective (H)
 EH417 Political Economy of Late Industrialisation (H) (n/a 09/10)
 EH423 Japan and Korea as Developing Economics (H)
 EH447 Great Depressions in Economic History (H)
 EU461 Economic History of Southeastern Europe and the Middle East, 1820-1945 (H)

- EH464 The Historical Context of Business (H) (n/a 09/10)
 (ii) Half-unit to be taken in the LT:
 EH404 India and the World Economy (H)
 EH408 International Migration, 1500-2000: from slavery to asylum (H)
 EH412 Research Topics in Economic History (H)
 EH418 Research Issues in African Economic History (H)* (n/a 09/10)
 EH487 International Economic Institutions since World War I (H)
- 4&5 Dissertation which is assessed as:
 EH496 Research Dissertation A: Contextualisation, Theory and Research Design and
 EH497 Research Dissertation B: Implementation: Evidence, Analysis and Contribution

* Please note that EH413 is a pre-requisite of this course

MSc Economics

Academic-year programme. Students must take three compulsory courses, one optional course and a dissertation linked to the optional course as shown. Students are also required to attend the September Course EC400

Paper Course number and title

- 1 EC413 Macroeconomics for MSc Students or EC442 Macroeconomics for MRes Students †
 2 EC411 Microeconomics for MSc Students or EC441 Microeconomics for MRes Students†
 3 EC402 Methods of Economic Investigation or EC443 Econometrics for MRes Students †
 4 One of the following courses (including a 6000-word dissertation to be submitted by the beginning of the summer term):
 EC421 International Economics
 EC423 Labour Economics
 EC424 Monetary Economics
 EC426 Public Economics
 EC427 Economics of Industry
 EC428 Development and Growth
 EC430 Capital Markets (n/a 09/10)
 EC453 Political Economy
 EC476 Contracts and Organisations
 EH422 Topics in Quantitative Economic History
 EH477 History of Economics: From Moral Philosophy to Social Science
 FM402 Financial Risk Analysis (H) (Dissertation code FM4T0), plus either:
 FM413 Fixed Income Markets (H) (Dissertation code FM4U1) or
 FM440 Corporate Finance Theory (H) (Dissertation code FM4T3).
 Any other course in Economics approved by the candidate's teachers
- Notes † Only one of the MRes-level courses (EC441, EC442, EC443) may be taken. Students must obtain the permission of the relevant course proprietor.

MSc Economics (Two Year Programme)

Students without a strong background in economics are required to take the MSc programme over two years. The first year of the programme is governed by the 'Regulations for Diplomas'; students who successfully complete the examinations at the end of the first year will be awarded a Diploma in Economics. In order to progress to the second year, which is governed by the 'Regulations for Taught Masters Degrees', students must gain marks of 60% or higher in each examinable course at the end of their first year. The Sub-Board of Examiners may, at its discretion, consider for progression candidates who fall marginally short of this requirement. However, students gaining the Diploma in a re-sit attempt are not eligible for progression onto the MSc, nor are students entitled to re-sit first

year examinations already passed in order to achieve the progression standard.

Year 1

| Paper | Course number and title |
|--------------|---|
| 1 | EC201 Microeconomic Principles I or EC202 Microeconomic Principles II |
| 2 | EC210 Macroeconomic Principles |
| 3 | MA100 Mathematical Methods or MA200 Further Mathematical Methods (Calculus) (H) and MA201 Further Mathematical Methods (Linear Algebra) (H) |
| 4 | EC220 Introduction to Econometrics or EC221 Principles of Econometrics |
| Notes | Candidates may be allowed to substitute one other course for one of the above papers with the permission of the Course Tutor. |

Year 2

Students must take three compulsory courses, one optional course and a dissertation linked to the optional course as shown. Students are also required to attend the September course EC400

| Paper | Course number and title |
|--------------|---|
| 1 | EC413 Macroeconomics for MSc Students or EC442 Macroeconomics for MRes Students † |
| 2 | EC411 Microeconomics for MSc Students or EC441 Microeconomics for MRes Students † |
| 3 | EC402 Methods of Economic Investigation or EC443 Econometrics for MRes Students † |
| 4 | One of the following courses (including a 6000-word dissertation to be submitted by the beginning of the summer term): EC421 International Economics EC423 Labour Economics EC424 Monetary Economics EC426 Public Economics EC427 Economics of Industry EC428 Development and Growth EC430 Capital Markets (n/a 09/10) EC453 Political Economy EC476 Contracts and Organisations EH422 Topics in Quantitative Economic History EH477 History of Economics: From Moral Philosophy to Social Science FM402 Financial Risk Analysis (H) (Dissertation code FM4T0), plus either: FM413 Fixed Income Markets (H) (Dissertation code FM4U1) or FM440 Corporate Finance Theory (H) (Dissertation code FM4T3). Any other course in Economics approved by the candidate's teachers |
| Notes | † Only one of the MRes-level courses (EC441, EC442, EC443) may be taken. Students must obtain the permission of the relevant course proprietor. |

MSc Economics (Research)

Students admitted to the MSc Economics (Research) have a conditional offer of progression to the MRes/PhD Economics. For programme details, see MSc Economics.

MSc Economics and Philosophy

Full-year programme. Students take courses to the value of four units and a dissertation.

| Paper | Course number and title |
|--------------|--|
| 1 & 2 | Two of the following: EC411 Microeconomics for MSc Students EC413 Macroeconomics for MSc Students EC402 Methods of Economic Investigation |
| 3 | Two of the following: PH400 Philosophy of Science PH404 History of Science |

| | |
|---|---|
| | PH405 Philosophy of the Social Sciences PH411 Philosophy of Biological and Cognitive Sciences PH413 Philosophy of Economics PH415 Philosophy and Public Policy PH416 Philosophy, Morals and Politics PH419 Set Theory and Further Logic PH423 Evidence, Objectivity and Policy PH456 Rationality and Choice EH477 History of Economics: From Moral Philosophy to Social Science |
| 4 | PH499 Dissertation Students must also take PH418 Dissertation Seminar - Economics and Philosophy (non-assessed) |

MSc Employment Relations and Organisational Behaviour (Research)

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown.

| Paper | Course number and title |
|--------------|--|
| 1 | ID418 Comparative Employment Relations and Human Resource Management or ID430 Organizational Behaviour (H) and either ID431 Organizational Change (H) or ID419 Cross Cultural Management (H) |
| 2 | MI4M1 or MI4M2 Foundations of Social Research |
| 3 | Courses to the value of one full unit (not already taken under paper 1) from the following options: ID410 Management of Human Resources: Strategies and Policy (H) ID411 Comparative Human Resource Management (H) ID419 Cross Cultural Management (H) ID420 Leadership in Organisations: Theory and Practice (H) ID430 Organizational Behaviour (H) ID431 Organizational Change (H) ID433 Negotiation Analysis (H) |
| 4 | ID499 Dissertation (Students are advised to attend the Project Lectures as part of ID499) |
| 5 | ID500 Employment Relations and Organisational Behaviour Seminar (not assessed) |

MSc Environment and Development

Full-year programme. Students must take courses to the value of four full units.

| Paper | Course number and title |
|--------------|---|
| 1 | GY423 Sustainability: Economy, Business and Technology |
| 2 | One full unit or two half units offered by the Development Studies Institute (Not DV431) |
| 3 | One full unit or two half units offered by the Department of Geography and Environment from the following: GI409 Globalisation and Gender (H) GY407 Globalization, Regional Development and Policy GY409 Globalization and Regional Development (H) GY413 Regional Development and Policy (H) GY420 Environmental Regulation: Implementing Policy GY421 Gender and Development: Geographical Perspectives (H) GY430 Cities, Space and Society GY431 Cities, People and Poverty in the South (H) GY432 Cities, Culture and Politics in the South (H) GY438 Cities and Social Change in East Asia (H) GY444 Environmental Assessment (H) GY445 Urban Policy and Practice in the South GY455 Economic Aspects of Project Appraisal (H) GY464 Race and Space (H) GY465 Concepts in Environmental Regulation (H) GY467 Development, Diaspora and Migration (H) |
| 4 | GY499 Dissertation or one full or two half units from any courses listed under 3 or offered by the Development Studies Institute |

MSc Environmental Policy and Regulation

Full-year programme. Students must take three compulsory courses and a dissertation as shown.

Paper Course number and title

| | |
|---|--|
| 1 | GY420 Environmental Regulation: Implementing Policy |
| 2 | GY423 Sustainability: Economy, Business and Technology |
| 3 | GY444 Environmental Assessment (H) and GY455 Economic Aspects of Project Appraisal (H) |
| 4 | GY499 Dissertation |

MSc European Political Economy

Full-year programme. Students must take two compulsory courses and optional courses to the value of one-and-a-half units and a dissertation as shown. Additionally, all students must take EU410 Interdisciplinary Research Methods and Design and EU450 European Union: Contemporary Issues, in preparation for the dissertation. Students without a strong background in economics are strongly encouraged to take EU409 Basic Economic Concepts for European Political Economy as an additional course to support their studies.

Paper Course number and title

| | |
|---|---|
| 1 | EU452 European Political Economy |
| 2 | A. Political Economy: Theory and Practice EU455 Concepts in Political Economy (H) B. Political Economy in Action: One of the following half units: EU425 Interest Representation and Economic Policy-Making in Europe (H) EU443 European Models of Capitalism (H) EU446 Patterns of Economic Integration in Europe: Institutions and Politics of EMU (H) EU449 The Political Economy of Transition and EU Accession in Central and Eastern Europe (H) EU453 The Political Economy of European Social Policy and Welfare State Reform (H) (n/a 09/10) EU456/SA4F7 The Economics of European Social Policy (H) Courses to the value of one full unit from the following: Institutions, Politics and Policies of the EU: EU419 Socio-economic Cohesion Policies in the EU (H) (n/a 09/10) EU420 European Union Law and Government (H) EU421 Policy-Making in the European Union (H) EU430 Europeanization: The Comparative Politics of Domestic Change (H) EU436 Law and Governance of the Single European Market EU439 Political and Fiscal Integration and Disintegration in EU Member States (H) Central and Eastern Europe Transition and Reform: EU454 The Economics of Transition and EU Accession in Central and Eastern Europe (H) EU447 Democracy, Ideology and the State (H) European Identity and Ideas: EU424 The Idea of Europe (H) EU437 Europe Beyond Modernity (H) EU448 Minorities and Migration in Europe (H) GV4A5 Public Policy Responses to International Migration (H) Regional courses: EU417 Italy in the European Union (H) (n/a 09/10) EU423 Greece and the European Union (H) (n/a 09/10) EU429 The Political Economy of Southwest and Mediterranean Europe (H) EU440 Greece and South-East Europe: Government, Economy and Foreign Policy (H) EU434 The Political Economy of Southeast Europe (H) EU438 Turkey: Political Economy and European Integration (H) EU461 Economic History of Southeastern Europe and the Middle East, 1820-1945 (H) Courses from 2B above not already taken *A half unit from another MSc programme |
| 3 | |

4 EU499 Dissertation

Notes A half unit from another MSc programme (only to be taken with the permission of the teacher responsible and the MSc EPE Programme Director. Admission will depend on the student having the necessary background and on the availability of space).

MSc European Social Policy

Full-year programme. Students must take compulsory courses to the value of one and a half units, optional courses to the value of one and a half units, non-assessed course SA4C1 and a dissertation as shown.

Paper Course number and title

| | |
|--------------|---|
| 1 | SA405 European Social Policy |
| 2 | SA488 Social Policy: Goals and Issues (H) |
| 3 | European Contextual options Choose to the value of one full unit from the following courses: EU419 Socio-Economic Cohesion Policies in the EU (H) (n/a 09/10) EU420 European Union Law and Government (H) * EU421 Policy-Making in the European Union (H) EU439 Political and Fiscal Integration and Disintegration in EU Member States (H) EU456/SA4F7 The Economics of European Social Policy (H) IR431 European Union Policy-Making in a Global Context (H) |
| 4 | Other options Choose to the value of a half unit from the following courses: SA407 Financing Health Care (H) SA409 Social Security Policies (H) SA429 Social Exclusion, Inequality and the 'Underclass' Debate (H) SA4A7 Gender and Social Policy: Theory and Practice (H) SA4A9 Gender and European Welfare States (H) SA4B8 Ethnicity, 'Race' and Social Policy (H) SA4C9 Social Policy: Organization and Innovation (H) SA4G8 The Third Sector (H) SA4F9 Housing, Neighbourhoods and Communities (H) A half unit course from another MSc programme with the approval of your tutor, the MSc Programme Director and the Course Tutor. |
| 5 | SA466 Dissertation (10,000 words) to be handed in by 1 September SA4C1 Long Essay and the Research Process (not assessed) |
| Notes | * May only be taken with the permission of the Course Tutor and the MSc Programme Director. |

MSc European Studies: Ideas and Identities

Students must take courses to the value of three units and a dissertation as shown. Additionally, all students must take EU410 Interdisciplinary Research Methods and Design and EU450 European Union: Contemporary Issues, in preparation for the dissertation.

Paper Course number and title

| | |
|---|--|
| 1 | EU424 The Idea of Europe (H) Either: EU447 Democracy, Ideology and the State (H) Or: EU458 Identity, Community and the 'Problem of Minorities' (H) |
| 2 | Courses to the value of one unit from the following: A course not taken under paper 1 European Politics and Economics EU430 Europeanization: The Comparative Politics of Domestic Change (H) EU437 Europe Beyond Modernity (H) EU439 Political and Fiscal Integration and Disintegration in EU Member States (H) EU443 European Models of Capitalism (H) EU460 European Society and Politics beyond the Nation |

| | |
|---|--|
| | State (H) |
| | EU462 Partisanship in Europe (H) |
| | HY411 European Integration in the Twentieth Century |
| | Citizenship and Diversity |
| | EU448 Minorities and Migration in Europe (H) |
| | EU457 Ethnic Diversity and International Society (H) |
| | The European Union |
| | EU420 European Union Law and Government (H) |
| | EU421 Policy-Making in the European Union (H) |
| 3 | Courses to the value of one unit from the following: A course not taken under paper 2 or a relevant course from another programme |
| | Citizenship and Diversity |
| | GV498 Multiculturalism, Nationalism and Citizenship (H) |
| | GV4A2 Citizens' Political Behaviour in Europe: Elections Public Opinion and Identities (H) |
| | GV4A5 Public Policy Responses to International Migration (H) |
| | SO424 Approaches to Human Rights |
| | The European Union |
| | EU419 Socio-economic Cohesion Policies in the EU (H) (n/a 09/10) |
| | EU425 Interest Representation and Economic Policy-Making in Europe (H) |
| | EU456/SA4F7 The Economics of European Social Policy (H) |
| | Area Studies |
| | EU417 Italy in the European Union (H) (n/a 09/10) |
| | EU423 Greece and the European Union (H) (n/a 09/10) |
| | EU429 The Political Economy of Southwest and Mediterranean Europe (H) |
| | EU434 The Political Economy of Southeast Europe (H) |
| | EU438 Turkey: Political Economy and European Integration (H) |
| | EU440 Greece and South-East Europe: Government, Economy and Foreign Policy (H) |
| | EU461 Economic History of Southeastern Europe and the Middle East, 1820-1945 (H) |
| | GV4B9 The Second Europe (H) |
| | European History and Philosophy |
| | GV476 Twentieth-Century European Liberal Thought (H) |
| | GV4B6 Kant's Political Philosophy (H) |
| | HY426 The European Enlightenment, c1680-1830PH404 History of Science |
| | PH405 Philosophy of the Social Sciences |
| | PH413 Philosophy of Economics |
| | A course from a relevant programme |
| 4 | EU499 Dissertation |

MSc European Studies (Research)

| Paper | Course number and title |
|-------|--|
| 1 | Courses to the value of one full unit from the European Institute MSc degrees: EU424 The Idea of Europe (H) EU435 History and Theory of European Integration (H) EU447 Democracy, Ideology and the State (H) EU452 European Political Economy EU457 Ethnic Diversity and International Society (H) GV450 European Politics: Comparative Analysis (H) |
| 2 | MI451 Quantitative Analysis I: Description and Inference (H)* |
| 3 | EU554 Research Methods and Design in European Studies |
| 4 | EU499 Dissertation |
| 5 | One full-unit from either the MSc European Political Economy or MSc Politics and Government in the European Union or MSc European Studies: Ideas and Identities under the specialist options or from one of the options not already taken under paper 1 Promotion to the second year (i.e. admission into the doctoral programme at the European Institute) is subject to the following conditions: Merit grade in the MSc Research (normally defined as an overall average of 65% or above, and 65% or above in |

the dissertation)
Pass grade for MI451
Availability of appropriate supervision
A research proposal that is evaluated as coherent by the Doctoral Programme Committee

Notes * assessed on a pass/fail basis

MPA European Public and Economic Policy MPA International Development MPA Public and Economic Policy MPA Public Policy and Management

These programmes have three branches. Branch 1 is the full-time, 21 month programme. Under Branches 2 and 3 students can enrol in the full-time LSE/SIPA (Columbia University, New York), LSE/Hertie (Berlin), LSE/Sciences Po (Paris) or LSE/Lee Kuan Yew (National University of Singapore) Dual Degree MPA programmes whereby students spend one academic year at each institution. Students admitted to these programmes through LSE must spend their first academic year at LSE and their second academic year at Columbia University, Sciences Po, Hertie or Lee Kuan Yew. Students taking the first year at LSE (branches 1 and 2) must choose between four sets of compulsory papers to complete the MPA Public and Economic Policy, the MPA Public Policy and Management, the MPA International Development or the MPA European Public and Economic Policy. Students completing the second year at LSE (branch 3) will be assigned to an MPA programme depending on their mix of subjects taken.

Branch 1 - 21-Month programme at LSE

| Paper | Course number and title |
|---------------|--|
| | All MPA students attend the pre-session course MI402 (unless exempted) and complete papers 1 to 10 below according to their chosen stream. |
| Year 1 | MPA Public and Economic Policy |
| 1 | EC440 Micro and Macro Economics (for Public Policy) |
| 2 | EC455 Quantitative Approaches and Policy Analysis |
| 3 | GV478 Political Science and Public Policy |
| 4-5 | Plus two units from the approved MPA options list (one of which may have to be from a range of economic-related options) |
| Year 2 | |
| 6 | EC406 Economic Policy Analysis |
| 7 | GV4D5 Group Working and Leadership (H) |
| 8 | EC4B3/GV4B3/DV4B3/EU4B3 MPA Capstone Project (1.5 units) |
| 9 | EC4B4/GV4B4 MPA Dissertation of not more than 10,000 words |
| 10 | Plus 1.5 units from the approved MPA options list |
| Year 1 | MPA Public Policy and Management |
| 1 | EC440 Micro and Macro Economics (for Public Policy) |
| 2 | EC455 Quantitative Approaches and Policy Analysis |
| 3 | GV478 Political Science and Public Policy |
| 4 | GV4E4 Public Budgeting and Financial Management* |
| 5 | MG419 Public Management- Strategy, Innovation and Delivery |
| Notes | * In consultation with the programme supervisor, instead of taking paper 4 in their first year, students can replace it with optional courses to the value of 1 unit from the approved MPA options list and take GV4E4 in their second year. |
| Year 2 | |
| 6 | GV4D5 Group Working and Leadership (H) |
| 7 | EC4B3/GV4B3/DV4B3/EU4B3 MPA Capstone Project (1.5 units) |
| 8 | EC4B4/GV4B4 MPA Dissertation of not more than 10,000 words |
| 9-10 | Plus 2.5 units from the approved MPA options list |
| Year 1 | MPA International Development |
| 1 | EC440 Micro and Macro Economics (for Public Policy) |
| 2 | EC455 Quantitative Approaches and Policy Analysis |
| 3 | GV478 Political Science and Public Policy |

| | |
|---|--|
| 4 | EC454 Development Economics |
| 5 | DV441 Development Policy and Management |
| Year 2 | |
| 6 | GV4D5 Group Working and Leadership (H) |
| 7 | DV4B3/GV4B3/EC4B3/EU4B3 MPA Capstone Project (1.5 units) |
| 8 | DV4B4 MPA Dissertation of not more than 10,000 words* |
| 9-10 | Plus 2.5 units from the approved MPA options list |
| Notes | * Dissertations should normally be submitted within the broad area of Development. |
| Year 1 MPA European Public and Economic Policy | |
| 1 | EC440 Micro and Macro Economics (for Public Policy) |
| 2 | EC455 Quantitative Approaches and Policy Analysis |
| 3 | GV478 Political Science and Public Policy |
| 4 | EU452 European Political Economy |
| 5 | EU459 European Union: Government, Law and Policy |
| Year 2 | |
| 6 | GV4D5 Group Working and Leadership (H) |
| 7 | EU4B3/GV4B3/DV4B3/EC4B3 MPA Capstone Project (1.5 units) |
| 8 | EU4B4 MPA Dissertation of not more than 10,000 words* |
| 9-10 | Plus 2.5 units from the approved MPA options list |
| Notes | * Dissertations should normally be submitted within the broad area of European Public Policy.. |

Branch 2 – LSE/Columbia; LSE/Hertie; LSE/ Sciences Po; or LSE/NUS Dual Degree MPA Programme

For students applying to and accepted through LSE. Students will spend their first year at LSE and follow the curriculum below. Students will spend their second year at the School of International and Public Affairs (Columbia University, NY), Sciences Po (Paris), the Hertie School of Governance (Berlin) or the Lee Kuan Yew School of Public Policy (National University of Singapore) and follow that institution's second year curriculum.

Paper Course number and title

Year 1

All MPA students attend the pre-session course MI402 (unless exempted) and complete papers 1 to 5 according to their chosen stream.

MPA Public and Economic Policy

| | |
|-----|--|
| 1 | EC440 Micro and Macro Economics (for Public Policy) |
| 2 | EC455 Quantitative Approaches and Policy Analysis |
| 3 | GV478 Political Science and Public Policy |
| 4-5 | Plus two units from the approved MPA options list (one of which may have to be from a range of economic-related options) |

MPA Public Policy and Management

| | |
|---|--|
| 1 | EC440 Micro and Macro Economics (for Public Policy) |
| 2 | EC455 Quantitative Approaches and Policy Analysis |
| 3 | GV478 Political Science and Public Policy |
| 4 | GV4E4 Public Budgeting and Financial Management |
| 5 | MG419 Public Management: Strategy, Innovation and Delivery |

MPA International Development

| | |
|---|---|
| 1 | EC440 Micro and Macro Economics (for Public Policy) |
| 2 | EC455 Quantitative Approaches and Policy Analysis |
| 3 | GV478 Political Science and Public Policy |
| 4 | EC454 Development Economics |
| 5 | DV441 Development Policy and Management |

MPA European Public and Economic Policy

| | |
|---|---|
| 1 | EC440 Micro and Macro Economics (for Public Policy) |
| 2 | EC455 Quantitative Approaches and Policy Analysis |
| 3 | GV478 Political Science and Public Policy |
| 4 | EU452 European Political Economy |
| 5 | EU459 European Union: Government, Law and Policy |

Branch 3 – Columbia/LSE, Sciences Po/LSE, Hertie/LSE, or NUS/LSE Dual Degree MPA Programme

For students applying to and accepted through the School of International and Public Affairs (Columbia University, NY), Sciences

Po (Paris), the Hertie School of Governance (Berlin) or the Lee Kuan Yew School of Public Policy (National University of Singapore). Students will spend their first year at one of the above institutions and follow that institution's first year curriculum. Students then spend their second year at LSE and follow the curriculum below. The Public and Economic Policy and International Development streams are not available to LSE/Hertie or Lee Kuan Yew/LSE Dual Degree students. The European Public and Economic Policy stream is not available to Lee Kuan Yew/LSE Dual Degree students.

Paper Course number and title

Year 2

| | |
|---|---|
| 1 | GV4D5 Group Working and Leadership (H) |
| 2 | DV4B3/EC4B3/EU4B3/GV4B3 MPA Capstone Project (1.5 units) |
| 3 | DV4B4/EC4B4/EU4B4/GV4B4 MPA Dissertation of not more than 10,000 words |
| 4 | Plus 2.5 units from the approved MPA options list. (Students coming into the second year of the MPA Public and Economic Policy must take EC406 Economic Policy and Analysis as one of their options). |

(For students coming into the second year of the MPA European Public and Economic Policy options taken must include at least 1 unit chosen from the broad range of Europe-related units included in the approved MPA options list, indicated by +).

MPA Options List

Students may also seek approval from their Programme Supervisor and the Course Convenor to enrol on other MSc options.

Not all courses may be offered each year and are subject to cancellation, substitution and timetabling constraints.

Welfare State Policies

| |
|--|
| SA429 Social Exclusion, Inequality and the 'Underclass' Debate (H) |
| SA451 Social Policy Research |
| SA4A7 Gender and Social Policy: Theory and Practice (H) |
| SA4A9 Gender and European Welfare States (H) + |
| SA4B9 Education Policy, Reform and Financing (H) |

Urban Policy

| |
|--|
| GY430 Cities, Space and Society |
| GY454 Urban Policy and Planning (H) |
| GY457 Applied Urban and Regional Economics |

Environmental Policy

| |
|--|
| DV413 Environmental Problems, Politics and Development (H) |
| DV415 Global Environmental Governance (H) |
| GY420 Environmental Regulation: Implementing Policy + |
| GY423 Sustainability: Economy, Business and Technology |
| GY444 Environmental Assessment (H) |
| GY465 Concepts in Environmental Regulation (H) |

International Policy

| |
|--|
| GV4A5 Public Policy Responses to International Migration (H) + |
| IR412 International Institutions (n/a 09/10) |
| IR429 Economic Diplomacy |
| IR451 Politics of Money in the World Economy* |
| IR457 The Political Economy of International Trade |
| IR460 Comparative Political Economy |
| IR483 International Organisations and Regimes |
| MN425 Business in the Global Environment (H) |

Development Policy

| |
|---|
| AN436 The Anthropology of Development (H) |
| AN456 Anthropology of Economy (1): Production and Exchange (H) |
| AN457 Anthropology of Economy (2): Transformation and Globalisation (H) |
| DV409 Economic Development Policy*** ## |
| DV411 Population and Development: An Analytical Approach (H) ## |
| DV413 Environmental Problems, Politics and Development (H) ## |
| DV415 Global Environmental Governance (H) ## |
| DV418 African Development (H) ## |
| DV420 Complex Emergencies (H) ## |
| DV421 HIV/AIDS and Other Emerging Health Threats (H) ## |
| DV423 Global Political Economy of Development, I (H) ## |

DV424 Global Political Economy of Development, II (H) ##
 DV425 Managing Globalization (H) ## (n/a 09/10)
 DV427 Public Management of Development ##
 DV437 Nationalism, Democracy and Development in Contemporary India (H) ##
 DV441 Development Policy and Management ##
 EC428 Development and Growth**
 EC454 Development Economics ###
 GV444 Democracy and Development in Latin America (H)
 GY408 Local Economic Development and Policy
 GY410 Economics of Local and Regional Development (H)
 GY415 Local Capacity and Economic Development Policy (H)
 GY421 Gender and Development: Geographical Perspectives (H)
 SA435 NGOs and Development
 SA452 Social Policy and Development

Economic Policy

EC402 Methods of Economic Investigation I**
 EC406 Economic Policy Analysis
 EC411 Microeconomics I**
 EC413 Macroeconomics I**
 EC421 International Economics**
 EC424 Monetary Economics**
 EC426 Public Economics**
 EC427 The Economics of Industry**
 EC453 Political Economy**
 EH475 The Rise and Decline of Economic Policy in Twentieth-Century Europe
 FM492 Principles of Finance
 GY455 Economic Aspects of Project Appraisal (H)
 MN429 The World Trading System* (H)
 PH413 Philosophy of Economics

Regulatory Policy

GV403 Network Regulation (H)
 LL406 Introduction to Regulation (H)
 LL407 Media and Communications Regulation (H)
 LL421 New Media Regulation (H)
 LL446 Regulation: Legal and Political Aspects (n/a 09/10)
 LL484 Regulation of Financial Markets
 MC403 Contemporary Issues in Media and Communications Regulation (H) (n/a 09/10)
 SO425 Regulation, Risk and Economic Life

Governance

GV442 Globalisation and Democracy (H)*
 GV477 Comparative Public Policy Change (H) *** (n/a 09/10)
 GV482 Political Science and Political Economy: Advanced Topics (H) ***
 GV4C4 Legislative Politics: US (H) (L) +
 GV4C5 Politics of Economic Policy (H) (M)
 GV4C8 Game Theory for Political Science (H) (M)
 MC408 Theories and Concepts in Media and Communication I (Key concepts and interdisciplinary approaches) (H)
 MC418 Theories and Concepts in Media and Communications II (Processes of communication in modern life) (H)
 PH415 Philosophy and Public Policy
 SO424 Foundations and Key Issues in Human Rights

Europe

EU420 European Union Law (H) ‡
 EU421 Policy-Making in the European Union (H) ‡
 EU443 European Models of Capitalism (H) +
 EU446 Patterns of Economic Integration in Europe: Institutions and Politics of EMU (H) +
 EU453 The Political Economy of European Social Policy and Welfare State Reform (H) + (n/a 09/10)
 EU455 Concepts in Political Economy (H) +
 EU456/SA4F7 The Economics of European Social Policy (H) +
 GV4C6 Legislative Politics: European Parliament (H) (L) ~ +

Institutions, Politics and policies of the EU

EU419 Socio-economic Cohesion Policies in the EU (H) + (n/a 09/10)
 EU425 Interest Representation and Economic Policy-Making in Europe
 EU430 Europeanization: The Comparative Politics of Domestic Change (H) +
 EU436 Law and Governance of the Single European Market +
 EU439 Political and Fiscal Integration and Disintegration in EU

Member States (H) +

Central and Eastern Europe Transition and Reform

EU454 The Economics of Transition and EU Accession in Central and Eastern Europe (H) +
 EU447 Democracy, Ideology and the State (H) +
 EU449 The Political Economy of Transition and EU Accession in Central and Eastern Europe (H) +

Regional courses

EU417 Italy in the European Union (H) (n/a 09/10)
 EU423 Greece and the European Union (H) (n/a 09/10)
 EU429 The Political Economy of Spain and Southwest Europe (H)
 EU440 Greece and South-East Europe: Government, Economy and Foreign Policy (H)
 EU434 The Political Economy of Southeast Europe (H)
 EU438 Turkey: Political Economy and European Integration (H)

Management of Organisations

AC412 Accountability, Organisations and Risk Management (H)
 AC470 Accounting in the Global Economy (H)
 AC490 Management Accounting, Decisions and Control (H)
 AC491 Financial Accounting, Reporting and Disclosure (H)
 AN421 The Anthropology of Industrialisation and Industrial Life (H) (n/a 09/10)
 GV4E4 Public Budgeting and Financial Management #
 GV483 Public Management Theory and Doctrine (H) #
 GV494/MN402 Public Management: A Strategic Approach (H)
 ID410 Management of Human Resources (H)
 ID411 International and Comparative Human Resource Management (H)
 ID414 Managerial Psychology (H) (n/a 09/10)
 ID419 Cross Cultural Management (H)
 ID420 Leadership in Organisations: Theory and Practice (H)
 ID430 Organizational Behaviour (H)
 ID431 Organizational Change (H)
 IS413 Information Systems for the Public Sector
 IS470 Information Systems (H)
 IS474 Innovation and Technology Management
 IS477 Management and Economics of E-Business
 MN404 Incentives and Governance in Organizations (B) (H)
 MN409 Aspects of Human Resource Management (H) * (n/a 09/10)
 MN415 The Analysis of Strategy (A) (H)
 MN416 The Analysis of Strategy (B) (H) ***
 MN419 Systems Thinking and Strategic Modelling (H)
 MG419 Public Management- Strategy, Innovation and Delivery # Notes

* With permission of the course teacher.

** Because of the extremely demanding standard of LSE Economics, these options are available only to students with very good first degrees in Economics and with the permission of the Economics Department. Any student wishing to take these courses must be admitted to the September course in Mathematics, Statistics, Economics (EC400) or Econometrics at the beginning of their first or second year and pass the course examinations (50%). Students taking more than 1 Economics option must take one of EC402, EC411 or EC413.

*** Courses have prerequisites or pre-screening assessment.

Not available to MPA Public Policy and Management students

For MPA International Development students or with the permission of the course teacher.

Not available to MPA International Development

+ Option falling within the broad area of European public policy (for MPA European Public and Economic Policy).

~ Students must not take both GV4C4 and GV4C6.

‡ Not available to MPA European Public and Economic Policy.

MSc Finance (full-time)

Academic-year (10 month) programme. Students must take two compulsory courses and optional courses to the value of two full units as shown. They must submit a dissertation in one of the optional half unit courses and take an examination in the other three half unit courses. Admitted students are required to attend the Quantitative Methods September course. The dissertation must

be submitted by the 3rd week of June.

| Paper | Course number and title |
|-------|---|
| 1 | FM422 Corporate Finance |
| 2 | FM423 Asset Markets |
| 3&4 | Students should select 4 half unit papers to the value of 2 full units and write a 6,000 word dissertation (replacing the exam) in one of the half unit courses* FM406 Topics in Portfolio Management (H) (Dissertation code FM4T6) FM407 Applied Financial Valuation (H) (Dissertation code FM4U7) FM408 Financial Engineering (H) (Dissertation code FM4T8) FM409 Risk Management for Financial Institutions (H) (Dissertation code FM4U9) FM413 Fixed Income Markets (H) (Dissertation code FM4U1) or FM405 Fixed Income Securities and Credit Markets (H) (Dissertation code FM4U5) FM440 Corporate Finance Theory (H) (Dissertation code FM4T3) FM472 International Finance (H) (Dissertation code FM4T9) In exceptional cases it may be possible to take an unlisted optional course with the approval of the Programme Director. |
| Notes | *Students will be required to attend teaching for the course which they choose to write their dissertation on. |

MSc Finance (part-time)

Academic year programme lasting 21 months part-time (evenings). Students must take two full unit compulsory courses in the first year and four of the half-unit options available in the second year. They must submit a dissertation in one of the optional half-unit courses and take an examination in the other three half-unit courses.

| Paper | Course number and title |
|--------|---|
| Year 1 | |
| 1 | FM422 Corporate Finance |
| 2 | FM423 Asset Markets |
| Year 2 | |
| 3&4 | Students should select four half unit courses to the value of two full units: FM405 Fixed Income Securities and Credit Markets (H) (Dissertation code FM4U5) FM406 Topics in Portfolio Management (H) (Dissertation code FM4T6) FM407 Applied Financial Valuation (H) (Dissertation code FM4U7) FM408 Financial Engineering (H) (Dissertation code FM4T8) FM409 Risk Management for Financial Institutions (H) (Dissertation code FM4U9) In exceptional cases it may be possible to take an unlisted optional course with the approval of the Programme Director. |
| Notes | You will be required to write a 6,000 word dissertation (replacing the exam) in one of your half unit courses. You are expected to attend the course teaching on the half-unit that you chose to write your dissertation on. |

MSc Finance and Economics

Academic-year programme. Students must take three compulsory courses and optional courses to the value of one full unit. They must submit a dissertation in one of the optional courses and take a two-hour examination in the other. Students are also required to attend the September Courses EC400 and FM458. The dissertation must be submitted by the last week of June.

| Paper | Course number and title |
|-------|--|
| 1 | EC411 Microeconomics for MSc Students * |
| 2 | FM436 Financial Economics |
| 3 | FM437 Financial Econometrics |
| 4 | Courses to the value of one full unit selected from the following (one to be examined by dissertation and one by |

examination):

examined).

FM402 Financial Risk Analysis (H) (Dissertation code FM4T0)

FM404 Forecasting Financial Time Series (H) (Dissertation code FM4T1)**

FM413 Fixed Income Markets (H) (Dissertation code FM4U1)

FM421 Applied Corporate Finance (H) (Dissertation code FM4T2)

FM440 Corporate Finance Theory (H) (Dissertation code FM4T3)

FM442 Quantitative Methods for Finance and Risk Analysis (H) (Dissertation code FM4U2)

FM445 Portfolio Management (H) (Dissertation code FM4T5)

FM447 Global Financial System (H) (Dissertation code FM4T7)

FM472 International Finance (H) (Dissertation code FM4T9)

* With the approval of the Programme Director, students who have already completed the equivalent of EC411 in their prior studies may be permitted to take EC413 Macroeconomics for MSc Students

** Students taking this course can apply for a place on FM457 MATLAB for MSc Students, a non-assessed computer course.

MSc Finance and Economics (Research)

Academic-year programme. Students must take courses as shown.

| Paper | Course number and title |
|-------|--|
| 1 | FM436 Financial Economics |
| 2 | FM437 Financial Econometrics |
| 3 | EC411 Microeconomics for MSc students or EC487 Advanced Microeconomics* |
| 4 | FM498 Dissertation (H) |
| 5 | One half-unit course selected from the following: FM402 Financial Risk Analysis (H) FM404 Forecasting Financial Time Series (H) FM413 Fixed Income Markets (H) FM421 Applied Corporate Finance (H) FM440 Corporate Finance Theory (H) FM442 Quantitative Methods for Finance and Risk Analysis (H) FM445 Portfolio Management (H) FM447 Global Financial System (H) FM472 International Finance (H) |
| Notes | *students must obtain the approval of the EC487 course leader to take this course |

MSc Financial Mathematics

Academic year programme (10 months). Students must take five compulsory half-unit courses and optional courses to the value of one-and-a-half units as shown.

There is also a two-week compulsory pre-session course MA400 September Introductory Course relating to MA415 and MA417

| Paper | Course number and title |
|-------|--|
| 1 | MA415 Mathematics of the Black and Scholes Theory* (H) |
| 2 | MA416 The Foundations of Interest Rate, Foreign Exchange, and Credit Risk Theory |
| 3 | ST409 Stochastic Processes (H) |
| 4 | FM413 Fixed Income Markets (H) |
| 5 | MA417 Computational Methods in Finance* (H) |
| 6 | One of the following: MA401 Computational Learning Theory and Neural Networks (H) MA402 Game Theory I (H) MA407 Algorithms and Computation (H) MA409 Continuous-Time Optimisation (H) MA410 Information, Communication and Cryptography (H) |

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|-------|---|
| | MA411 Probability and Measure (H) |
| | MA414 Stochastic Analysis (H) |
| | MA418 Preferences, Optimal Portfolio Choice, and Equilibrium (H) |
| | MA419 Search Games (H) |
| 7&8 | The equivalent of one unit from the following: FM402 Financial Risk Analysis (H) FM404 Forecasting Financial Time Series (H) FM441 Derivatives (H) FM442 Quantitative Methods for Finance and Risk Analysis (H) FM445 Portfolio Management (H) FM472 International Finance (H) FM492 Principles of Finance ST422 Time Series (H) Further half unit(s) from those courses listed under paper 6 above. Any other appropriate MSc course, subject to the approval of the Programme Director and Teacher Responsible for the course |
| Notes | * MA400 is a prerequisite |

MSc Gender

Full-year programme. Students must take two compulsory courses and options to the value of one-and-a-half units and a dissertation as shown.

| Paper | Course number and title |
|-------|--|
| 1 | GI400 Gender Theories in the Modern World: An Interdisciplinary Approach |
| 2 | GI402 Gender, Knowledge and Research Practice (H) |
| 3 | Courses from the list below to the value of 1.5 units: AN405 The Anthropology of Kinship, Sex and Gender GI403 Gender and Media Representation (H) GI405 Globalising Sexualities (H) GI406 Feminist Political Theory (H) (n/a 09/10) GI407 Globalisation, Gender and Development GI408 Cultural Constructions of the Body (H) GI409 Globalisation and Gender (H) GI410 Screening the Present: contemporary cinema and cultural critique (H) GI411 Gender, Post-colonialism, Development: Critical Perspectives and New Directions (H) GI412 Narratives of the Modern (H) GV4D7 Dilemmas of Equality (H) GY421 Gender and Development: Geographical Perspectives (H). SA402 Ageing, Health and Social Care (H) SA492 Reproductive Health Programmes: Design, Implementation and Evaluation (H) SA493 Demography of the Developing World (H) SO452 Urban Environment (H) SO453 Gender and Post-Colonial Theory (H) SO467 Race, Ethnicity and Migration in Britain (post-1945) (H) A course from another programme § GI499 Dissertation |
| 4 | GI499 Dissertation |
| Notes | § means by special permission only. |

MSc Gender (Research)

Full-year programme. Students take two units of compulsory courses, options to the value of one unit and a dissertation as shown.

| Paper | Course number and title |
|-------|---|
| 1 | GI400 Gender Theories in the Modern World: An Interdisciplinary Approach |
| 2 | GI402 Gender, Knowledge and Research Practice (H) |
| 3 | MI451 Quantitative Analysis I: Description and Inference (H) or MI452 Quantitative Analysis II: The Generalised Linear |

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|---|--|
| | Model (H) |
| 4 | Options to the value of one full unit from the following: MI452 Quantitative Analysis II: The Generalised Linear Model (H) (if not already taken under paper 3) MI453 Fundamentals of Research Design (H) MI454 Qualitative Social Research: Interview, Text and Image (H) GI403 Gender and Media Representation (H) GI405 Globalising Sexualities (H) GI406 Feminist Political Theory (H) GI407 Globalisation, Gender and Development GI408 Cultural Constructions of the Body (H) GI409 Globalisation and Gender (H) GI410 Screening the Present: Contemporary Cinema and Cultural Critique (H) GI411 Gender, Post-colonialism, Development: Critical Perspectives and New Directions (H) |
| 5 | GI499 Dissertation |

MSc Gender, Development and Globalisation

Full-year programme. Students must take the following courses to the value of four full units

| Paper | Course number and title |
|-------|--|
| 1 | GI400 Gender Theories in the Modern World: An Interdisciplinary Approach |
| 2 | GI407 Globalisation, Gender and Development |
| 3 | Options to the value of 1 unit chosen from the following: AN448 Indigenous Politics in Highland Latin America (H) DV429 Global Civil Society I (H) DV430 Global Civil Society II (H) GI402 Gender, Knowledge and Research Practice (H) GI405 Globalising Sexualities (H) GI406 Feminist Political Theory (H) (n/a 09/10) GI408 Cultural Constructions of the Body (H) GI410 Screening the Present: contemporary cinema and cultural critique (H) GI411 Gender, Post-colonialism, Development: Critical Perspectives and New Directions (H) GV4D7 Dilemmas of Equality (H) GY422 Gender, Work and Urbanisation (H) (n/a 09/10) GY431 Cities, People and Poverty in the South (H) PS418 Social Psychology of Health Communication (H) SA492 Reproductive Health Programmes: Design, Implementation and Evaluation (H) SA493 Demography of the Developing World (H) SA4F1 Migration: Population Trends and Policies (H) SO420 Approaches to Globalisation (H) SO452 Urban Environment (H) SO453 Gender and Post-Colonial Theory (H) SO467 Race, Ethnicity and Migration in Britain (post-1945) (H) Or a course not listed approved by the Programme Director and subject to space and course teacher's consent. GI499 Dissertation. |
| 4 | GI499 Dissertation. |

MSc Gender, Media and Culture

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown below.

| Paper | Course number and title |
|-------|---|
| 1 | MC408 Theories and Concepts in Media and Communication I (Key concepts and interdisciplinary approaches) (H) and one other half-unit course offered by the Gender Institute, Department of Media and Communications or by other departments with the permission of the programme director. or MC418 Theories and Concepts in Media and Communications II (Processes of communication in modern life) (H) and one other half-unit course offered by the Gender Institute, Department of Media and |

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| | Communications or by other departments with the permission of the programme director. |
| 2 | MC4M1 Methods of Research in Media and Communications (H) |
| | or GI402 Gender, Knowledge and Research Practice (H) |
| 3 | GI400 Gender Theories in the Modern World: An Interdisciplinary Approach |
| 4 | GI403 Gender and Media Representation (H) |
| 5 | GI499 Dissertation |

MSc Gender and Social Policy

Full-year programme. Students must take courses to the value of three full units, non-assessed course SA4C1 and a dissertation as shown below.

| Paper | Course number and title |
|-------|--|
| 1 | SA4A7 Gender and Social Policy: Theory and Practice (H) and one of the following: GY421 Gender and Development: Geographical Perspectives (H) SA4A9 Gender and European Welfare States (H) |
| 2 | GI400 Gender Theories in the Modern World: An Interdisciplinary Approach |
| 3 | Courses to the value of one full unit from the list below: GI402 Gender, Knowledge and Research Practice (H) GI403 Gender and Media Representation (H) GI405 Globalising Sexualities (H) GI406 Feminist Political Theory (H) (n/a 09/10) GI407 Globalisation, Gender and Development GI408 Cultural Constructions of the Body (H) GI409 Globalisation and Social Change (H) GI411 Gender, Post-colonialism, Development: Critical Perspectives and New Directions (H) GV4D7 Dilemmas of Equality (H) GY421 Gender and Development: Geographical Perspectives (H) GY422 Gender, Work and Urbanisation (H) (n/a 09/10) PS418 The Social Psychology of Health Communication (H) SA4A9 Gender and European Welfare States (H) SA402 Ageing, Health and Social Care (H) SA405 European Social Policy SA429 Social Exclusion, Inequality and the 'Underclass' Debate (H) SA488 Social Policy: Goals and Issues (H) SA492 Reproductive Health Programmes: Design, Implementation and Evaluation (H) SA493 Population Trends and Processes in the Developing World (H) SA4B8 Ethnicity, 'Race' and Social Policy (H) SA4C9 Social Policy: Organisation and Innovation (H) SA4F1 Migration: Population Trends and Policies (H) SO420 Approaches to Globalisation (H) SO452 Urban Environment (H) SO458 Gender and Societies (H) SO459 Gender, Identity and Difference (H) (n/a 09/10) SO467 Race, Ethnicity and Migration in Britain (post-1945) (H) |
| 4 | SA4C1 Long Essay and the Research Process (not assessed) |
| 5 | GI499 Dissertation |

MSc Global History

Full-year programme. Students must take compulsory courses to the value of 2.5 units, optional courses to the value of one unit and a half-unit dissertation as shown.

Teaching terms (MT: Michaelmas Term; LT: Lent Term) are shown for half course units.

| Paper | Course number and title |
|-------|---|
| 1a | EH481 Economic Change in Global History: Approaches and Analysis (MT) (H) |
| 1b | EH479 Dissertation in Global History (10,000 words) (H) (LT) |
| 2 | Either EH482 Pre-modern Paths of Growth: East and West |

| | |
|---|---|
| | compared, c1000-1800 or EH483 The Development and Integration of the World Economy in the 19th and 20th centuries |
| 3 | One of the following (if not taken under paper 2): EH482 Pre-modern Paths of Growth: East and West compared, c1000-1800 EH483 The Development and Integration of the World Economy in the 19th and 20th centuries HY423 Empire, Colonialism and Globalization |
| 4 | Either one full unit from (i) (if not already taken under paper 2 or paper 3 above) OR two half-units, one from (ii) and one from (iii) below: (i) Full unit course: EH446 Economic Development of East and Southeast Asia EH462 Latin American Development in the Twentieth Century: From Liberalism to Neo-Liberalism EH482 Pre-modern Paths of Growth: East and West compared, c1000-1800 EH483 The Development and Integration of the World Economy in the 19th and 20th centuries HY437 'Global Oceans': Empires, Ideas and Migrations, 1750-1914 (ii) Half units to be taken in the Michaelmas Term: EH412 Research Topics in Economic History (H) EH413 African Economic Development in Historical Perspective (H) (MT) EH417 Political Economy of Late Industrialisation (H) (MT) (n/a 09/10) EH447 Great Depressions in Economic History (H) (MT) EU461 Economic History of Southeastern Europe and the Middle East, 1820-1945 (H) (MT) EH467 Epidemics: epidemic disease in history, 1348-2000 (H) (MT) (iii) Half-unit to be taken in the Lent Term: EH404 India and the World Economy (H) (LT) EH408 International Migration, 1500-2000: from slavery to asylum (H) (LT) EH412 Research Topics in Economic History (H) (LT) EH418 Research Issues in African Economic History* (H) (LT) (n/a 09/10) EH423 Japan and Korea as Developing Economics (H) (LT) EH466 Labour and Work in Preindustrial Europe (H) (LT) EH485 Scientific, Technical and Useful Knowledge from Song China to the Industrial Revolution (H) (LT) EH486 Shipping and Sea Power in Asian Waters, c1600-1860 (H) (LT) (n/a 09/10) EH487 International Economic Institutions since World War I (H) (LT) EU438 Turkey: Political Economy and European Integration (H) (LT) |

* Please note that EH418 is a pre-requisite of this course

MSc Global Politics

The MSc includes a core course, From Empire to Globalisation (paper 1) which all students must take. It draws on specialist knowledge from across the LSE's Politics staff to offer a comprehensive introduction to the changing structure of the global order, and the contemporary challenges of global politics. The rest of the MSc allows considerable choice of options whilst seeking to blend a global focus with more detailed thematic or regional knowledge. Students can also choose the Global Civil Society stream, in which case they must take a second core course, Global Civil Society, and additional options as detailed below. All students must write a 10,000 word dissertation.

PLEASE NOTE: Due to staff sabbaticals and research leave, the School cannot guarantee that all the courses listed below will be available.

| Paper | Course number and title |
|-------|-------------------------------------|
| | MSc Global Politics |
| 1 | GV4A4 From Empire to Globalisation* |
| 2 | GV499 Dissertation |

- 3 & 4 Courses to the value of two full units selected from the option list below

Global Civil Society stream

- 1 GV4A4 From Empire to Globalisation
- 2 DV429 Global Civil Society I (H) and DV430 Global Civil Society II (H)
- 3 GV499 Dissertation
- 4 Courses to the value of one full unit selected from the option list below

Options

Priority courses: will not be capped for students of this programme; subject to staff availability and timetabling constraints

DV413 Environmental Problems, Politics and Development (H) (M)
 DV415 Global Environmental Governance (H) (M)
 DV418 African Development (H) (L)
 DV420 Complex Emergencies (H) (M)
 DV421 HIV/AIDS and Other Emerging Health Threats (H) (L)
 DV423 Global Political Economy of Development, I (H) (M)
 DV424 Global Political Economy of Development, II (H) (L)
 DV425 Managing Globalization (H) (n/a 09/10)
 DV429 Global Civil Society I (H)
 DV430 Global Civil Society II (H)
 DV437 Nationalism, Democracy and Development in Contemporary India (H) (M)
 GI407 Globalisation, Gender and Development
 GI409 Globalisation and Gender (H)
 GV427 Democracy in East and South Asia (H) (L)
 GV432 Government and Politics in China (H) (M)
 GV442 Globalisation and Democracy (H) (M)
 GV444 Democracy and Development in Latin America (H) (L)
 GV446 The Politics of Empire and Post-Imperialism
 GV4C2 Globalisation, Conflict and Post-Totalitarianism (H) (L)
 GV4C9 Democratization and its Discontents in Southeast Asia (H) (M) (n/a 09/10)
 GV4D3 Local Power in an Era of Globalization, Democratization and Decentralization (H) (L) (n/a 09/10)
 GV4E6 Human Security (H) (L) (n/a 09/10)
 GV4E8 Conflict and Institutional Design in Divided Societies (H)
 GV4F2 Popular Politics in the Middle East (H) (n/a 09/10)
 IR422 Conflict and Peace Studies
 IR462 Introduction to International Political Theory (H)
 IR463 The International Political Theory of Humanitarian Intervention † (H)
 IR464 The Politics of International Law † (H)

Recommended courses: access is not guaranteed; subject to approval of the course proprietors

DV428 Managing Humanitarianism (H)
 EH446 Economic Development of East and Southeast Asia
 EH462 Latin American Development in the Twentieth Century: from Liberalism to Neo-Liberalism
 EH483 The Development and Integration of the World Economy in the 19th and 20th Centuries
 EU443 European Models of Capitalism (H) (L)
 EU457 Ethnic Diversity and International Society (H)
 EU458 Identity, Community and the 'Problem of Minorities' (H)
 EU460 European Society and Politics beyond the Nation State (H)
 EU462 Partisanship in Europe (H)
 GV427 Democracy and Democratisation in East and South Asia (H) (L)
 GV436 National and Ethnic Conflict Regulation (H) (M)
 GV441 States and Markets (H) (M)
 GV443 The State and Political Institutions in Latin America (H) (M)
 GV444 Democracy and Development in Latin America (H) (L)
 GV460 Politics and Policy in Britain (H) (M) (n/a 09/10)
 GV465 War, Peace and the Politics of National Self-Determination (H) (L)

GV479 Nationalism
 GV4A5 Public Policy Responses to International Migration (H) (L)
 GV4D2 Social Theory and Political Commitment: The Case of Max Weber and Nationalism (H) (L) (n/a 09/10)
 GV4D4 Comparative Politics of Redistribution in Advanced Democracies
 GY421 Gender and Development: Geographical Perspectives (H)
 IR407 International Political Economy of the Environment
 IR416 The EU in the World
 IR419 The International Relations of the Middle East
 IR429 Economic Diplomacy
 IR460 Comparative Political Economy
 IR461 Islam in International Relations (n/a 09/10)
 LL4C2 World Poverty and Human Rights (H) (n/a 09/10)
 SA435 NGOs and Development
 Or a course not listed approved by the MSc Convenor

Notes

*Students must pass this course in order to pass the degree

† IR462 is a pre-requisite for this course

MSc Health, Community and Development

Full-year programme. Students must take courses to the value of three full units and a dissertation

Paper Course number and title

- 1 PS461 Health, Community and Development
- 2 PS448 Research Methods for Social Psychology I or PS449 Research Methods for Social Psychology II
- 3 Courses to the value of one full unit from the following:
 AN436 The Anthropology of Development (H)
 DV420 Complex Emergencies (H)
 DV421 HIV/AIDS and Other Emerging Health Threats (H)
 DV426 The Political Economy of Development Management (H)
 DV428 Managing Humanitarianism (H)
 GI405 Globalising Sexualities (H)
 GY421 Gender and Development: Geographical Perspectives (H)
 GY431 Cities, People and Poverty in the South (H)
 PS410 Social Representations (H)
 PS418 Social Psychology of Health Communication (H)
 PS437 Representations, Institutions and Communities (H)
 PS443 Modern Social Psychology (H)
 PS447 Psychoanalysis and Communication (H)
 PS460 Social Psychology of Racism, Multiculture and Resistance (H)
 SA492 Reproductive Health Programmes: Design, Implementation and Evaluation (H)
 SA4C2 Basic Education for Social Development (H)
 SA4C8 Globalization and Social Policy (H)
 SA4D2 Health and Population in Developing and Transitional Societies (H)
 SA4D6 Health Systems and Policies in Developing Countries (H)
 SO453 Gender and Post-Colonial Theory (H)
- 4 PS498 Dissertation in Health, Community and Development

MSc Health Economics, Policy and Management (modular)

Students take four compulsory half unit courses, options to the value of two units, and a dissertation.

Paper Course number and title

Year 1

- 1 SA4G1 Financing Health Care (H)
- 2 SA4G2 Health Economics (H)
- 3 SA4E1 Health Administration and Management (H)
- 4 SA4E2 Resource Allocation and Cost-effectiveness Analysis

| | |
|---------------|---|
| | (H) |
| Year 2 | |
| 5 | SA4E3 Dissertation in Health Economics, Policy and Management (H) |
| 6-9 | Optional courses to the value of two full units: SA4G3 Pharmaceutical Economics and Policy (H) SA4G4 Statistical Methods in Economic Evaluation (H) SA4G5 Measuring Health Outcomes (H) SA4G6 Measuring Health System Performance (H) SA4F2 Introduction to Medical Statistics, Clinical Trials and Epidemiology (H) IS416 Healthcare Information Systems (H) |

MSc Health Policy, Planning and Financing

Full-year programme taught jointly with the London School of Hygiene and Tropical Medicine. Students must take courses to the value of four units as shown below, and undertake a 10,000 word dissertation. It is highly recommended that students select courses which spread the workload over the course of the year. The dissertation will be completed during the summer.

| Paper | Course number and title |
|-------|--|
| 1 | SA407 Financing Health Care (H) |
| 2 | (LSHTM) 1107 Health Services (H) |
| 3 | Obligation for all students to take one additional course (half unit) at LSE from the following: SA408 Health Economics (H) SA427 Pharmaceutical Economics and Policy (H) SA447 Foundations of Health Policy (H) |
| 4 | Obligation for all students to take one additional course (half unit) at LSHTM from the following: (LSHTM) 1117 Health Policy, Process and Power (H) (LSHTM) 2001 Basic Epidemiology (H) (LSHTM) 1123 Issues in Public Health (H) |
| 5-8 | Any combination of the following to the value of two full units: Health Economics SA4C3 Statistical Methods in Health Care Economic Evaluation (H) SA4C4 Cost-effectiveness Analysis in Health Care (H) SA4D3 Valuing Health (H) SA4E9 Advanced Health Economics (H) (LSHTM) 1501 Economic Evaluation (H) (LSHTM) 1504 Economic Analysis for Health Policy (H) Health Policy and Management SA4D4 Measuring Health System Performance (H) SA4D6 Health Systems and Policies in Developing Countries (H) (LSHTM) 1304 Health Impact and Decision Analysis (H) (LSHTM) 1606 Analytical Models for Decision Making (H) (LSHTM) 1403 Organisational Management (H) (LSHTM) 1402 Conflict and Health (H) (LSHTM) 1456 Primary Health Care Revisited: Concepts, Tools and Experiences in Low and Middle Income Countries (H) Epidemiology and Health Trends (LSHTM) 1503 Globalisation and Health (H) Students can take a half-unit LSE course not listed above or a half-unit LSHTM Module (Terms 1-3), subject to availability and approval by the Programme Directors. |
| 9 | SA4G9 Dissertation for MSc Health Policy, Planning and Financing |

MSc Health, Population and Society

Full-year programme. Students must take courses to the value of three full units and a dissertation

| Paper | Course number and title |
|-------|--|
| 1 | SA4D1 Health and Population in Contemporary Developed Societies (H) SA4D2 Health and Population in Developing and |

| | |
|---|---|
| | Transitional Societies (H) |
| 2 | One of the following half unit courses: DV411 Population and Development: An Analytic Approach (H) DV421 HIV/AIDS and Other Emerging Health Threats (H) SA481 Population Analysis: Methods and Models (H) SA485 Methods of Population Planning (H) SA492 Reproductive Health Programmes: Design, Implementation and Evaluation (H) SA493 Demography of the Developing World (H) SA4D6 Health Systems and Policies in Developing Countries (H) |
| 3 | Courses to the value of one-and-a-half units from the following: Any course not taken in 2 IS415 Healthcare Information Systems (H) SA402 Ageing, Health and Social Care (H) SA407 Financing Health Care (H) SA408 Health Economics (H) SA427 Pharmaceutical Economics and Policy (H) SA429 Social Exclusion, Inequality and the 'Underclass' Debate (H) SA447 Foundations of Health Policy (H) SA488 Social Policy: Goals and Issues (H) SA4C3 Statistical Methods in Health Care Economic Evaluation (H) SA4C4 Cost-effectiveness Analysis in Health Care (H) SA4C9 Social Policy: Organisation and Innovation (H) SA4D3 Valuing Health (H) SA4D4 Measuring Health System Performance (H) SA4E8 Health Systems in Europe: Politics and Regulation (H) SA4F1 Migration: Population Trends and Policies (H) SA4F3 US Health Policies (H) SA4F6 Pharmaceutical Economics and Policies in Developing Countries (H) A related course from another programme |
| 4 | SA4B3 Dissertation on a topic approved by the supervisor, to be handed in by 1 September |

MSc History of Empires

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

| Paper | Course number and title |
|-------|---|
| 1 | HY423 Empire, Colonialism and Globalization |
| 2&3 | <i>Either</i> two courses from list A, <i>alternatively</i> one course from list A and one course or two half-unit courses from list B. List A HY424 The Napoleonic Empire: The Making of Modern Europe? HY427 Germany, Europe and the World, c. 1945-1990: the creation of humanitarian aid and policies in the Cold War era HY429 Anglo-American Relations from World War to Cold War, 1939-91 HY433 Cultural Encounters from the Renaissance to the Modern World HY434 The Rise and Fall of Communism in Europe 1917-1990 (n/a 09/10) HY436 Race, Violence and Colonial Rule in Africa HY437 'Global Oceans': Empires, Ideas and Migrations, 1750-1914 HY461 East Asia in the Age of Imperialism, 1839-1945 HY462 From Nationalism to Fascism: Europe, 1890-1939 HY463 The Origins of the Cold War, 1917-1962 HY464 Crises and Detente in the Cold War, 1962-1975 (n/a 09/10) List B EH404 India and the World Economy (H) |

EH446 Economic Development of East and Southeast Asia
 EH462 Latin American Development in the Twentieth Century: From Liberalism to Neo-Liberalism
 EH486 Shipping and Sea Power in Asian Waters, c1600-1860 (H) (n/a 09/10)

GV436 National and Ethnic Conflict Regulation (H) *

GV442 Globalization and Democracy (H) *

GV465 War, Peace and the Politics of National Self-Determination (H) *

GV4C7 Warfare and National Identity (H)

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

4 HY499 Dissertation

Notes * means subject to space.

MA/MSc History of International Relations

Full-year programme. Students take courses to the value of four full units including the dissertation as shown below:

Paper Course number and title

- 1 One course from the following list:
 HY400 Crisis Decision-Making in War and Peace, 1914-1991
 HY422 Presidents, Public Opinion and Foreign Policy: from Roosevelt to Reagan, 1933-1989
 HY426 The European Enlightenment, c 1680-1830
 HY429 Anglo-American Relations from World War to Cold War, 1939-1991
 HY433 Cultural Encounters from the Renaissance to the Modern World
 HY435 Political Islam: From Ibn Taymiyya to Osama Bin Laden
 HY436 Race, Violence and Colonial Rule in Africa
 HY451 Persecution in Europe: From Witch-Hunts to Ethnic Cleansing
 HY456 Sex, Race and Slavery: The Western Experience (n/a 09/10)
 HY475 International History Since 1900 (n/a 09/10)
- 2 & 3 Two courses from the following list:
 HY409 Origins and Conduct of the Second World War, 1935-1945
 HY411 European Integration in the Twentieth Century
 HY412 Democracy, Dictatorship and Foreign Intervention: Spain and the Great Powers, 1931-1953
 HY424 The Napoleonic Empire: The Making of Modern Europe?
 HY427 Germany, Europe and the World, c. 1945-1990: the creation of humanitarian aid and policies in the Cold War era
 HY432 From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1997 (n/a 09/10)
 HY434 The Rise and Fall of Communism in Europe 1917-1990 (n/a 09/10)
 HY437 'Global Oceans': Empires, Ideas and Migrations, 1750-1914
 HY461 East Asia in the Age of Imperialism, 1839-1945
 HY462 From Nationalism to Fascism: Europe, 1890-1939
 HY463 The Origins of the Cold War, 1917-1962
 HY464 Crises and Detente in the Cold War, 1962-1979 (n/a 09/10)

Or:

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

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

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

4 HY499 Dissertation

MSc History of Nationalism

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

Paper Course number and title

- 1 GV479 Nationalism
- 2 One of the following:
 HY411 European Integration in the Twentieth Century
 HY412 Democracy, Dictatorship and Foreign Intervention: Spain and the Great Powers, 1931-1953
 HY423 Empire, Colonialism, and Globalization
 HY424 The Napoleonic Empire: the Making of Modern Europe?
 HY426 The European Enlightenment, c. 1680-1830
 HY432 From Cold War to Peacemakers: the End of the Cold War Era, 1979-97 (n/a 09/10)
 HY433 Cultural Encounters from the Renaissance to the Modern World
 HY434 The Rise and Fall of Communism in Europe, 1917-90 (n/a 09/10)
 HY436 Race, Violence, and Colonial Rule in Africa
 HY437 'Global Oceans': Empires, Ideas and Migrations, 1750-1914
 HY451 Persecution in Europe: from Witch-hunts to Ethnic Cleansing
 HY462 From Nationalism to Fascism: Europe, c.1890-1939
 Another International History Masters' course, subject to availability and approval by the Programme Director.
- 3 3. One of the following (or two half-unit courses):
 GV427 Democracy in East and South Asia (H)
 GV432 Government and Politics in China (H)
 GV436 National and Ethnic Conflict Regulation (H) ¶
 GV439 Government and Politics in Eastern Europe (H)
 GV442 Globalization and Democracy (H) ¶
 GV465 War, Peace, and the Politics of National Self-Determination (H) §
 GV498 Multiculturalism, Nationalism, and Citizenship (H)
 GV4A4 From Empire to Globalization ¶
 GV4A5 Public Policy Responses to International migration (H)
 GV4A8 Nationalist Conflict, Political Violence, and Terrorism (H) ¶
 GV4B8 The Politics of Civil Wars (H)
 GV4B9 The Second Europe (H)
 GV4C7 Warfare and National Identity (H)
 GV4C9 The Refashioning of Leviathan in South-East Asia (H) (n/a 09/10)
 GV4D2 Social Theory and Political Commitment: the case of Max Weber and Nationalism (H) (n/a 09/10)
 EU417 Italy in the European Union (H) (n/a 09/10)
 EU423 Greece and the European Union (H) (n/a 09/10)
 EU424 The Idea of Europe (H)
 EU440 Greece and South-East Europe: Government, Economy, and Foreign Policy (H)
 EU448 Minorities and Migration in Europe (H)
 EU457 Ethnic Diversity and International Society (H)
 EU458 Identity, Community and the 'Problems of Minorities' (H)
- 4 HY498 Dissertation
- Notes ¶ = by special permission only

MSc Human Geography (Research)

Full-year programme. Students are required to be examined in elements from the three parts of the programme as specified below to the value of four units. Precise examination arrangements are listed under each course guide.

Paper Course number and title

Part I - Research Core

- 1 GY403 Contemporary Debates in Human Geography

- Seminar (H)
- 2 *Either* MI4M1 Foundations of Social Research 1
or MI4M2 Foundations of Social Research 2
- Part II - Substantive Specialism**
- 3 **Either Economic Geography Specialism**
Either Local Economic Development strand (1.5 units from the following):
GY407 Globalization, Regional Development and Policy
GY415 Local Capacity and Economic Development Policy (H)
GY422 Gender, Work and Urbanisation (H) (n/a 09/10)
Or Regional and Urban Economics strand (1.5 units from the following):
GY457 Applied Urban and Regional Economics
GY467 Development, Diaspora and Migration (H)
Or Development Specialism
1.5 units from the following:
GI407 Globalisation, Gender and Development
GI409 Globalisation and Gender (H)
GY421 Gender and Development: Geographical Perspectives (H)
GY423 Sustainability: Economy, Business and Technology
GY431 Cities, People and Poverty in the South (H)
GY432 Cities, Culture and Poverty in the South (H)
GY438 Cities and Social Change in East-Asia (H)
GY464 Race and Space (H)
GY467 Development, Diaspora and Migration (H)
Or Environmental Regulation Specialism
GY420 Environmental Regulation: Implementing Policy or
GY423 Environmental Evaluation of Economic Development or
GY444 Environmental Assessment (H) and
GY455 Economic Aspects of Project Appraisal (H)
GY465 Concepts in Environmental Regulation (H)
Or Urban Specialism
1.5 units from the following:
GI409 Globalisation and Gender (H)
GY422 Gender, Work and Urbanisation (H) (n/a 09/10)
GY430 Cities, Space and Society
GY431 Cities, People and Poverty in the South (H)
GY432 Cities, Culture and Poverty in the South (H)
GY438 Cities and Social Change in East-Asia (H)
GY454 Urban Policy and Planning
GY464 Race and Space (H)
Or
Another coherent combination of GY and non-GY courses to the value of one and a half units as approved by the Programme Manager.
- Part III**
- 4 GY499 Dissertation

MSc Human Resource Management

Full-year programme for students also seeking graduate membership of the Chartered Institute of Personnel and Development (CIPD). Students must take three compulsory courses and a dissertation. They are also required to take a special supplementary programme of work by attending skills workshops and to write a report on their business link (ID493).

- | Paper | Course number and title |
|-------|---|
| 1 | ID400 Employment Relations |
| 2 | ID430 Organizational Behaviour (H) ID431 Organizational Change (H) |
| 3 | ID410 Management of Human Resources: Strategies and Policy (H) ID411 International and Comparative Human Resource Management (H) |
| 4 | ID499 Dissertation (Students are also advised to attend the Project Lectures as part of ID499) |
| 5 | ID493 Human Resource Policy and Practice |
- This programme is externally accredited by the CIPD. Further information is available on the Employment Relations and Organisational Behaviour Group website.

MSc Human Rights

Full-year course. Students are required to take one compulsory course, optional courses to the value of two units, and write a dissertation as shown.

- | Paper | Course number and title |
|-------|--|
| 1 | SO424 Approaches to Human Rights |
| 2 & 3 | Optional Courses to the value of two full units from the following (registration for these options depends on availability, regulations and the conditions of the outside department. Some further restrictions apply to Law Department options that are part of the LLM degree) Access is not guaranteed for any option. AN436 Anthropology of Development (H) AN438 Law in Society: A Joint Course in Anthropology and Law AN439 Anthropology and Human Rights (H) (n/a 09/10) AN451 Anthropology of Politics (H) AN456 Anthropology of Economy: production and exchange (H) AN457 Anthropology of Economy: transformation and globalisation (H) DV411 Population and Development: An Analytical Approach (H) DV418 African Development (H) DV420 Complex Emergencies (H) DV421 HIV/AIDS and Other Emerging Health Threats (H) DV428 Managing Humanitarianism (H) EU457 Ethnic Diversity and International Society (H) EU458 Identity, Community and the 'Problem of Minorities' (H) GV436 National and Ethnic Conflict Regulation (H) GV442 Globalisation and Democracy (H) GV443 The State and Political Institutions in Latin America (H) GV465 War, Peace and the Politics of National Self-Determination (H) IR422 Conflict and Peace Studies + IR462 Introduction to International Political Theory (H) IR463 The International Political Theory of Humanitarian Intervention** (H) IR464 The Politics of International Law** (H) IR465 The International Politics of Culture and Religion LL409 Human Rights in the Developing World LL445 International Criminal Law LL452 The International Law of Armed Conflict and the Use of Force LL453 International Human Rights LL454 Human Rights of Women LL460 International Law and the Protection of Refugees, Displaced Persons and Migrants (n/a 09/10) LL468 Law of Human Rights in the United Kingdom (H) LL469 The Theory, History and Practice of Human Rights (H) LL475 Terrorism and the Rule of Law (H) (n/a 09/10) LL486 Human Rights in the United Kingdom: Theory, Law and Practice LL4C2 World Poverty and Human Rights (H) (n/a 09/10) LL4E6 International Dispute Resolution: Courts and Tribunals (H) LL4K4 The International Law of Self-Determination (H) SA435 NGOs and Development*** SA4B4 Child Rights, Child Poverty and Development SA4D5 Social Rights and Human Welfare (H) SO447 Topics of Race, Ethnicity and Postcolonial Studies SO453 Gender and Post-Colonial Theory (H) SO457 Political Reconciliation (H) (n/a 09/10) SO461 Racial Formations of Modernity (H) SO463 Contemporary Social Thought SO464 Ethnic and Religious Violence in Post-Colonial Societies (H) SO467 Race, Ethnicity and Migration in Britain (post-1945) (H) |

| | |
|--------------|--|
| 4 | SO499 Dissertation |
| Notes | * subject to space ** IR462 is a pre-requisite for this course *** Students wishing to take the course should have at least one year's experience of working in or with an NGO (either voluntary or paid experience) + with the permission of the course proprietor |

MSc Information Systems and Organisations (Research)

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown.

| Paper | Course number and title |
|--------------|---|
| 1 | IS492 Foundations of Social Research in Information Systems: Paradigms and Traditions (H) |
| 2 | MI452 Quantitative Analysis II: The Generalised Linear Model (H) |
| 3 | IS493 Qualitative Research Methods in Information Systems (H) |
| 4 | IS481 Interpretations of Information (H) |
| 5 | MI455 Quantitative Analysis III: Applied Multivariate Analysis (H) |
| 6 | MI454 Qualitative Social Research: Interview, Text and Image (H) |
| 7 | IS498 Dissertation: MSc Information Systems and Organisations (Research) |
| Notes | § means by special permission only. * means IR students can only take one DESTIN and one Government Department option. |

MSc International Employment Relations and Human Resource Management

Full-year programme. Students must take one compulsory course and optional courses to the value of two units and a dissertation as shown.

| Paper | Course number and title |
|---|--|
| 1 | ID418 Comparative Employment Relations and Human Resource Management |
| 2 & 3 | Courses to the value of two units from the following: ID410 Management of Human Resources: Strategies and Policy (H) ID411 International and Comparative Human Resource Management (H) ID414 Managerial Psychology (H) (n/a 09/10) ID419 Cross Cultural Management (H) ID420 Leadership in Organisations: Theory and Practice (H) ID430 Organizational Behaviour (H) ID431 Organizational Change (H) ID433 Negotiation Analysis (H) SO438 Sociology of Employment I: Social Relations at Work (H) SO439 Sociology of Employment II: Contemporary Management and Globalisation (H) (n/a 09/10) A course from another programme § |
| 4 | ID499 Dissertation (Students are advised to attend the Project Lectures as part of ID499) |
| Notes | § means by special permission only. |
| * this course is non-assessed and does not count towards the MSc. | |

MSc International Health Policy

Full-year programme. Students must take courses to the value of four full units (one of which includes a 6,000 word long-essay) as shown.

| Paper | Course number and title |
|-------|---|
| 1 | SA407 Financing Health Care (H) |
| 2 | SA4D9 Measuring Health System Performance with Long Essay (H) |
| 3-4 | At least two of the following three courses: |

| | |
|-----|---|
| 5-8 | SA408 Health Economics (H) SA427 Pharmaceutical Economics and Policy (H) SA4E8 Health Systems in Europe: Politics and Regulation (H) Courses to the value of two full units from the following: EC426 Public Economics I IS415 Healthcare Information Systems (H) MI451 Quantitative Analysis 1: Description and Inference (H) MI452 Quantitative Analysis 2: The Generalized Linear Model (H) SA402 Ageing, Health and Social Care (H) SA405 European Social Policy SA447 Foundations of Health Policy (H) SA4C3 Statistical Methods in Health Care Economic Evaluation (H) SA4C4 Cost-effectiveness Analysis in Health Care (H) SA4D1 Health and Population in Contemporary Developed Societies (H) SA4D2 Health and Population in Developing and Transitional Societies (H) SA4D3 Valuing Health (H) SA4D6 Health Systems and Policies in Developing Countries (H) SA4E9 Advanced Health Economics (H) SA4F3 US Health Policies (H) SA4F6 Pharmaceutical Economics and Policies in Developing Countries (H) SO455 Key Issues in Biomedicine, Bioscience and Society Another LSE course subject to the approval of the course tutor Selected linear and study units at London School of Hygiene subject to the approval of the course tutor |
|-----|---|

MSc International Health Policy (Health Economics)

Full-year programme. Students must take courses to the value of four full units (one of which includes a 6,000 word long-essay) as shown.

| Paper | Course number and title |
|-------|--|
| 1 | SA407 Financing Health Care (H) |
| 2 | SA4H8 Health Economics with Long Essay (H) |
| 3 | Two of the following: SA4C4 Cost-Effectiveness Analysis in Health Care (H) SA4D3 Valuing Health (H) SA4E9 Advanced Health Economics (H) |
| 4 | Courses to the value of two full units from the following: EC426 Public Economics MI451 Quantitative Analysis I: Description and Inference (H) MI452 Quantitative Analysis II: The Generalised Linear Model (H) SA427 Pharmaceutical Economics and Policy (H) SA447 Foundations of Health Policy (H) SA4C3 Statistical Methods in Health Care Economic Evaluation (H) SA4D1 Health and Population in Contemporary Developed Societies (H) SA4D2 Health and Population in Developing and Transitional Societies (H) SA4D4 Measuring Health System Performance (H) SA4D6 Health Systems and Policies in Developing Countries (H) SA4E8 Health Systems in Europe: Politics and Regulation (H) SA4F3 US Health Policies (H) SA4F6 Pharmaceutical Economics and Policies in Developing Countries (H) SO455 Key Issues in Biomedicine, Bioscience and Society Another LSE course subject to the approval of the course tutor. Selected linear and study units at London School of Hygiene subject to the approval of the course tutor. |

MSc International Management

Full-year programme. Students must take four half unit courses at LSE, courses to the value of one full unit at a school/ university abroad, and a 10,000 word dissertation as shown.

| Paper | Course number and title |
|-------|---|
| 1 | One of: MN425 Business in the Global Environment (H) MN429 The World Trading System (H) |
| 2 | Courses to the value of 1.5 units from: MN404 Incentives and Governance in Organizations (H) MN413 International Marketing (H) MN415 The Analysis of Strategy A (H) MN419 Systems Thinking and Strategic Modelling (H) MN425 Business in the Global Environment (H) (if not already taken under paper 1) MN429 The World Trading System (H) (if not already taken under paper 1) ID433 Negotiation Analysis (H) ID410 Management of Human Resources: Strategies and Policies (H) AC471 Accounting in the Global Economy (MSc International Management (H) One half unit from other available courses in the School subject to the permission of the programme Director. |
| 3 | MN424 Term Abroad. Courses to the value of one unit to be taken at one of the IMEX partner Schools |
| 4 | MN499 Dissertation |

MSc International Political Economy

Full-year programme. Students must take one compulsory course, optional courses to the value of two full units and a dissertation as shown. All students on this programme are required to take a test at the beginning of October.

| Paper | Course number and title |
|-------|---|
| 1 | IR450 International Political Economy |
| 2 & 3 | Two of the following: DV413 Environmental Problems, Politics and Development (H) and DV415 Global Environmental Governance (H) EU438 Turkey: Political Economy and European Integration (H) IR407 International Political Economy of the Environment IR429 Economic Diplomacy IR451 Politics of Money in the World Economy IR457 The Political Economy of International Trade IR460 Comparative Political Economy A course from another programme § |
| 4 | IR499 Dissertation |
| Notes | § means by special permission only. |

MSc International Political Economy (Research)

Full-year programme. Students must take three compulsory courses and a dissertation as shown. All students on this programme are required to take a test at the beginning of October.

| Paper | Course number and title |
|-------|---|
| 1 | IR450 International Political Economy |
| 2 | IR460 Comparative Political Economy |
| 3 | MI4M1 or MI4M2 Foundations of Social Research |
| 4 | IR499 Dissertation |

MSc International Relations

Full-year programme. Students must take one compulsory course, optional courses to the value of two full units and a dissertation. All students on this programme are required to take a test at the beginning of October.

| Paper | Course number and title |
|-------|---|
| 1 | IR410 International Politics |
| 2 & 3 | Two of the following: DV413 Environmental Problems, Politics and Development |

| | |
|-------|---|
| | (H) and DV415 Global Environmental Governance (H) EU435 History and Theory of European Integration (H) EU437 Europe Beyond Modernity (H) EU438 Turkey: Political Economy and European Integration (H) GV446 The Politics of Empire and Post-Imperialism GV479 Nationalism IR411 Foreign Policy Analysis III IR412 International Institutions (n/a 09/10) IR415 Strategic Aspects of international Relations IR416 The EU in the World IR418 International Politics: Asia and the Pacific IR419 The International Relations of the Middle East IR422 Conflict and Peace Studies IR431 European Union Policy Making in a Global Context (H) IR433 The International Politics of EU Enlargement (H) (n/a 09/10) IR434 European Defence and Security (H) IR435 International Security (Advanced) (n/a 09/10) IR437 Postcolonial Perspectives in International Relations (H) IR438 Theory of International Society: English School Texts (H) IR461 Islam in International Relations (n/a 09/10) IR462 Introduction to International Political Theory (H) IR463 The International Political Theory of Humanitarian Intervention † (H) IR464 The Politics of International Law † (H) IR465 The International Politics of Culture and Religion IR481 Europe, the US and Arab-Israeli Relations (H) IR482 Russia and Eurasia: Foreign and Security Policies IR483 International Organisations and Regimes A course from another programme § * |
| 4 | IR499 Dissertation |
| Notes | § means by special permission only. † IR462 is a pre-requisite for this course |

MSc International Relations (Research)

Full-year programme. Students must take two compulsory courses, optional courses to the value of one full unit and a dissertation. All students on this programme are required to take a test at the beginning of October.

| Paper | Course number and title |
|-------|---|
| 1 | IR436 Theories of International Relations |
| 2 | MI4M1 or MI4M2 Foundations of Social Research |
| 3 | One of the following: DV413 Environmental Problems, Politics and Development (H) and DV415 Global Environmental Governance (H) EU435 History and Theory of European Integration (H) EU437 Europe Beyond Modernity (H) EU438 Turkey: Political Economy and European Integration (H) GV446 The Politics of Empire and Post-Imperialism GV479 Nationalism IR411 Foreign Policy Analysis III IR412 International Institutions (n/a 09/10) IR415 Strategic Aspects of International Relations IR416 The EU in the World IR418 International Politics: Asia and the Pacific IR419 The International Relations of the Middle East IR422 Conflict and Peace Studies IR431 European Union Policy-Making in a Global Context (H) IR433 The International Politics of EU Enlargement (H) (n/a 09/10) IR434 European Defence and Security (H) IR435 International Security (Advanced) (n/a 09/10) IR437 Postcolonial Perspectives in International Relations (H) IR438 Theory of International Society: English School Texts |

| | |
|--------------|--|
| | (H) |
| | IR461 Islam in International Relations (n/a 09/10) |
| | IR462 Introduction to International Political Theory (H) |
| | IR463 The International Political Theory of Humanitarian Intervention* (H) |
| | IR464 The Politics of International Law* (H) |
| | IR465 The International Politics of Culture and Religion |
| | IR481 Europe, the US and Arab-Israeli Relations (H) |
| | IR482 Russia and Eurasia: Foreign and Security Policies |
| | IR483 International Organisations and Regimes |
| 4 | IR499 Dissertation |
| Notes | * IR462 is a re-requisite for this course |

MSc International Relations Theory

Full year programme. Students will take three papers to the value of three full-unit and write a 10,000 word dissertation. All students on this programme are required to take a test at the beginning of October.

| Paper | Course number and title |
|-------|--|
| 1 | IR436 Theories of International Relations |
| 2 | A course/courses to the value of one full-unit from the following: IR415 Strategic Aspects of International Relations IR435 International Security (Advanced) (n/a 09/10) IR437 Postcolonial Perspectives in International Relations (H) IR438 Theory of International Society: English School Texts (H) IR462 Introduction to International Political Theory (H) IR463 The International Political Theory of Humanitarian Intervention (H) IR464 The Politics of International Law (H) IR483 International Organisations and Regimes |
| 3 | Either: another course/courses to the value of one full-unit from paper 2 above or: a course/courses to the value of one full-unit from the list below: DV413 Environmental Problems, Politics and Development (H) and DV415 Global Environmental Governance (H) EU435 History and Theory of European Integration (H) GV446 The Politics of Empire and Post-Imperialism IR411 Foreign Policy Analysis III IR412 International Institutions (n/a 09/10) IR416 The EU in the World IR418 International Politics: Asia and the Pacific IR419 The International Relations of the Middle East IR422 Conflict and Peace Studies IR431 European Union Policy Making in a Global Context (H) IR433 The International Politics of EU Enlargement (H) (n/a 09/10) IR434 European Defence and Security (H) IR461 Islam in International Relations (n/a 09/10) IR465 The International Politics of Culture and Religion IR481 Europe, the US and Arab-Israeli Relations (H) IR482 Russia and Eurasia: Foreign and Security Policies A course from another programme, subject to the approval of the Programme Director. |
| 4 | IR499 Dissertation to be submitted by 1st September on a topic approved by the Department. |

MSc Law and Accounting

Full-year programme. Students must take four courses one of which will be examined in part by dissertation. The Core course will be examined by essay due by 1 September and a two-hour exam in May/June. Examinations in other courses may be in May/June or August/September depending on the regulations under which those courses fall.

| Paper | Course number and title |
|-------|---|
| 1 | LL440 Corporate Accountability: Topics in Legal and |

| | |
|--------------|--|
| | Accounting Regulation * |
| 2 | AC420 Corporate Financial Reporting ‡ or AC464 Management Accounting and Financial Accounting: Decisions, Control, Reporting and Disclosure † |
| 3 | LL406 Introduction to Regulation (H) LL407 Media and Communications Regulation (H) LL421 New Media Regulation LL434 Employment Law LL437 Law of Corporate Finance LL439 Insolvency Law: Principles and Policy LL446 Regulation: Legal and Political Aspects LL455 International Tax Systems LL484 Regulation of Financial Markets LL491 Taxation of Corporate Transactions LL492 Elements of Taxation LL494 Value Added Tax (n/a 09/10) LL4B5 Internet and New Media Law LL4B9 Corporate and Financial Crime LL4C1 Patent Law (n/a 09/10) LL4D1 Trademark Law LL4D4 Financial Law (n/a 09/10- students can take LL4H4 instead) LL4D5 Legal Risk in Financial Markets (H) LL4D7 Law of Mergers, Acquisitions and Restructurings in Europe and the United States (n/a 09/10) LL4F2 Law and Practice of International Finance (H) LL4F3 Mergers, Acquisitions and Restructurings in Europe (H)+ (n/a 09/10) LL4F4 Takeover Regulation in the UK and the US (H)+ LL4H4 Financial Law (H) Any other LLM course from those offered at LSE subject to approval |
| 4 | Any of the courses listed in 3 above for which the student is eligible and has not already taken, or one of the following (or two half units) with approval: AC410 Management Accounting, Strategy and Organizational Control AC411 Accounting, Strategy and Control (H) AC412 Accountability, Organisations and Risk Management (H) AC444 Valuation and Securities Analysis (H) AC470 Accounting in the Global Economy (H) FM430 Corporate Finance and Asset Markets An LSE LLM or MSc course not listed here § |
| Notes | * To be examined by 10,000-word essay and a two-hour examination. ‡ Prior knowledge of accounting needed. † For those without prior knowledge of accounting. § means by special permission only. + This course cannot be taken with LL4D7 |

MSc Law, Anthropology and Society

| Paper | Course number and title |
|-------|---|
| 1 | AN438 Law in Society: A Joint Course in Anthropology and Law |
| 2 & 3 | Courses to the value of two full units selected from the following: AN402 The Anthropology of Religion AN404 Anthropology: Theory and Ethnography AN405 The Anthropology of Kinship, Sex and Gender AN421 The Anthropology of Industrialisation and Industrial Life (H) (n/a 09/10) AN439 Anthropology of Human Rights (H) AN448 Indigenous Politics in Highland Latin America (H) AN451 Anthropology of Politics (H) AN456 Anthropology of Economy: production and exchange (H) AN457 Anthropology of Economy: transformation and globalisation (H) AN458 Children and Youth in Contemporary Ethnography (H) |

AN464 Anthropology of a Selected Region (H)
 AN465 Medical Anthropology (H)
 LL400 Jurisprudence and Legal Theory
 LL402 Alternative Dispute Resolution (n/a 09/10)
 LL416 Regulating New Medical Technologies
 LL441 Comparative Law: Theory and Practice
 LL465 Law and Social Theory
 LL474 Modern Legal History
 LL4C1 Patent Law (n/a 09/10)
 LL4C7 Crime and Control: The Ethnics and Political Economy of Criminalisation
 LL4C8 Current Issues in Intellectual and Cultural Property Law
 LL4D1 Trademark Law
 LL4D3 Cultural Property and Heritage Law
 Other course from Law, Anthropology or a related discipline may be taken subject to the approval of the course teachers.

- 4 **Notes** AN499 Dissertation
 Candidates with a first degree in law must take at least one of the papers 2 & 3 in anthropology; candidates with a first degree in social science must take at least one papers 2 & 3 in law. Students in this programme will be closely advised by their supervisor in choosing the courses for papers 2 & 3 so as to form a well-designed programme in view of their previous studies and their dissertation topic.

LLM

The general regulations for MA and MSc Degrees and the Code of Practice for Taught Masters Programmes on the online *Calendar* apply to the LLM programme except in the event of inconsistency when these regulations for the LLM take priority.

In order to obtain the degree, students must complete courses (see Course list below) to the value of four full units, which may comprise a combination of full and/or half courses. Students can complete the requirements either in one full-year programme, or as a part-time student in two years, or by extended part-time study within a maximum of six years.

Courses should be chosen from the list below. Subject to availability and with the permission of the Programme Director of the LLM, one complementary course from other Master's courses at the School may be selected to replace one from the list below. Exceptionally, and subject to the same conditions, two complementary courses can be selected to replace two courses from the list below.

All students are required to write a dissertation as the assessment for one of their full unit courses. To meet this requirement students may select a course for which the nominated assessment is a full unit dissertation. Alternatively students may elect to substitute a dissertation for the nominated formal assessment for one of their LLM courses.

Part-time students must satisfy the same requirements as those applicable to full-time students. Part-time students must take courses to the value of two units in their first year and courses to the value of two units in their second year.

Extended part-time students must satisfy the same requirements as those applicable to full-time students. Students must take courses to the value of one unit in the first year and obtain a certificate on successful completion. Students who achieve certificates for successful completion of four units within a period of six years will satisfy the requirements for the degree.

Examination

Students will be examined in courses to the total value of four full units.

For courses assessed wholly by dissertation, the dissertation must be submitted by the August deadline and must not exceed 15,000 words for a full unit course or 8,000 words for a half unit course. The dissertation must provide evidence of original work or a capacity for critical analysis.

For courses assessed by written examination, the examination will

normally be held in May or June. Questions may be set on recent legislation and current proposals for law reform within the scope of the syllabus. No materials may be brought into the examination room except in accordance with the regulations for the particular course.

For courses examined in part by examination and in part by assessed essay, assessed essays must be submitted by the deadline specified in the regulations for the particular course.

Students who submit a dissertation or an assessed essay as part of the LLM examination will be required, at the time of submission, to sign a statement on plagiarism.

An oral examination may be held if the examiners so determine.

Degree certificate

Students who successfully complete the LLM examination may elect to have one of the following titles attached to their degree certificate if, in the opinion of the Programme Director of the LLM, the title reflects the course of study followed by the student. The possible titles are listed below with the courses attached to those areas listed with them. If you do not elect to have one of the titles below attached to your LLM your degree certificate will state LLM.

Courses

Banking Law and Financial Regulation

LL4C4 Interests in Securities (H) (Dissertation code LL4P3) (n/a 09/10)
 LL425 European Monetary and Financial Services Law (Dissertation code LL4Q1)
 LL437 Law of Corporate Finance (Dissertation code LL4Q8)
 LL446 Regulation: Legal and Political Aspects (Dissertation code LL4R6) (n/a 09/10)
 LL464 Investment Funds Law in Europe (Dissertation code LL4U2) (n/a 09/10)
 LL470 Banking Law (Dissertation code LL4U8)
 LL484 Regulation of Financial Markets (Dissertation code LL4V3)
 LL4B9 Corporate and Financial Crime (Dissertation code LL4W3)
 LL4C9 Project Finance and Public Private Partnerships (Dissertation code LL4Y5)
 LL4D4 Financial Law (Dissertation code LL4X4) (n/a 09/10- students can take LL4H4 instead)
 LL4D5 Legal Risk in the Financial Markets (H) (Dissertation code LL4X5)
 LL4F1 Secured Financing in Commercial Transactions (H) (Dissertation code LL4Q4) (n/a 09/10)
 LL4F2 The Law and Practice of International Finance (H) (Dissertation code LL4U5)
 LL4G8 Law of Corporate Finance A (H) (Dissertation code LL4S8) ##
 LL4G9 European Monetary and Banking Law (H) (Dissertation code LL4S9) ###
 LL4H4 Financial Law (H) (Dissertation code LL4X4)
 LL4K2 Law of International Economic and Financial Sanctions (H) (Dissertation code LL4J2)
 LL4K3 Secured Credit in English, Comparative and International Law (Dissertation code LL4J3)
 LL4K8 Law of Corporate Finance B (H) (Dissertation code LL4J8) ##
 LL4K9 European Capital Markets Law (H) (Dissertation code LL4J9) ###

Corporate and/or Commercial Law

LL402 Alternative Dispute Resolution (Dissertation code LL4N2)
 LL403 Copyright and Related Rights (Dissertation code LL4N3)
 LL420 Legal Regulation of Information Technology (Dissertation code LL4P6)
 LL425 European Monetary and Financial Services Law (Dissertation code LL4Q1)
 LL430 Competition Law (Dissertation code LL4Q3)
 LL433 International and Comparative Commercial Arbitration (Dissertation code LL4Q5)
 LL435 Corporate Governance (Dissertation code LL4Q7)
 LL437 Law of Corporate Finance (Dissertation code LL4Q8)
 LL439 Insolvency Law: Principles and Policy (Dissertation code LL4R1)

LL446 Regulation: Legal and Political Aspects (Dissertation code LL4R6) (n/a 09/10)
 LL491 Taxation of Corporate Transactions (Dissertation code LL4V4)
 LL492 Elements of Taxation (Dissertation code LL4V5)
 LL4B9 Corporate and Financial Crime (Dissertation code LL4W3)
 LL4C4 Interests in Securities (H) (Dissertation code LL4P3) (n/a 09/10)
 LL4C5 Fundamentals of International Commercial Arbitration (H) (Dissertation code LL4Y1)
 LL4C6 Advanced Issues of International Commercial Arbitration (H) (Dissertation code LL4Y2)
 LL4C9 Project Finance and Public Private Partnerships (Dissertation code LL4Y5)
 LL4D4 Financial Law (Dissertation code LL4X4) (n/a 09/10- students can take LL4H4 instead)
 LL4D5 Legal Risk in the Financial Markets (H) (Dissertation code LL4X5)
 LL4D7 Law of Mergers, Acquisitions and Restructurings in Europe and the United States (Dissertation code LL4X7) (n/a 09/10)
 LL4D8 EC Competition Law and the State (Dissertation code LL4X8)
 LL4E5 International Sale of Goods (Dissertation code LL4M5)
 LL4E7 Investment Treaty Law (H) (Dissertation code LL4M7)
 LL4F1 Secured Financing in Commercial Transactions (H) (Dissertation code LL4Q4) (n/a 09/10)
 LL4F2 The Law and Practice of International Finance (H) (Dissertation code LL4U5)
 LL4F3 Mergers, Acquisitions and Restructuring in Europe (H) (Dissertation code LL4M8) + (n/a 09/10)
 LL4F4 Takeover Regulation in the UK and the US (H) (Dissertation code LL4M9) +
 LL4G6 International Commodity Sales Law (H) (Dissertation code LL4S6) ++
 LL4G8 Law of Corporate Finance A (H) (Dissertation code LL4S8) ##
 LL4G9 European Monetary and Banking Law (H) (Dissertation code LL4S9) ###
 LL4H4 Financial Law (H) (Dissertation code LL4X4)
 LL4K2 Law of International Economic and Financial Sanctions (H) (Dissertation code LL4J2)
 LL4K3 Secured Credit in English, Comparative and International Law (Dissertation code LL4J3)
 LL4K5 International Commercial Contracts: General Principles (H) (Dissertation code LL4J5)
 LL4K6 International Uniform Sales Law (H) (Dissertation code LL4J6) ++
 LL4K8 Law of Corporate Finance B (H) (Dissertation code LL4J8) ##
 LL4K9 European Capital Markets Law (H) (Dissertation code LL4J9) ###

Corporate and Securities Law

LL425 European Monetary and Financial Services Law (Dissertation code LL4Q1)
 LL437 Law of Corporate Finance (Dissertation code LL4Q8)
 LL464 Investment Funds Law in Europe (Dissertation code LL4U2) (n/a 09/10)
 LL484 Regulation of Financial Markets (Dissertation code LL4V3)
 LL4B9 Corporate and Financial Crime (Dissertation code LL4W3))
 LL4C4 Interests in Securities (H) (Dissertation code LL4P3) (n/a 09/10)
 LL4C9 Project Finance and Public Private Partnerships (Dissertation code LL4Y5)
 LL4D4 Financial Law (Dissertation code LL4X4) (n/a 09/10- students can take LL4H4 instead)
 LL4D5 Legal Risk in the Financial Markets (H) (Dissertation code LL4X5)
 LL4D7 Law of Mergers, Acquisitions and Restructurings in Europe and the United States (Dissertation code LL4X7) (n/a 09/10)
 LL4F2 The Law and Practice of International Finance (H) (Dissertation code LL4U5)
 LL4F3 Mergers, Acquisitions and Restructuring in Europe (H) (Dissertation code LL4M8) + (n/a 09/10)
 LL4F4 Takeover Regulation in the UK and the US (H) (Dissertation code LL4M9) +
 LL4G8 Law of Corporate Finance A (H) (Dissertation code LL4S8) ##
 LL4G9 European Monetary and Banking Law (H) (Dissertation code

LL4S9) ###
 LL4H4 Financial Law (H) (Dissertation code LL4X4)
 LL4K2 Law of International Economic and Financial Sanctions (H) (Dissertation code LL4J2)
 LL4K3 Secured Credit in English, Comparative and International Law (Dissertation code LL4J3)
 LL4K8 Law of Corporate Finance B (H) (Dissertation code LL4J8) ##
 LL4K9 European Capital Markets Law (H) (Dissertation code LL4J9) ###

Criminology and Criminal Justice

LL404 Criminal Procedure and Evidence (Dissertation code LL4N4) (n/a 09/10)
 LL445 International Criminal Law (Dissertation code LL4R5)
 LL446 Regulation: Legal and Political Aspects (Dissertation code LL4R6) (n/a 09/10)
 LL458 Mental Health Law (Dissertation code LL4T5)
 LL478 Policing and Police Powers (Dissertation code LL4V1)
 LL4B9 Corporate and Financial Crime (Dissertation code LL4W3)
 LL4C7 Crime and Control: The Ethics and Political Economy of Criminalisation (Dissertation code LL4Y3)
 LL4G7 Mental Health Law: The Civil Context (H) (Dissertation code LL4S7) +++
 LL4K2 Law of International Economic and Financial Sanctions (H) (Dissertation code LL4J2)
 LL4K7 Mental Health Law: The Criminal Context (H) (Dissertation code LL4J7) +++
 SA403 Criminal Justice Policy
 SO409 Crime and Society: Concepts and Method

European Law

EU420 European Union Law and Government (H)
 EU436 Law and Governance of the Single European Market
 LL418 European Administrative Law (Dissertation code LL4P5)
 LL425 European Monetary and Financial Services Law (Dissertation code LL4Q1)
 LL430 Competition Law (Dissertation code LL4Q3)
 LL4B2 Advanced Issues of European Union Law (Dissertation code LL4V9)
 LL4D6 International and European Environmental Law (Dissertation code LL4X6)
 LL4D7 Law of Mergers, Acquisitions and Restructurings in Europe and the United States (Dissertation code LL4X7) (n/a 09/10)
 LL4D8 EC Competition Law and the State (Dissertation code LL4X8)
 LL4F3 Mergers, Acquisitions and Restructuring in Europe (H) (Dissertation code LL4M8) + (n/a 09/10)
 LL4G9 European Monetary and Banking Law (H) (Dissertation code LL4S9) ###
 LL4K9 European Capital Markets Law (H) (Dissertation code LL4J9) ###

Human Rights Law

LL400 Jurisprudence and Legal Theory (Dissertation code LL4N1)
 LL409 Human Rights in the Developing World (Dissertation code LL4N7)
 LL416 Regulating New Medical Technologies (Dissertation only)
 LL444 Constitutional Theory (Dissertation code LL4R4)
 LL445 International Criminal Law (Dissertation code LL4R5)
 LL452 The International Law of Armed Conflict and the Use of Force (Dissertation code LL4T1)
 LL453 International Human Rights (Dissertation code LL4T2)
 LL454 Human Rights of Women (Dissertation code LL4T3)
 LL460 International Law and the Protection of Refugees, Displaced Persons and Migrants (Dissertation code LL4T7) (n/a 09/10)
 LL465 Law and Social Theory (Dissertation code LL4U3)
 LL468 Law of Human Rights in the United Kingdom (H) (Dissertation code LL4U6)
 LL469 The Theory, History and Practice of Human Rights Law (H) (Dissertation code LL4U7)
 LL475 Terrorism and the Rule of Law (H) (Dissertation code LL4U9) (n/a 09/10)
 LL4B6 Human Rights in the United Kingdom: Theory, Law and

Practice (Dissertation code LL4V8)
 LL4C2 World Poverty and Human Rights (H) (Dissertation code LL4W9) (n/a 09/10)
 LL4F7 Comparative Constitutional Law (Dissertation code LL4Y8)
 LL4K4 The International Law of Self-Determination (H) (Dissertation code LL4J4)
 GV4E6 Human Security (H) (n/a 09/10)
 SO424 Approaches to Human Rights

Information Technology, Media and Communications Law

LL403 Copyright and Related Rights (Dissertation code LL4N3)
 LL406 Introduction to Regulation (H) (Dissertation code LL4N5)
 LL407 Media and Communications Regulation (H) (Dissertation code LL4N6)
 LL420 Legal Regulation of Information Technology (Dissertation code LL4P6)
 LL421 New Media Regulation (H) (Dissertation code LL4P7)
 LL446 Regulation: Legal and Political Aspects (Dissertation code LL4R6) (n/a 09/10)
 LL4B5 Internet and New Media Law (Dissertation code LL4W1)
 LL4C1 Patent Law (Dissertation code LL4W2) (n/a 09/10)
 LL4H2 Media Law: Regulating Publication (H) (Dissertation code LL4L2)
 LL4H3 Media Law: Regulating Newsgathering (H) (Dissertation code LL4L3)

Intellectual Property Law

LL403 Copyright and Related Rights (Dissertation code LL4N3)
 LL406 Introduction to Regulation (H) (Dissertation code LL4N5)
 LL407 Media and Communications Regulation (H) (Dissertation code LL4N6)
 LL420 Legal Regulation of Information Technology (Dissertation code LL4P6)
 LL421 New Media Regulation (H) (Dissertation code LL4P7)
 LL446 Regulation: Legal and Political Aspects (Dissertation code LL4R6) (n/a 09/10)
 LL4B5 Internet and New Media Law (Dissertation code LL4W1)
 LL4C1 Patent Law (Dissertation code LL4W2) (n/a 09/10)
 LL4C8 Current Issues in Intellectual and Cultural Property Law (Dissertation code LL4Y4)
 LL4D1 Trademark Law (Dissertation code LL4W5)
 LL4D3 Cultural Property and Heritage Law (Dissertation code LL4W4)
 LL4H2 Media Law: Regulation Publication (H) (Dissertation code LL4L2)
 LL4H3 Media Law: Regulation Newsgathering (H) (Dissertation code LL4L3)

International Business Law

LL402 Alternative Dispute Resolution (Dissertation code LL4N2)
 LL4C4 Interests in Securities (H) (Dissertation code LL4P3) (n/a 09/10)
 LL422 Globalization, Regulation and Governance (H) (Dissertation code LL4P8) (n/a 09/10)
 LL425 European Monetary and Financial Services Law (Dissertation code LL4Q1)
 LL430 Competition Law (Dissertation code LL4Q3)
 LL433 International and Comparative Commercial Arbitration (Dissertation code LL4Q5)
 LL442 International Business Transactions I: Litigation (Dissertation code LL4R2)
 LL443 International Business Transactions II: Substantive Law (Dissertation code LL4R3)
 LL447 International Economic Law (Dissertation code LL4R7) (n/a 09/10- students can take LL4B1 instead)
 LL455 International Tax Systems (Dissertation code LL4T4)
 LL484 Regulation of Financial Markets (Dissertation code LL4V3)
 LL4B1 International Economic Law (H) (Dissertation code LL4X2)
 LL4B9 Corporate and Financial Crime (Dissertation code LL4W3)
 LL4C5 Fundamentals of International Commercial Arbitration (H) (Dissertation code LL4Y1)
 LL4C6 Advanced Issues of International Commercial Arbitration (H) (Dissertation code LL4Y2)
 LL4C9 Project Finance and Public Private Partnerships (Dissertation

code LL4Y5)
 LL4D4 Financial Law (Dissertation code LL4X4) (n/a 09/10- students can take LL4H4 instead)
 LL4D5 Legal Risk in the Financial Markets (H) (Dissertation code LL4X5)
 LL4D7 Law of Mergers, Acquisitions and Restructurings in Europe and the United States (Dissertation code LL4X7) (n/a 09/10)
 LL4E5 International Sale of Goods (Dissertation code LL4M5)
 LL4E7 Investment Treaty Law (H) (Dissertation code LL4M7)
 LL4F2 The Law and Practice of International Finance (H) (Dissertation code LL4U5)
 LL4F3 Mergers, Acquisitions and Restructuring in Europe (H) (Dissertation code LL4M8) + (n/a 09/10)
 LL4F4 Takeover Regulation in the UK and the US (H) (Dissertation code LL4M9) +
 LL4G6 International Commodity Sales Law (H) (Dissertation code LL4S6) ++
 LL4G9 European Monetary and Banking Law (H) (Dissertation code LL4S9) ###
 LL4H2 Media Law: Regulation Publication (H) (Dissertation code LL4L2)
 LL4H3 Media Law: Regulation Newsgathering (H) (Dissertation code LL4L3)
 LL4H4 Financial Law (H) (Dissertation code LL4X4)
 LL4K2 Law of International Economic and Financial Sanctions (H) (Dissertation code LL4J2)
 LL4K3 Secured Credit in English, Comparative and International Law (Dissertation code LL4J3)
 LL4K5 International Commercial Contracts: General Principles (H) (Dissertation code LL4J5)
 LL4K6 International Uniform Sales Law (H) (Dissertation code LL4J6) ++
 LL4K9 European Capital Markets Law (H) (Dissertation code LL4J9) ###

Labour Law

ID416 Globalisation and Employment (H)
 ID432 Varieties of Employment Relations (H)
 LL415 Compensation and the Law (Dissertation code LL4P4)
 LL434 Employment Law (Dissertation code LL4Q6)
 LL468 Law of Human Rights in the United Kingdom (Dissertation code LL4U6)
 LL4B6 Human Rights in the United Kingdom: Theory, Law and Practice (Dissertation code LL4V8)

Legal Theory

AN438 Law in Society: A Joint Course in Anthropology and Law
 LL400 Jurisprudence and Legal Theory (Dissertation code LL4N1)
 LL402 Alternative Dispute Resolution (Dissertation code LL4N2)
 LL416 Regulating New Medical Technologies (Dissertation only)
 LL423 Rethinking International Law (Dissertation code LL4P9)
 LL441 Comparative Law: Theory and Practice (Dissertation only)
 LL444 Constitutional Theory (Dissertation code LL4R4)
 LL446 Regulation: Legal and Political Aspects (Dissertation code LL4R6) (n/a 09/10)
 LL465 Law and Social Theory (Dissertation code LL4U3)
 LL469 The Theory, History and Practice of Human Rights Law (H) (Dissertation code LL4U7)
 LL474 Modern Legal History (Dissertation only)
 LL475 Terrorism and the Rule of Law (H) (Dissertation code LL4U9) (n/a 09/10)
 LL4C7 Crime and Control: The Ethics and Political Economy of Criminalisation (Dissertation code LL4Y3)
 LL4F7 Comparative Constitutional Law (Dissertation code LL4Y8)

Public International Law

LL409 Human Rights in the Developing World (Dissertation code LL4N7)
 LL422 Globalization, Regulation and Governance (H) (Dissertation code LL4P8) (n/a 09/10)
 LL423 Rethinking International Law (Dissertation code LL4P9)
 LL445 International Criminal Law (Dissertation code LL4R5)
 LL447 International Economic Law (Dissertation code LL4R7) (n/a 09/10- students can take LL4B1 instead)

LL452 International Law of Armed Conflict and the Use of Force (Dissertation code LL4T1)
 LL453 International Human Rights (Dissertation code LL4T2)
 LL454 Human Rights of Women (Dissertation code LL4T3)
 LL460 International Law and the Protection of Refugees, Displaced Persons and Migrants (Dissertation code LL4T7) (n/a 09/10)
 LL475 Terrorism and the Rule of Law (H) (Dissertation code LL4U9) (n/a 09/10)
 LL4B1 International Economic Law (H) (Dissertation code LL4X2)
 LL4C2 World Poverty and Human Rights (H) (Dissertation code LL4W9) (n/a 09/10)
 LL4D6 International and European Environmental Law (Dissertation code LL4X6)
 LL4E6 International Dispute Resolution: Courts and Tribunals (H) (Dissertation code LL4M6) #
 LL4E7 Investment Treaty Law (H) (Dissertation code LL4M7)
 GV4E6 Human Security (H) (n/a 09/10)
 LL4F5 International Dispute Resolution (Dissertation code LL4Y6)
 LL4F6 International Dispute Resolution: Non-Adjudicatory Processes (H) (Dissertation code LL4Y7) #
 LL4K2 Law of International Economic and Financial Sanctions (H) (Dissertation code LL4J2)
 LL4K4 The International Law of Self-Determination (H) (Dissertation code LL4J4)

Public Law

EU420 European Union Law and Government (H)
 LL400 Jurisprudence and Legal Theory (Dissertation code LL4N1)
 LL406 Introduction to Regulation (H) (Dissertation code LL4N5)
 LL418 European Administrative Law (Dissertation code LL4P5)
 LL420 Legal Regulation of Information Technology (Dissertation code LL4P6)
 LL444 Constitutional Theory (Dissertation code LL4R4)
 LL446 Regulation: Legal and Political Aspects (Dissertation code LL4R6) (n/a 09/10)
 LL453 International Human Rights (Dissertation code LL4T2)
 LL458 Mental Health Law (Dissertation code LL4T5)
 LL468 Law of Human Rights in the United Kingdom (H) (Dissertation code LL4U6)
 LL469 The Theory, History and Practice of Human Rights Law (H) (Dissertation code LL4U7)
 LL475 Terrorism and the Rule of Law (H) (Dissertation code LL4U9) (n/a 09/10)
 LL478 Policing and Police Powers (Dissertation code LL4V1)
 LL4D6 International and European Environmental Law (Dissertation code LL4X6)
 LL4F7 Comparative Constitutional Law (Dissertation code LL4Y8)
 LL4G7 Mental Health Law: The Civil Context (H) (Dissertation code LL4S7) +++
 LL4H2 Media Law: Regulating Publication (H) (Dissertation code LL4L2)
 LL4H3 Media Law: Regulating Newsgathering (H) (Dissertation code LL4L3)
 LL4K7 Mental Health Law: The Criminal Context (H) (Dissertation code LL4J7) +++

Taxation

EC426 Public Economics
 LL455 International Tax Systems (Dissertation code LL4T4)
 LL479 Issues in Taxation (Dissertation only)
 LL491 Taxation of Corporate Transactions (Dissertation code LL4V4)
 LL492 Elements of Taxation (Dissertation code LL4V5)
 LL494 Value Added Tax (Dissertation code LL4V7) (n/a 09/10)

Further options

LL477 Second Self-standing Half Unit Dissertation, if permitted (H)*
 LL488 Second Self-standing Full Unit Dissertation, if permitted *
 LL490 Self-standing Full Unit Dissertation, if permitted *
 LL497 Self-standing Half Unit Dissertation, if permitted (H)*
 LL4A1 LLM Subject Area Specialist Research Seminars ‡
 LL4A2 LLM Dissertation Seminars §
 LL4L8 LLM Second Full Unit Dissertation (attached to a half unit

course)

LL4L9 LLM Full Unit Dissertation (attached to a half unit course)

Notes * The opportunity to write a self-standing full unit or half unit dissertation is subject to the availability of a supervisor and the permission of the Programme Director of the LLM.

‡ Not assessed; part of LSE's extra curricular intellectual development.

§ Not assessed; designed to develop relevant skills. + This course cannot be taken with LL4D7

++ This course cannot be taken with LL4E5

+++ This course cannot be taken with LL458

This course cannot be taken with LL4F5

This course cannot be taken with LL437

This course cannot be taken with LL425

This programme, its constituent courses and lectures qualify as Continuing Professional Development (CPD) and are accredited by the Law Society and Bar Council. Further information is available from the Department of Law.

MSc Local Economic Development

Full-year programme. Students must take courses to the value of three full units as shown and a dissertation.

Paper Course number and title

- | | |
|---|--|
| 1 | GY404 Seminar in Local Economic Development (H) |
| 2 | GY407 Globalization, Regional Development and Policy or GY408 Local Economic Development and Policy |
| 3 | Elements to the value of 1 and a half units from the following list: Students will normally choose a further course from those listed under paper 2 above or any of the related half-unit courses (GY409, GY410, GY413, GY415). Students are not permitted to combine GY409 and GY413 and they are not permitted to combine GY410 and GY415. EC436 The Economics of Regional and Urban Planning (H) EU434 The Political Economy of Southeast Europe (H) EU439 Political and Fiscal Integration and Disintegration in EU Member States (H) GY420 Environmental Regulation: Implementing Policy GY422 Gender, Work and Urbanisation (H) (n/a 09/10) GY438 Cities and Social Change in East Asia (H) GY445 Urban Policy and Practice in the South GY465 Concepts in Environmental Regulation (H) GY466 Cultural and Creative Industries (H) GY467 Development, Diaspora and Migration (H) MI452 Quantitative Analysis II: The Generalised Linear Model (H) A relevant course from another programme |
| 4 | GY499 Dissertation |

MSc Management

A two-year programme. Students take courses to the value of eight full units. The second year includes a half-unit dissertation.

Paper Course number and title

Year 1

- | | |
|---|---|
| 1 | MG431 Managerial Economics (H) MG434 Organisational Behaviour (H) |
| 2 | MI461 Quantitative Analysis in Management (H) * MI462 Qualitative Analysis in Management (H) |
| 3 | MG433 Foundations of Management |
| 4 | Students take courses to the value of one full unit from the list below** DV423 Global Political Economy and Development I (H) DV424 Global Political Economy and Development II (H) EU435 History and Theory of European Integration (H) EU455 The Integration of European Political Economy (H) GI407 Globalisation, Gender and Development IR450 International Political Economy (H) MC408 Theories and Concepts in Media and Communication I (Key concepts and interdisciplinary |

approaches) (H)
 MC418 Theories and Concepts in Media and Communications II (Processes of communication in modern life) (H)
 MG418 Open Innovation (H)
 Or a Language course with the approval of the course tutor.
 Or a MSc-level course which is offered in the School, subject to the approval of the course tutor.

- Notes**
- *Students who have already taken statistics at university level covering these topics, can choose a half unit course from the following:
 OR401 Techniques of Operational Research
 MI452 Quantitative Analysis II: the generalised linear model
 MI455 Quantitative Analysis III: applied multivariate analysis
 Or another appropriate quantitative course from elsewhere in the School, subject to the tutor's approval.
 - ** In consultation with the Programme Director, instead of taking paper 4 in their first year in accordance with the programme regulations, students can take paper 4 or a half unit course under paper 4 in their second year.

Year 2+

- 5 Courses to the value of one full unit from the following:
 AC490 Financial Reporting and Management: Management Accounting, Strategy and Control (H)
 AC491 Financial Reporting and Management: Financial Reporting (H)
 FM473 Finance I ++ (H)
 ID410 Management of Human Resources: Strategies and Policies (H)
 IS471 Systems Development (H)
 IS472 Information Systems Management (H)
 MG421 The Future of the Multinational Firm (H)
 MG422 Thinking Strategically (H)
 MG432 Economics of Strategy (H)
 MN413 International Marketing: A Strategic Approach (H)
 OR405 Advanced Behavioural Decision Making (H) (n/a 09/10)
 OR436 Operations Management (H)
- 6 Courses to the value of one unit from the following or any course under paper 5 not already taken:
 AC411 Accounting, Strategy and Control (H)
 AC412 Accountability, Organisations and Risk Management (H)
 FM474 Finance II ++ (H)
 ID411 International and Comparative Human Resource Management (H)
 ID433 Negotiation Analysis (H)
 IS474 Innovation and Technology Management (H)
 IS476 Information Risk and Security (H) (n/a 09/10)
 MN404 Incentives and Governance in Organisations (H) (n/a 09/10)
 MN426 Design and Management of Organisations (H)
 MN430 Strategy for the Information Economy (H)
 OR401 Techniques of Operational Research (H)
 OR431 Systems Dynamics Modelling (H)
 OR434 Principles of Decision Sciences (H)
- 7 MG420 Dissertation (H)
 MG430 Strategy, Organisation and Innovation (H)
- 8 Course(s) to the value of one unit to be taken from any course listed under paper 4 if not taken previously, or from the following:
 EU443 European Models of Capitalism (H)
 EU446 Patterns of Economic Integration in Europe (H)
 EU455 Concepts in Political Economy (H)
 EU449 The Political Economy of Transition and EU Accession in Eastern Europe (H)
 GV442 Globalisation and Democracy (H)
 ID418 Comparative Employment Relations and Human Resource Management

IR407 International Political Economy of the Environment (H)
 IR429 Economic Diplomacy (H)
 IR451 Politics of Money in the World Economy (H) ‡
 IR460 Comparative Political Economy (H)

- Notes**
- + Students who have not taken paper 4, or have taken a half unit under paper 4 in their first year will also need to take a further half unit or full unit under paper 4 in their second year.

++ Finance I is a pre-requisite to Finance II, taken under paper 6.

‡ With permission of course teacher

See also the programme regulations for MSc Management (CEMS MIM) stream

MSc Management (CEMS MIM)

A twenty-four month programme. Students are also awarded the CEMS Masters in Management (MIM) degree. Students take courses to the value of eight full units including a full unit dissertation in year two.

Paper Course number and title

Year 1

- 1 MG431 Managerial Economics (H)
 MG434 Organisational Behaviour (H)
- 2 MI461 Quantitative Analysis in Management (H) *
 MI462 Qualitative Analysis in Management (H)
- 3 MG433 Foundations of Management
- 4 Students take courses to the value of one full unit from the list below**
 DV423 Global Political Economy and Development I (H)
 DV424 Global Political Economy and Development II (H)
 EU435 History and Theory of European Integration (H)
 EU455 The Integration of European Political Economy (H)
 GI407 Globalisation, Gender and Development
 IR450 International Political Economy (H)
 MC408 Theories and Concepts in Media and Communication (Key concepts and interdisciplinary approaches) (H)
 MC418 Theories and Concepts in Media and Communications (Processes of communication in modern life) (H)
 MG418 Open innovation (H)
 EU443 European Models of Capitalism (H)
 EU446 Patterns of Economic Integration in Europe (H)
 EU455 Concepts in Political Economy (H)
 EU449 The Political Economy of Transition and EU Accession in Eastern Europe (H)
 GV442 Globalisation and Democracy (H)
 ID418 Comparative Employment Relations and Human Resource Management
 IR407 International Political Economy of the Environment (H)
 IR429 Economic Diplomacy (H)
 IR451 Politics of Money in the World Economy (H)
 IR460 Comparative Political Economy (H)
 Or a Language course with the approval of the course tutor.

Or a MSc-level course which is offered in the School, subject to the approval of the course tutor.

- Notes**
- *Students who have already taken statistics at university level covering these topics, can choose a half unit course from the following:

OR401 Techniques of Operational Research
 MI452 Quantitative Analysis II: the generalised linear model
 MI455 Quantitative Analysis III: applied multivariate analysis
 Or another appropriate quantitative course from elsewhere in the School, subject to the tutor's approval.

** In consultation with the Programme Director, instead of taking one full unit under paper 4 in their first year in accordance with the programme regulations, students can take a full unit course or a half unit course to meet the requirements of paper 4 during their second year.

Year 2+

| | |
|--------------|--|
| 5 | ID419 Cross Cultural Management (H) |
| 6 | Courses to the value of 1.5 units from the following: AC411 Accounting, Strategy and Control (H) AC412 Accountability, Organisations and Risk Management (H) AC490 Financial Reporting and Management: Management Accounting, Strategy and Control (H) AC491 Financial Reporting and Management: Financial Reporting (H) FM473 Finance I ++ (H) FM474 Finance II ++ (H) ID410 Management of Human Resources: Strategies and Policies (H) ID411 International and Comparative Human Resource Management (H) ID433 Negotiation Analysis (H) IS471 Systems Development (H) IS472 Information Systems Management (H) IS474 Innovation and Technology Management (H) IS476 Information Risk and Security (H) (n/a 09/10) MG421 The Future of the Multinational Firm (H) MG422 Thinking Strategically (H) MG432 Economics of Strategy (H) MN404 Incentives and Governance in Organisations (H) MN413 International Marketing: A Strategic Approach (H) MN426 Design and Management of Organisations (H) MN430 Strategy for the Information Economy (H) OR401 Techniques of Operational Research (H) OR405 Advanced Behavioural Decision Making (H) OR431 Systems Dynamics Modelling (H) OR434 Principles of Decision Sciences (H) OR436 Operations Management (H) |
| 7 | MG490 Dissertation for MSc Management (CEMS MIM) |
| 8 | MG430 Strategy, Organisation and Innovation (H) |
| 9 | One half unit course to be taken from paper 4 that has not been previously taken. |
| Notes | + Students who have not taken paper 4, or have taken a half unit under paper 4 in their first year will also need to take a further half unit or full unit under paper 4 in their second year. ++ Finance I is a pre-requisite to Finance II, taken under paper 6. See also the programme regulations for MSc Management |

MSc Management and Economics

A ten-month programme. Students take three core courses, two half-unit options and a dissertation. Students are also required to attend the September Introductory Course EC400.

| Paper | Course number and title |
|--------------|--|
| 1 | MG411 Firms and Markets |
| 2 | EC486 Econometric Methods |
| 3 | FM454 Corporate Finance I: Financial Management (H) |
| 4 & 5 | Two half unit Options from the following list: MG412 Globalization and Strategy (H) MG413 Entrepreneurial Strategy (H) MG422 Thinking Strategically (H) MN419 Systems Thinking and Strategic Modelling (H) MN429 The World Trading System (H) MN430 Strategy for the Information Economy (H) FM421 Applied Corporate Finance (H) FM455 Corporate Finance II: Finance and Corporate Strategy (H)* AC490 Management Accounting, Decisions and Control* (H) |
| 6 | MG417 Extended Essay (H) * Subject to approval of the Course Teacher |

MSc Management and Regulation of Risk

Full-year programme. Student must take courses to the value of four full units (of which one paper includes a dissertation) as shown below.

| Paper | Course number and title |
|--------------|--|
| 1 | FM403 Management and Regulation of Risk (includes dissertation) |
| 2 | Papers to the value of one full unit from the following list of quantitative courses: AC412 Accountability, Organisations and Risk Management (H) AC444 Valuation and Security Analysis (H) AC470 Accounting in the Global Economy (H) FM402 Financial Risk Analysis (H) FM404 Forecasting Financial Time Series (H)* FM413 Fixed Income Markets (H) FM421 Applied Corporate Finance (H) FM429 Asset Markets A (H) FM430 Corporate Finance and Asset Markets FM431 Corporate Finance A (H) FM442 Quantitative Methods for Finance and Risk Analysis (H)* FM445 Portfolio Management (H) FM472 International Finance (H) OR431 System Dynamic Modelling (H) ST409 Stochastic Processes (H) |
| 3 | Papers to the value of one full unit from the following list of qualitative courses: GY420 Environmental Regulation: Implementing Policy GY444 Environmental Assessment (H) or GY455 Economic Aspects of Project Appraisal (H) GY462 Real Estate Finance (H) GY465 Concepts in Environmental Regulation (H) LL435 Corporate Governance LL437 Law of Corporate Finance LL484 Regulation of Financial Markets LL4B9 Corporate and Financial Crime LL4G8 Law of Corporate Finance A (H) + LL4K8 Law of Corporate Finance B (H) + OR405 Advanced Behavioural Decision Making (H) (n/a 09/10) SO425 Regulation, Risk and Economic Life |
| 4 | Papers to the value of one full unit from those not selected in 2 or 3 above, or any other paper with the approval of the Programme Director. |
| Notes | * Students taking this course can apply for a place on FM457 MATLAB for MSc Students, a non-assessed computer course. + This course cannot be taken with LL437 |

MSc Management and Strategy

Full-year programme. Students must take the four compulsory half unit courses and additional optional courses to the value of two half units and a dissertation as shown. The examination for ID433 is held in January. All other examinations take place in May/June. Any courses taken from outside the MES Group which are not listed below must be consistent with the MSc Management programme.

| Paper | Course number and title |
|--------------|--|
| 1 | Four half-unit compulsory papers: MN404 Incentives and Governance in Organizations (H) MN415 The Analysis of Strategy A (H) MN416 The Analysis of Strategy B (H) MN426 Design and Management of Organisations (H) |
| 2 | One half-unit from the following list: MN401 Public Management Theory and Doctrine (H) MN402 Public Management: A Strategic Approach (H) ID433 Negotiation Analysis (H) MN409 Aspects of Human Resource Management (H) (n/a 09/10) MN413 International Marketing: A Strategic Approach (H) MN414 International Marketing Research Topic (H) (n/a |

| | |
|---|---|
| | 09/10) |
| | MN419 Systems Thinking and Strategic Modelling (H) |
| | MN425 Business in the Global Environment (H) |
| | MN428 Evolutionary Psychology and Management (H) |
| | MN429 The World Trading System |
| | MN430 Strategy for the Information Economy (H) |
| 3 | One half-unit from the following list: AC444 Valuation and Security Analysis (H) AC470 Accounting in the Global Economy (H) AC490 Management Accounting, Decisions and Control (H) AC491 Financial Accounting, Reporting and Disclosures (H) FM429 Asset Markets A (H) FM431 Corporate Finance A (H) FM455 Corporate Finance II: Finance and Corporate Strategy (H) Or any other half unit course or an unchosen half-unit course from the paper 2 list |
| 4 | MN498 Dissertation and Case Study |

MSc Management, Organisations and Governance

| Paper | Course number and title |
|-------|---|
| 1 | MG426 Organisations in the Economy and Society |
| 2 | MG428 Enterprise Development (H) MG427 Design and Analysis of Innovative Organisational Practices (H) MG429 Cross Cutting Issues in Management and Organisations (H) |
| 3 | Courses to the value of one full unit from the following: AC410 Management Accounting, Strategy and Organisational Control (H) (may not be taken in conjunction with AC411) AC411 Accounting, Strategy and Control (H) (may not be taken in conjunction with AC410) AC412 Accountability, Organisations and Risk Management (H) AC490 Management Accounting, Decisions and Control (H) ID410 Management of Human Resources (H) ID411 International and Comparative Human Resource Management (H) ID433 Negotiation Analysis (H) ID420 Leadership in Organisations: Theory and Practice (H) ID430 Organizational Behaviour (H) ID431 Organizational Change (H) IS482 Aspects of Innovation and Technology Management (H) IS484 Aspects of Information Risk and Security (H) (n/a 09/10) IS485 Topics in Information Systems (H) MG402 Public Management: A Strategic Approach (H) MG418 Open Innovation (H) MG421 The Future of the Multinational Firm (H) MG422 Thinking Strategically (H) MN413 International Marketing: A Strategic Approach (H) MN419 Systems Thinking and Strategic Modelling (H)* OR405 Advanced Behavioural Decision Making (H)(n/a 09/10) OR431 System Dynamics Modelling (H)* OR436 Operations Management (H) Students may take another course not listed above to the value of one course unit with the approval of the Course Tutor. |
| 4 | MG416 Project (H) * Only with special permission can students take MN413 and OR431 |

MSc Media and Communications

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown below.

| Paper | Course number and title |
|-------|--|
| 1 | MC408 Theories and Concepts in Media and Communication I (Key concepts and interdisciplinary approaches) (H) MC418 Theories and Concepts in Media and Communications II (Processes of communication in modern life) (H) |
| 2 | MC4M1 Methods of Research in Media and Communications (H) |
| 3 | Courses to the value of one and a half units from the following ‡ : GI403 Gender and Media Representation (H) GI408 Cultural Constructions of the Body (H) GI410 Screening the Present: contemporary cinema and cultural critique (H) IS470 Social Study of Information Systems (H) IS481 Interpretations of Information (H) LL407 Media and Communications Regulation (H) LL4E4 Current Issues in Media Law (H) LL4H2 Media Law: Regulating Publication (H) LL4H3 Media Law: Regulating Newsgathering (H) MC401 Citizenship and the Media (H) MC402 The Audience in Media and Communications (H) MC403 Contemporary Issues in Media and Communications Regulation (H) (n/a 09/10) MC404 Political Communication (H) MC405 Current Issues in Media and Communications (H)* MC407 Perspectives on Alternative and Community Media (H) MC409 Media, Technology and Everyday Life (H) MC413 New Media, Information and Knowledge Systems (H) MC414 Media and Communications Regulation in Theory and Practice (H) MC420 Identity, Transnationalism and the Media (H) MC421 Critical Approaches to Media, Communication and Development (H) MC422 Critical Studies in Media and Journalism (H) MN413 International Marketing: A Strategic Approach (H) PS415 The Social Psychology of Economic Life (H) (n/a 09/10) PS429 The Social Psychology of Communication PS439 Science, Technology and Resistance (H) (n/a 09/10) SO433 Cultural Theory (H) Any other MSc level course which is offered in the School, subject to the consent of the candidate's programme convenor |
| 4 | MC499 Dissertation (10,000-12,000 words)** |
| Notes | *Places on this course are limited. Priority will be given to students on the MSc Media, Communication and Development. |

**Passing this course is a requirement for passing the programme
‡ Students can take up to one full unit of courses outside the Media and Communications Department (non MC-prefixed courses)

MSc Media and Communications (Research)

Full year programme. Students must take courses to the value of three full units and a dissertation as shown below.

| Paper | Course number and title |
|-------|--|
| 1 | MC408 Theories and Concepts in Media and Communication I (Key concepts and interdisciplinary approaches) (H) MC418 Theories and Concepts in Media and Communications II (Processes of communication in modern life) (H) |
| 2 | MC4M2 Advanced Methods of Research in Media and Communications ** |
| 3 | Courses to the value of one unit from the following: |

GI403 Gender and Media Representation (H)
 GI408 Cultural Constructions of the Body (H)
 GI410 Screening the Present: contemporary cinema and cultural critique (H)
 IS470 Social Study of Information Systems (H)
 IS481 Interpretations of Information (H)
 LL407 Media and Communications Regulation (H)
 LL4H2 Media Law: Regulating Publication (H)
 LL4H3 Media Law: Regulating Newsgathering (H)
 LL4E4 Current Issues in Media Law (H)
 MC401 Citizenship and the Media (H)
 MC402 The Audience in Media and Communications (H)
 MC403 Contemporary Issues in Media and Communications Regulation (H) (n/a 09/10)
 MC404 Political Communication (H)
 MC405 Current Issues in Media and Communications (H)*
 MC407 Perspectives on Alternative and Community Media (H)
 MC409 Media, Technology and Everyday Life (H)
 MC413 New Media, Information and Knowledge Systems (H)
 MC414 Media and Communications Regulation in Theory and Practice (H)
 MC420 Identity, Transnationalism and the Media (H)
 MC421 Critical Approaches to Media, Communication and Development (H)
 MC422 Critical Studies in Media and Journalism (H)
 PS415 The Social Psychology of Economic Life (H) (n/a 09/10)
 PS429 The Social Psychology of Communication
 PS439 Science, Technology and Resistance (H) (n/a 09/10)
 SO433 Cultural Theory (H)

Any other MSc level course which is offered in the School, subject to the consent of the candidate's programme convenor.

4 MC499 Dissertation (10,000-12,000 words)**

Notes *Places on this course are limited. Priority will be given to students on the MSc Media, Communication and Development.

**Passing this course is a requirement for passing the programme

MSc Media, Communication and Development

Full year programme. Students must take courses to the value of three full units and a dissertation as shown below.

| Paper | Course number and title |
|-------|--|
| 1 | MC421 Critical Approaches to Media, Communication and Development (H) |
| 2 | MC408 Theories and Concepts in Media and Communications I (Key concepts and interdisciplinary approaches) (H) |
| 3 | MC4M1 Methods of Research in Media and Communications (H) |
| 4 | Three half-unit courses from the following ‡ : MC401 Citizenship and the Media (H) MC402 The Audience in Media and Communications (H) MC405 Current Issues in Media and Communications (H)* MC407 Perspectives on Alternative and Community Media (H) MC409 Media, Technology and Everyday Life (H) MC413 New Media, Information and Knowledge Systems (H) MC414 Media and Communications Regulation in Theory and Practice (H) MC418 Theories and Concepts in Media and Communications II (Processes of communication in modern life) (H) MC420 Identity, Transnationalism and the Media (H) DV423 Global Political Economy of Development I (H) DV424 Global Political Economy of Development II (H) GI402 Gender, Knowledge and Research Practice (H) |

GI403 Gender and Media Representation (H)
 GI405 Globalising Sexualities (H)
 GI408 Cultural Constructions of the Body (H)
 GV427 Democracy in East and South Asia (H)
 GV443 The State and Political Institutions in Latin America (H)
 GV4C9 Democratization and its Discontents in Southeast Asia (H) (n/a 09/10)
 IS475 IT and Development
 IS479 Aspects of Information Systems for the Public Sector (H)
 IS483 Aspects of IT and Development (H)
 PS418 The Social Psychology of Health Communication (H)
 SO445 New Media, Development and Globalisation (H)
 MC499 Dissertation: Media and Communications (10,000-12,000 words)**

Notes *Places on this course are limited. Priority will be given to students on MSc Media, Communications and Development.

**Passing this course is a requirement for passing the programme.

‡ Students can take up to one full unit of courses outside the Media and Communications Department (non MC-prefixed courses)

MSc NGOs and Development

Full-year programme. Students must take one compulsory course, optional courses to the value of two full units, non-assessed course SA4C1 and a dissertation as shown.

| Paper | Course number and title |
|-------|--|
| 1 | SA435 NGOs and Development |
| 2-3 | Courses to the value of two full units from the following: SA452 Social Policy and Development † DV407 Poverty (H) DV420 Complex Emergencies (H) SA4D5 Social Rights and Human Welfare (H) Another course from within the Social Policy Department A course from another programme * |
| 4 | SA4C1 Long Essay and the Research Process (not assessed) (option only possible within the constraints of the timetable) |
| 5 | SA470 NGOs and Development Dissertation, to be handed in by 1 September |

Notes * By special permission only.

† If you take this course you will be required to take part in a three day residential workshop on applied social planning at Cumberland Lodge in Windsor Great Park, during the Lent term. The cost of this three day workshop is £200.

MSc Operational Research

Full-year programme. Students are required to take five compulsory courses and optional courses to the value of two half-units as shown.

All courses are half-units except OR404 Applied Operational Research.

| Paper | Course number and title |
|-------|---|
| 1 | OR401 Techniques of Operational Research (H) |
| 2 | OR426 Computer Modelling: Applied Statistics and Simulation (H) ‡ |
| 3 | OR428 Model Building in Mathematical Programming (H) ‡ |
| 4 | OR432 Operational Research and Decision Sciences in Practice (H) |
| 5 | OR404 Applied Operational Research ± |
| 6 | One of the following half-unit courses: OR405 Advanced Behavioural Decision Making (H) † ‡ (n/a 09/10) OR406 Mathematical Programming: Theory and Algorithms (H) † OR408 Combinatorial Optimisation (H) † OR409 Dynamic Processes and Game Theory (H) † |

| | |
|-------|---|
| | OR414 Advanced Topics in Operational Research (H) † ‡ (n/a 09/10) |
| | OR431 System Dynamics Modelling (H) † ‡ |
| | OR434 Principles of Decision Sciences (H) |
| | OR435 Advanced Decision Sciences (H) |
| | OR436 Operations Management (H) |
| 7 | One of the following half-unit courses: AC491 Financial Accounting, Reporting and Disclosure (H) ID430 Organizational Behaviour (H) ID431 Organizational Change (H) IS471 Innovating Systems Development (H) MA419 Search Games (H) ST402 Principles and Methods of Statistical Practice (H) † * ST415 Surveys and Experiments in Social Research (H) ST419 Computational Statistics (H) # ST422 Time Series (H) |
| Notes | A course from any other MSc programme § ‡ Examined entirely by means of essays and project reports ± This is an extended practical project which will be introduced in the summer term and worked on throughout the summer * Not to be taken by students who specialised in Statistics in their first degree § means by special permission only # means normally available to part-time students only |

MSc Organisational and Social Psychology

Full-year programme. Students must take two compulsory courses (PS404, PS448 or PS449) and optional courses to the value of one full unit and a dissertation as shown.

| Paper | Course number and title |
|-------|---|
| 1 | PS404 Organisational Social Psychology |
| 2 | PS448 Research Methods for Social Psychology 1 or PS449 Research Methods for Social Psychology 2 |
| 3 | Courses to the value of one full unit from the following: GI403 Gender and Media Representation (H) GI408 Cultural Constructions of the Body (H) PS410 Social Representations (H) PS411 Current Communication Research (H) PS415 The Social Psychology of Economic Life (H) (n/a 09/10) PS418 Social Psychology of Health Communication (H) PS421 Issues in Social Psychology: Evolutionary Social Psychology (H) PS428 Knowledge, Networks and Collaborative Work (H) PS437 Representations, Institutions and Communities (H) PS438 Corporate Communications (H) PS439 Science, Technology and Resistance (H) (n/a 09/10) PS443 Modern Social Psychology (H) PS445 Organisational and Social Decision Making (H) PS446 Issues in Organisational and Social Psychology: Organisational Life (H) PS447 Psychoanalysis and Communication (H) PS451 Cognition and Culture (H) PS460 Social Psychology of Racism, Multiculture and Resistance (H) PS462 Theory and Practice of Organisational Development (H) Courses to the value of one half unit from another programme (subject to the approval of the candidate's Programme Director) |
| 5 | PS434 Dissertation* |
| Notes | * Failures in this courses cannot be condoned. A bad fail is defined as a mark less than 29%. |

MSc Philosophy and History of Science

Full-year programme taught jointly with King's College London. Students must take three courses and a dissertation as shown.

| Paper | Course number and title |
|----------|---|
| 1 | PH445 Philosophical Research and Writing Seminar - Philosophy and History of Science |
| 2, 3 & 4 | Three of the following: PH400 Philosophy of Science ‡ PH404 History of Science ‡ <i>Either</i> PH405 Philosophy of the Social Sciences <i>or</i> PH413 Philosophy of Economics PH409 Philosophical Foundations of Physics PH411 Philosophy of Biological and Cognitive Sciences PH419 Set Theory and Further Logic PH423 Evidence Objectivity and Policy ‡ PH456 Rationality and Choice |
| 5 | PH499 Dissertation |
| Notes | ‡ Students must take at least one of PH400, PH404 and PH423 |

MSc Philosophy of the Social Sciences

Full-year programme. Students must take three courses, a compulsory seminar and a dissertation as shown.

| Paper | Course number and title |
|----------|--|
| 1, 2 & 3 | Three of the following: PH400 Philosophy of Science PH404 History of Science PH405 Philosophy of the Social Sciences ‡ PH411 Philosophy of Biological and Cognitive Sciences PH413 Philosophy of Economics ‡ PH415 Philosophy and Public Policy ** PH416 Philosophy, Morals and Politics ** PH419 Set Theory and Further Logic PH423 Evidence Objectivity and Policy PH456 Rationality and Choice EH477 History of Economics: From Moral Philosophy to Social Science An approved paper from outside the Department of Philosophy, Logic and Scientific Method |
| 4 | PH499 Dissertation |
| | Students must also take PH422 Dissertation Seminar - Philosophy of Social Science (non assessed) |
| Notes | ‡ Students must take at least one of PH405 and PH413 ** students can select at most one of PH415 and PH416 |

MSc Philosophy and Public Policy

Full-year programme. Students must take two compulsory courses, one optional course, one compulsory seminar and a dissertation as shown.

| Paper | Course number and title |
|-------|--|
| 1 | PH415 Philosophy and Public Policy |
| 2 | PH416 Philosophy, Morals and Politics |
| 3 | One of the following: PH400 Philosophy of Science PH405 Philosophy of the Social Sciences PH413 Philosophy of Economics PH423 Evidence Objectivity and Policy PH456 Rationality and Choice Alternatively, you can choose a course from the wide array of policy courses at LSE on a space-available basis. |
| 4 | PH499 Dissertation Students must also take PH421 Dissertation Seminar - Philosophy and Public Policy (non-assessed) |

MSc Political Economy of Late Development

Full year programme. Students must take courses to the value of four full units, including the half-unit dissertation. Teaching terms (MT: Michaelmas Term; LT: Lent Term) is shown for half unit courses.

| Paper | Course number and title |
|-------|--|
| 1 | EH414 Theories, Paths and Patterns of Late Development |

| | |
|-------|---|
| | (H) |
| 2 | DV400 Development: History, Theory and Policy |
| 3&4 | Courses to the value of two full units, to consist of one full DV unit and one full EH unit: |
| | DV407 Poverty (H) (LT) |
| | DV409 Economic Development Policy |
| | DV411 Population and Development: An Analytical Approach (H) (MT) |
| | DV418 African Development (H) (LT) |
| | DV423 Global Political Economy of Development I (H) (MT) |
| | DV424 Global Political Economy of Development II (H) (LT) |
| | DV428 Managing Humanitarianism (H) (LT) |
| | DV437 Nationalism, Democracy and Development in Contemporary India (H) (MT) |
| | EH404 India and the World Economy, 1750-1950 (H) (LT) |
| | EH413 African Economic Development in Historical Perspective (H) (MT) |
| | EH417 Political Economy of Late Industrialisation (H) (MT) (n/a 09/10) |
| | EH418 Research Issues in African Economic Development (H)* (LT) (n/a 09/10) |
| | EH423 Japan and Korea as Developing Economies (H) |
| | EH446 Economic Development in East and Southeast Asia |
| | EH462 Latin American Development in the Twentieth Century: From Liberalism to Neo-Liberalism |
| | EH466 Labour and Work in Preindustrial Europe (H) |
| | EH467 Epidemics: epidemic disease in history, 1348-2000 (H) |
| | EH486 Shipping and Sea Power in Asian Waters c1600-1860 (H) (LT) (n/a 09/10) |
| 5 | EH491 Dissertation in the Political Economy of Late Development (H) (10,000 words on a topic that must relate to EH414) |
| Notes | * Please note that EH413 is a pre-requisite of this course |

MSc Political Science and Political Economy

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown below.

| Paper | Course number and title |
|-------|---|
| 1 | GV481 Political Science and Political Economy (H) |
| 2 | GV4C8 Game Theory for Political Science (H) |
| 3 | Students take courses to the value of two full units: <i>Either</i> MI452 Quantitative Analysis II: The Generalised Linear Model (H) and options to the value of 1.5 units from the optional courses listed below <i>Or</i> EC455 Quantitative Approaches and Policy Analysis and courses to the value of one full unit from the optional courses listed below. Optional courses: DV409 Economic Development Policy* DV431 Development Management* EC453 Political Economy* EC440 Micro and Macro Economics for Public Policy* EU429 The Political Economy of Southwest and Mediterranean Europe (H) EU439 Political and Fiscal Integration and Disintegration in EU Member States (H) EU446 Patterns of Economic Integration in Europe: Institutions and Politics of EMU (H)* EU449 The Political Economy of Transition & EU Accession in Central & Eastern Europe (H)* EU453 The Political Economy of European Social Policy and Welfare State Reform (H)* (n/a 09/10) EU456/SA4F7 The Economics of European Social Policy (H)* GV441 States and Markets (H) GV454 Parties, Elections and Governments (H) GV478 Political Science and Public Policy GV482: Political Science and Political Economy: Advanced |

| | |
|---|--|
| | Topics (H) |
| | GV4A2 Citizens' Political Behaviour in Europe: Elections Public Opinion and Identities (H) |
| | GV4A3 Social Choice Theory and Democracy (H) |
| | GV4C4 Legislative Politics: US (H) (cannot be taken with GV4C6) |
| | GV4C5 Politics of Economic Policy (H) |
| | GV4C6 Legislative Politics: European Parliament (H) (cannot be taken with GV4C4) |
| | GV4D4 Comparative Politics of Redistribution in Advanced Democracies (H) |
| | GV4E2 Capitalism and Democracy (H) |
| | GV4E4 Public Budgeting and Financial Management* |
| | IR407 International Political Economy of the Environment* (restricted access; requires instructor's permission) |
| | IR451 Politics of Money in the World Economy* (restricted access; requires instructor's permission) |
| | IR457 The Politics of International Trade* (restricted access; requires instructor's permission) |
| | IR460 Comparative Political Economy |
| | MI455 Quantitative Analysis III: Applied Multivariate Analysis (H) |
| | MI456 Special Topics in Quantitative Analysis (H) |
| | Another half-unit or full-unit course taught in the Government Department or elsewhere in the school, with the approval of the Programme Convenor. |
| 4 | GV499 Dissertation |

MSc Political Sociology

Full-year programme. Students must take three courses and a dissertation as shown.

| Paper | Course number and title |
|-------|---|
| 1 | SO407 Politics and Society |
| 2 | One full unit or two half units from the following: EU425 Interest Representation and Economic Policy-Making in Europe (H) EU460 European Society and Politics beyond the Nation State (H) EU462 Partisanship in Europe (H) GV479 Nationalism MC408 Theories and Concepts in Media and Communications I (Key concepts and interdisciplinary approaches) (H) MC418 Theories and Concepts in Media and Communications II (Processes of communication in modern life) (H) SO401 Social Research Methods SO420 Approaches to Globalisation (H) SO424 Approaches to Human Rights SO425 Regulation, Risk and Economic Life SO426 Classical Social Thought (H) SO427 Modern Social Thought (H) SO430 Economic Sociology (H) SO447 Topics in Race, Ethnicity and Postcolonial Studies SO457 Political Reconciliation (H) (n/a 09/10) SO458 Gender and Societies (H) SO459 Gender, Identity and Difference (H) (n/a 09/10) SO461 Racial Formations of Modernity (H) SO463 Contemporary Social Thought SO464 Ethnic and Religious Violence in Post-Colonial Societies (H) SO467 Race, Ethnicity and Migration in Britain (post-1945) (H) |
| 3 | One full unit or two half units either from the list under paper 2 above, or from any of the MSc courses offered in any department or institute at the LSE, so long as they are relevant to the study of political sociology, and subject to the approval of both Programme Director and course teacher. |
| 4 | SO499 Dissertation |

MSc Political Theory

Full-year programme. Students must take five courses and a compulsory seminar and dissertation as shown. Part-time students may take up to four courses in their first year.

Paper Course number and title

| | |
|----------------|---|
| 1, 2, 3, 4 & 5 | Choose five of the following but no more than three in any one term: GI406 Feminist Political Theory (H) (n/a 09/10) GV408 Contemporary Disputes about Justice (H) GV412 Methods and Controversies in the History of Political Thought: the Continental Tradition (H) GV415 Greek Political Theory: Thought and Action in Aristotle's Political Theory (H) GV476 Twentieth-Century European Liberal Thought (H) GV498 Multiculturalism, Nationalism and Citizenship (H) GV4A3 Social Choice Theory and Democracy (H) (n/a 09/10) GV4B6 Kant's Political Philosophy (H) GV4B7 The Liberal Idea of Freedom (H) GV4D2 Social Theory and Political Commitment: the case of Max Weber and Nationalism (H) (n/a 09/10) GV4D7 Dilemmas of Equality (H) GV4F1 The Political Philosophy of John Locke (H) (n/a 09/10) IR462 Introduction to International Political Theory (H) IR463 The International Political Theory of Humanitarian Intervention* (H) IR464 The Politics of International Law* (H) PH416 Philosophy, Morals and Politics A half-unit course from the Government or another department § |
| 6 | GV405 Methods in Political Theory Seminar (H) |
| 7 | GV499 Dissertation |
| Notes | * IR462 is a pre-requisite for this course § means by special permission only. |

MSc Political Theory (Research)

Full-year programme. Students must take the full-unit course MI4M1 or MI4M2 Foundations of Social Research, GV405 Methods of Political Theory Seminar (H), GV499 Dissertation and three half-unit courses from those listed as papers 1-5 for MSc Political Theory (see MSc Political Theory).

MSc Politics and Communication

Full year programme. Students must take courses to the value of three full units and a dissertation as shown below.

Paper Course number and title

| | |
|---|---|
| 1 | MC404 Political Communication (H) |
| 2 | MC408 Theories and Concepts in Media and Communications I (Key concepts and interdisciplinary approaches) (H) |
| 3 | MC417 Democracy and the Media (H) |
| 4 | MC4M1 Methods of Research in Media and Communications (H) |
| 5 | Options to the value of one unit: Media and Communications: MC401 Citizenship and the Media (H) MC402 The Audience in Media and Communications (H) MC403 Contemporary Issues in Media and Communications Regulation (H) (n/a 09/10) MC409 Media, Technology and Everyday Life (H) MC413 New Media, Information and Knowledge Systems (H) MC418 Theories and Concepts in Media and Communications II (Processes of communication in modern life) (H) MC419 Modern Campaigning Politics (H) MC422 Critical Studies in Media and Journalism (H) |

Government:

| | |
|-------|---|
| | GV427 Democracy in East and South-East Asia (H) |
| | GV460 Politics and Policy in Britain (H) * (n/a 09/10) |
| | GV479 Nationalism * |
| | GV4A2 Citizens Political Behaviour in Europe: Elections, Public Opinion and Identity (H) * |
| | Any other MSc-level course which is offered in the School, subject to the consent of the candidate's programme convenor |
| 6 | MC499 Dissertation (10,000-12,000 words)** |
| Notes | * Subject to overall numbers ** Passing this course is a requirement for passing the programme |

MSc Politics and Government in the European Union

Students must take courses to the value of three units and a dissertation as shown. Additionally, if their timetable allows, students are recommended to take EU410 and EU450 in preparation for the dissertation.

Paper Course number and title

Part I: Foundation

| | |
|---|--|
| 1 | EU435 History and Theory of European Integration (H) (M) |
|---|--|

Part II: Specialisation

Stream 1 - European Union Government and Policy

| | |
|---|--|
| 2 | EU421 Policy-Making in the European Union (H) (L) (cannot be taken with IR431) GV450 European Politics: Comparative Analysis (H) (M) |
| 3 | Any courses to the value of 1.5 units from the following: EU417 Italy in the European Union (H) (M) (n/a 09/10) EU419 Socio-Economic Cohesion Policies in the EU (H) (L) (n/a 09/10) EU420 European Union Law and Government (H) (M) EU423 Greece and the European Union (H) (M) (n/a 09/10) EU424 The Idea of Europe (H) (M) EU425 Interest Representation and Economic Policy-Making in Europe (H) (L) EU429 The Political Economy of Southwest and Mediterranean Europe (H) (L) EU430 Europeanisation: The Comparative Politics of Domestic Change (H) (M) EU434 The Political Economy of Southeast Europe (H) (M) EU436 Law and Governance of the Single European Market EU437 Europe Beyond Modernity (H) (L) EU438 Turkey: Political Economy and European Integration (H) (L) EU439 Political and Fiscal Integration and Disintegration in EU Member States (H) (L) EU440 Greece and South-East Europe: Government, Economy and Foreign Policy (H) (L) EU446 Patterns of Economic Integration in Europe: Institutions and Politics of EMU (H) (L) EU449 The Political Economy of Transition and EU Accession in Central and Eastern Europe (H) (L) † EU453 The Political Economy of European Social Policy and Welfare State Reform (H) (L) † (n/a 09/10) EU456/SA4F7 The Economics of European Social Policy (H) (L) EU460 European Society and Politics beyond the Nation State (H) (L) EU462 Partisanship in Europe (H) (L) GV403 Network Regulation (H) (L) † GV439 Government and Politics in Eastern Europe (H) (L) GV454 Parties, Elections and Governments (H) (L) GV460 Politics and Policy in Britain (H) (M) (n/a 09/10) GV4A2 Citizens' Political Behaviour in Europe: Elections, Public Opinion, and Identities (H) (L) GV4A5 Public Policy Responses to International Migration (H) (M) GV4B9 The Second Europe (H) (L) |

GV4C5 Politics of Economic Policy (H) (L)
 GV4C6 Legislative Politics: European Parliament (H) (L)
 GV4D4 Comparative Politics of Redistribution in Advanced Democracies (H) (L)
 GV4E8 Conflict and Institutional Design in Divided Societies (H) (L)
 HY411 European Integration in the Twentieth Century
 MI451 Quantitative Analysis 1: Description and Inference (H) (M)
 MI452 Quantitative Analysis 2: The Generalized Linear Model (H) (M or L)
 SA405 European Social Policy

Stream 2 - The International Relations of Europe

2 IR416 The EU in the World
 3 Any courses to the value of 1.5 units from the following:
 A half unit from Stream 1- European Union Government and Policy
 EU424 The Idea of Europe (H) (M)
 EU425 Interest Representation and Economic Policy-Making in Europe (H) (L)
 EU434 The Political Economy of Southeast Europe (H) (M)
 EU437 Europe Beyond Modernity (H) (L)
 EU438 Turkey: Political Economy and European Integration (H) (L)
 EU440 Greece and South-East Europe: Government, Economy and Foreign Policy (H) (L)
 EU448 Minorities and Migration in Europe (H) (M)
 EU457 Ethnic Diversity and International Society (H) (M)
 EU458 Identity, Community and the 'Problem of Minorities' (H) (L)
 GV450 European Politics: Comparative Analysis (H) (M)
 GV479 Nationalism
 GV4A5 Public Policy Responses to International Migration (H) (M)
 HY411 European Integration in the Twentieth Century
 IR411 Foreign Policy Analysis III
 IR429 Economic Diplomacy †
 IR431 EU Policy-Making in a Global Context (H) (L) (cannot be taken with EU421)
 IR433 The International Politics of EU Enlargement (H) (L) (n/a 09/10)
 IR434 European Defence and Security (H) (M)
 IR481 Europe, the US and Arab-Israeli Relations (H) (L)
 IR482 Russia and Eurasia: Foreign and Security Policies
 MI451 Quantitative Analysis 1: Description and Inference (H) (M)
 MI452 Quantitative Analysis 2: The Generalized Linear Model (H) (M or L)

Part III: Dissertation

4 EU499/GV499/IR499 Dissertation
 Notes † Students who wish to take this course must seek approval from the convenor of the course.

MSc Population and Development

Full-year programme. Students must take courses to the value of three full units, non-assessed course SA4C1 and a dissertation as shown.

| Paper | Course number and title |
|-------|---|
| 1 | DV400 Development: History, Theory and Policy |
| 2 | Two half-units from: DV411 Population and Development: An Analytic Approach (H) SA481 Population Analysis: Methods and Models (H) SA493 Demography of the Developing World (H) |
| 3 | Two half-units or one full unit from: Any courses not taken from 2 above DV407 Poverty (H) DV413 Environmental Problems, Politics and Development (H) DV420 Complex Emergencies (H) DV421 HIV/AIDS and Other Emerging Health Threats (H) |

GY421 Gender and Development: Geographical Perspectives (H)
 PS418 The Social Psychology of Health Communication (H)
 SA4H7 Urbanization and Social Planning (H)
 SA485 Methods for Population Planning (H)
 SA492 Reproductive Health Programmes: Design, Implementation and Evaluation (H)
 SA4A7 Gender and Social Policy: Theory and Practice (H)
 SA4D2 Health and Population in Developing and Transitional Societies (H)
 SA4D6 Health Systems and Policies in Developing Countries (H)
 SA4F1 Migration: Population Trends and Policies (H)
 Any other course approved by tutor*
 4 SA4C1 Long Essay and the Research Process (not assessed)
 5 SA499 Dissertation on Population and Development, to be handed in by 1 September
 Notes * By special permission only.

MSc Public Management and Governance

Full year programme. Students must take courses to the value of four full units, including the half-unit dissertation.

| Paper | Course number and title |
|-------|---|
| 1 | MG414 Foundations of Public Management and Governance |
| 2 | MG415 Policy Analysis, Evaluation and Implementation |
| 3-5 | Courses to the value of 1.5 units from the following: AC412 Accountability, Organisations and Risk Management (H) AC490 Management Accounting, Decision and Control (H) AC491 Financial Accounting, Reporting and Disclosure (H) DV427 Public Management of Development (H) EU421 Policy-Making in the European Union (H) EU456/SA4F7 The Economics of European Social Policy (H) GV4E4 Public Budgeting and Financial Management ID433 Negotiation Analysis (H) IS413 Information Systems for the Public Sector IS479 Aspects of Information Systems for the Public Sector (H) IS489 Principles of Privacy and Data Protection (H) LL406 Introduction to Regulation (H) LL418 European Administrative Law LL422 Global Regulation and Governance (H) (n/a 09/10) LL478 Policing and Police Powers MG402 Public Management: A Strategic Approach (H) OR405 Advanced Behavioural Decision Making (H) (n/a 09/10) OR431 System Dynamics Modelling (H) SA447 Foundations of Health Policy (H) SA488 Social Policy: Goals and Issues (H) SA4B9 Education Policy, Reform and Financing (H) SA4C9 Social Policy - Organization and Innovation (H) SA4E8 Health Systems in Europe: Politics and Regulation (H) SO425 Regulation, Risk, and Economic Life MG499 Dissertation (H) |
| 6 | |

MSc Public Policy and Administration

Full-year programme. Students must take courses to the value of 2.5 units and a skills course and dissertation as shown. Part-time students may take courses up to the value of two full course units in their first year. Candidates may, subject to the approval of their supervisor, substitute for up to two of the written papers listed under 3 below, any paper which is offered in the MSc, LLM or MA which involves at least 20 weeks of an integrated teaching programme and which counts as one quarter (or one full unit) of the complete MSc programme in which it is offered.

By choosing particular combinations of core courses, students can choose to have the title of a specialised stream added to the title of

their degree:

MSc Public Policy and Administration (Comparative); or
MSc Public Policy and Administration (Public Management).

| Paper | Course number and title |
|-------|---|
| 1 | GV4E9 Approaches and Issues in Public Policy and Administration |
| 2 | <i>Either</i> GV477 Comparative Public Policy Change (H) (n/a 09/10) <i>Or</i> GV483 Public Management Theory and Doctrine (H) <i>Or</i> GV4F4 The Politics of Policy Advice (H) |
| 3 | Courses to the value of one unit from the following: Public Management: AC412 Accountability, Organisations and Risk Management (H) DV413 Environmental Problems, Politics and Development (H) DV415 Global Environmental Governance (H) DV427 Public Management of Development (H) GV483 Public Management Theory and Doctrine (H) GV494 Public Management: A Strategic Approach (H) GV4A2 Citizens' Political Behaviour in Europe: Elections Public Opinion and Identities (H) GV4E4 Public Budgeting and Financial Management LL406 Introduction to Regulation (H) PH415 Philosophy and Public Policy (H) Comparative Public Policy and Administration: EU421 Policy-Making in the European Union (H) EU443 European Models of Capitalism (H) GV403 Network Regulation (H) GV441 States and Markets (H) GV477 Comparative Public Policy Change (H) GV4A5 Public Policy Responses to International Migration (H) GV4C4 Legislative Politics: US (H) (L) * GV4C5 Politics of Economic Policy (H) (M) GV4C6 Legislative Politics: European Parliament (H) * GV4D4 Comparative Politics of Redistribution in Advanced Democracies (H) LL407 Media and Communication Regulation (H) SA405 European Social Policy Another course with the permission of the programme convenor. |
| 4 | <i>Either</i> MI451 Quantitative Analysis I: Description and Inference (H) <i>or</i> MI452 Quantitative Analysis II: The Generalised Linear Model (H) |
| 5 | GV499 Dissertation |
| Notes | * Students must not take both GV4C4 and GV4C6. |

To qualify for a stream, the following courses must be taken:

Comparative Public Policy and Administration stream

GV4E9 Approaches and Issues in Public Policy and Administration
GV477 Comparative Public Policy Change (H) or GV4F4 The Politics of Policy Advice (H)

One half-unit from the Comparative Public Policy and Administration courses under paper 3.

Public Management stream

GV4E9 Approaches and Issues in Public Policy and Administration
GV483 Public Management Theory and Doctrine (H)

One half-unit from the Public Management courses under paper 3.

MSc Public Policy and Administration (Research)

Full-year programme. Students should refer to the Public Policy and Administration regulations and follow these, with the following two changes: MI4M1 or MI4M2 replace MI451/MI452. Students take one half unit from the list under paper 3.

MSc Race, Ethnicity and Post-Colonial Studies

Full year programme. Students must take papers to the value of three full-units and a dissertation as shown:

| Paper | Course number and title |
|-------|--|
| 1 | SO447 Topics in Race, Ethnicity and Post-Colonial Studies |
| 2&3 | Students should select papers to the value of two full units: AN429 Anthropology of South Africa (H) (n/a 09/10) AN439 Anthropology and Human Rights (H) (n/a 09/10) GI405 Globalising Sexualities (H) GI407 Globalisation, Gender and Development GI408 Cultural Constructions of the Body (H) GV446 The Politics of Empire and Post Imperialism GV479 Nationalism GV498 Multiculturalism, Nationalism and Citizenship (H) HY423 Empire, Colonialism, Globalisation HY433 Cultural Encounters from the Renaissance to the Modern World HY436 Race, Violence and Colonial Rule in Africa HY456 Sex, Race Slavery: The Western Experience (n/a 09/10) IR462 Introduction to International Political Theory (H) IR463 The International Political Theory of Human Intervention (H) IR464 The Politics of International Law (H) PS460 The Social Psychology of Racism, Multiculture and Resistance (H) SA4B8 Race, Ethnicity and Social Policy (H) SO420 Approaches to Globalization (H) SO453 Gender and Postcolonial Theory (H) SO457 Political Reconciliation (H) (n/a 09/10) SO458 Gender and Societies (H) SO459 Gender, Identity and Difference (H) (n/a 09/10) SO460 Comparative Immigration (H) (n/a 09/10) SO461 Racial Formations of Modernity (H) SO463 Contemporary Social Thought SO464 Ethnic and Religious Violence in Post-Colonial Societies (H) SO467 Race, Ethnicity and Migration in Britain (post-1945) (H) |
| 4 | SO499 Dissertation |

MSc Real Estate Economics and Finance

Full-year programme. Students must take four compulsory papers and one optional half-unit course and a dissertation as shown.

| Paper | Course number and title |
|-------|--|
| 1 | GY458 Real Property Market Practice (H) |
| 2 | GY457 Applied Urban and Regional Economics |
| 3 | GY462 Real Estate Finance (H) |
| 4 | FM429 Asset Markets A (H) |
| 5 | A relevant half-unit course where offered § |
| 6 | GY499 Dissertation |
| Notes | § means by special permission only. FM430 can be chosen instead of Paper 4 and 5 |

This programme is externally accredited by the RICS and the IPF. Further information is available on the Geography and Environment Department www.lse.ac.uk/collections/geographyAndEnvironment/ website (see Quick Links to Real Estate Economics and Finance).

MSc Regional and Urban Planning Studies

Full-year programme. Students must take courses to the value of three full units and a dissertation. Additionally all students are required to take GY450 Planning Practice and Research.

| Paper | Course number and title |
|-------|---|
| 1 | EC436 The Economics of Regional and Urban Planning (H) |
| 2 | GY448 Social and Political Aspects of Regional and Urban Planning (H) |
| 3 | GY454 Urban Policy and Planning (H) |
| 4 | Courses to the value of one and a half units: |

| | |
|-------|--|
| | EU419 Socio-economic Cohesion Policies in the EU (H) (n/a 09/10) |
| | GI409 Globalisation and Gender (H) |
| | GY409 Globalization and Regional Development (H) |
| | GY410 Economics of Local and Regional Development (H) |
| | GY413 Regional Development and Policy (H) |
| | GY415 Local Capacity and Economic Development Policy (H) |
| | GY430 Cities, Space and Society (H) |
| | GY431 Cities, People and Poverty in the South (H) |
| | GY432 Cities, Culture and Politics in the South (H) |
| | GY438 Cities and Social Change in East Asia (H) |
| | GY444 Environmental Assessment (H) |
| | GY446 Planning for Sustainable Cities (H) |
| | GY455 Economic Aspects of Project Appraisal (H) |
| | GY460 Techniques of Spatial Economic Analysis |
| | GY464 Race and Space (H) |
| | GY465 Concepts in Environmental Regulation (H) |
| | GY467 Development, Diaspora and Migration (H) |
| | SA4F9 Housing, Neighbourhoods and Communities (H) |
| | SO452 Urban Environment (H) |
| | SO465 City-making: the Politics of Urban Form (H) |
| | A half-unit course from another programme at the discretion of the Programme Director § |
| 5 | GY450 Planning Practice and Research (non-assessed but compulsory) |
| 6 | GY499 Dissertation |
| Notes | § means by special permission only. This programme is externally accredited by the RICS. Further information is available on the Geography and Environment Department www.lse.ac.uk/collections/geographyAndEnvironment/ website (see Quick Links to Regional and Urban Planning Studies). |

MSc Regulation

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown.

| Paper | Course number and title |
|-------|---|
| 1 | GV488 Law and Politics of Regulation |
| 2 & 3 | Courses to the value of two full units from the following: |
| | Environmental Regulation |
| | DV413 Environmental Problems, Politics and Development (H) |
| | DV415 Global Environmental Governance (H) |
| | GY420 Environmental Regulation: Implementing Policy |
| | GY465 Concepts in Environmental Regulation (H) |
| | IR407 International Political Economy of the Environment * |
| | LL4D6 International and European Environmental Law |
| | PS439 Science, Technology and Resistance (H) (n/a 09/10) |
| | Financial and Commercial Regulation |
| | AC490 Management Accounting, Decisions and Control (H) or FM492 Principles of Finance |
| | LL420 Legal Regulation of Information Technology |
| | LL425 European Monetary and Financial Services Law |
| | LL484 Regulation of Financial Markets |
| | LL4B9 Corporate and Financial Crime |
| | LL4G9 European Monetary and Banking Law (H) + |
| | LL4K2 Law of International Economic and Financial Sanctions (H) |
| | LL4K9 European Capital Markets Law (H) + |
| | SO425 Regulation, Risk and Economic Life |
| | Social Regulation |
| | AN451 Anthropology of Politics or AN456 Anthropology of Economy (1): production and exchange (H) or AN457 Anthropology of Economy (2): Transformation and Globalisation (H) or AN438 Law in Society: A Joint Course in Anthropology and Law * |
| | GY421 Gender and Development: Geographical Perspectives (H) |
| | LL478 Policing and Police Powers |
| | SA403 Criminal Justice Policy |
| | SA405 European Social Policy |

Utilities Regulation

| | |
|-------|---|
| | GV403 Network Regulation (H) |
| | LL407 Media and Communications Regulation (H) |
| | LL421 New Media Regulation (H) |
| | LL430 Competition Law |
| | LL4D8 EC Competition Law and the State |
| | Government and Law |
| | EU436 Law and Governance of the Single European Market |
| | GV477 Comparative Public Policy Change (H) (n/a 09/10) |
| | GV481 Political Science and Political Economy (H) |
| | GV482 Political Science and Political Economy: Advanced Topics (H) |
| | GV483/MN401 Public Management Theory and Doctrine (H) |
| | LL400 Jurisprudence and Legal Theory |
| | LL422 Globalization, Regulation and Governance (H) (n/a 09/10) |
| | LL465 Law and Social Theory |
| | LL474 Modern Legal History |
| | LL4B9 Corporate and Financial Crime |
| | A course from another programme § |
| 4 | LL499 Dissertation |
| Notes | Students who take courses to the value of two full units from one of the categories shown in bold above, or one course and a dissertation which in the opinion of the School falls within the same category, may choose to have the title of their subject category included on the degree certificate. No more than one category may appear on the degree certificate. § means by special permission only. * means subject to agreement by the course teacher. + This course cannot be taken with LL425 |

MSc Regulation (Research)

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown.

| Paper | Course number and title |
|-------|---|
| 1 | GV488 Law and Politics of Regulation |
| 2 & 3 | Courses to the value of one full unit from the following: |
| | Environmental Regulation |
| | DV413 Environmental Problems, Politics and Development (H) |
| | DV415 Global Environmental Governance (H) |
| | GY420 Environmental Regulation: Implementing Policy |
| | GY465 Concepts in Environmental Regulation (H) |
| | IR407 International Political Economy of the Environment * |
| | LL4D6 International and European Environmental Law |
| | PS439 Science, Technology and Resistance (H) |
| | Financial and Commercial Regulation |
| | AC490 Management Accounting, Decisions and Control (H) or FM492 Principles of Finance |
| | LL425 European Monetary and Financial Services Law |
| | LL484 Regulation of Financial Markets |
| | LL4B9 Corporate and Financial Crime |
| | LL4G9 European Monetary and Banking Law (H) |
| | LL4K2 Law of International Economic and Financial Sanctions (H) |
| | LL4K9 European Capital Markets Law (H) |
| | SO425 Regulation, Risk and Economic Life |
| | Social Regulation |
| | AN451 Anthropology of Politics or AN456 Anthropology of Economy: production and exchange (H) or AN457 Anthropology of Economy (2): Transformation and Globalisation (H) or AN438 Law in Society: A Joint Course in Anthropology and Law * |
| | GY421 Gender and Development: Geographical Perspectives (H) |
| | LL478 Policing and Police Powers |
| | SA403 Criminal Justice Policy |
| | SA405 European Social Policy |

Utilities Regulation

GV403 Network Regulation (H)
 LL407 Media and Communications Regulation (H)
 LL421 New Media Regulation (H)
 LL430 Competition Law
 LL4D8 EC Competition Law and the State

Government and Law

GV477 Comparative Public Policy Change (H) (n/a 09/10)
 GV481 Political Science and Political Economy (H)
 GV482 Political Science and Political Economy: Advanced Topics (H)
 GV483/MN401 Public Management Theory and Doctrine (H)

LL400 Jurisprudence and Legal Theory
 LL422 Globalization, Regulation and Governance (H)
 LL465 Law and Social Theory
 LL474 Modern Legal History
 LL4B9 Corporate and Financial Crime

A course from another programme §

4 *Either* MI4M1 Foundations of Social Research 1 *or* MI4M2 Foundations of Social Research 2

5 LL499 Dissertation

Notes Students who take courses to the value of two full units from one of the categories shown in bold above, or one course and a dissertation which in the opinion of the School falls within the same category, may choose to have the title of their subject category included on the degree certificate. No more than one category may appear on the degree certificate.

§ means by special permission only.

* means subject to agreement by the course teacher.

MSc Risk and Stochastics

Students must take courses to the value of four full units.

Paper Course number and title

1 ST409 Stochastic Processes (H)

2 ST431 Insurance Mathematics

3 ST432 Stochastic Finance

4 ST433 Computational Methods in Finance and Insurance (H)

5 & 6 Two of the following:

FM441 Derivatives (H)

FM442 Quantitative Methods for Finance and Risk Analysis (H)*

MA409 Continuous Time-Optimisation (H)

MA411 Probability and Measure (H)

MA415 The Mathematics of the Black and Scholes Theory (H)

MA416 The Foundations of Interest Rate, Foreign Exchange and Credit Risk Theory (H)

ST422 Time Series (H)

ST435 Advanced Probability Theory (H)

Notes * Students taking this course can apply for a place on FM457 MATLAB for MSc Students, a non-assessed computer course.

MSc Social Anthropology

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown.

Paper Course number and title

1 AN404 Anthropology: Theory and Ethnography

2 One or two of the following to the value of one full unit:
 AN402 The Anthropology of Religion
 AN405 The Anthropology of Kinship, Sex and Gender
 AN451 Anthropology of Politics (H)
 AN456 Anthropology of Economy: production and exchange (H)
 AN457 Anthropology of Economy: transformation and globalisation (H)

3 One or two of the following to the value of one full unit:
 A paper from 2 above not already taken
 AN419 The Anthropology of Christianity (H)
 AN420 The Anthropology of South-East Asia (H) (n/a 09/10)
 AN421 The Anthropology of Industrialisation and Industrial Life (H) (n/a 09/10)
 AN424 The Anthropology of Melanesia (H)
 AN425 The Anthropology of China (H) (n/a 09/10)
 AN429 The Anthropology of Southern Africa (H) (n/a 09/10)
 AN436 The Anthropology of Development (H)
 AN437 Anthropology of Learning and Cognition
 AN438 Law in Society: A Joint Course in Anthropology and Law*
 AN439 Anthropology and Human Rights (H) (n/a 09/10)
 AN444 Investigating the Philippines- New Approaches and Ethnographic Contexts (H) (n/a 09/10)
 AN447 China in Comparative Perspective
 AN448 Indigenous Politics in Highland Latin America (H)
 AN453 The Anthropology of India (H) (n/a 09/10)
 AN454 Social Anthropology and Darwinian Theories (H) (n/a 09/10)
 AN458 Children and Youth in Contemporary Ethnography (H)
 AN459 Anthropology and Media (H) (n/a 09/10)
 AN461 Anthropological Approaches to Questions of Being (H) (n/a 09/10)
 AN462 The Anthropology of Post-Soviet Eurasia (H) (n/a 09/10)
 AN463 The Anthropology of Borders and Boundaries (H)
 AN464 Ethnography of a Selected Region (H)
 AN465 Medical Anthropology (H)

4 AN499 Dissertation

Notes * means subject to agreement of the MSc Law, Anthropology and Society Programme Director.

MSc Social Anthropology (Research)

Full-year programme. Students must take the following five courses and attend the weekly AN500 Seminar on Anthropological Research.

Paper Course number and title

1 AN455 Statistics and Causal Analysis for Social Anthropologists (H) *or* MI452 Quantitative Analysis II (only in the case of students who already have a background in statistics)

2 AN449 Ethnography in Relation to Other Research Methods (H)

3 AN441 Anthropological Fieldwork Methods

4 AN442 Supervised Reading Course and Fieldwork Preparation

5 AN443 Research Proposal

MSc Social and Cultural Psychology

Full-year programme. Students are required to take two compulsory courses (PS400, PS448 or PS449) and optional courses to the value of one full unit and a dissertation as shown.

Paper Course number and title

1 PS400 Contemporary Social and Cultural Psychology

2 *Either* PS448 Research Methods for Social Psychology I *or* PS449 Research Methods for Social Psychology II

3 Two of the following:

GI405 Globalising Sexualities (H)

GI408 Cultural Constructions of the Body (H)

PS410 Social Representations (H)

PS411 Current Communication Research (H)

PS415 The Social Psychology of Economic Life (H) (n/a 09/10)

PS418 Social Psychology of Health Communication (H)

| | |
|--|---|
| | PS421 Issues in Social Psychology: Evolutionary Social Psychology (H) |
| | PS428 Knowledge, Networks and Collaborative Work (H) |
| | PS437 Representations, Institutions and Communities (H) |
| | PS438 Corporate Communications (H) |
| | PS439 Science, Technology and Resistance (H) (n/a 09/10) |
| | PS445 Organisational and Social Decision Making (H) |
| | PS446 Issues in Organisational and Social Psychology: Organisational Life (H) |
| | PS447 Psychoanalysis and Communication (H) |
| | PS451 Cognition and Culture (H) |
| | PS460 Social Psychology of Racism, Multiculture and Resistance (H) |
| | PS462 Theory and Practice of Organisational Development (H) |
| | A course from another programme (subject to the approval of the Candidate's Programme Director) |
| 4 | PS433 Report: MSc Social and Cultural Psychology * |
| Notes | * Failures in this course cannot be condoned. A bad fail is defined as a mark less than 29%. |
| Students taking this programme are eligible to become members of the British Psychological Society. www.bps.org.uk/ | |

MSc Social Policy and Development

Full-year programme. Students must take one compulsory course and optional courses to the value of two full units, non-assessed course SA4C1 and a dissertation as shown.

| Paper | Course number and title |
|--------------|---|
| 1 | SA452 Social Policy and Development |
| 2 | Courses to the value of two full units from the following: SA435 NGOs and Development SA4H7 Urbanization and Social Planning (H) SA447 Foundations of Health Policy (H) SA479 Housing and Regeneration (H) SA493 Demography and the Developing World (H) SA4C2 Basic Education for Social Development (H) SA4C6 International Housing and Human Settlements (H) SA4C8 Globalisation and Social Policy (H) SA4D2 Health and Population in Developing and Transitional Societies (H) SA4E6 Rural Development and Social Policy (H) SA4F7 The Economics of European Policy (H) GI407 Globalisation, Gender and Development GY438 Cities and Social Change in East Asia (H) GY467 Development, Diaspora and Migration (H) Any course within the Department of Social Policy A course from another programme * |
| 3 | SA4C1 Long Essay and the Research Process (not assessed) |
| 4 | SA472 Dissertation- Social Policy and Development, to be handed in by 1 September |
| Notes | * By special permission only. |

MSc Social Policy and Planning

Full-year programme. Students must take the two half unit compulsory courses, attend non-assessed course SA4C1, optional courses to the value of two full units and a dissertation as shown.

| Paper | Course number and title |
|-------|--|
| 1 | Compulsory courses SA488 Social Policy: Goals and Issues (H) SA4C9 Social Policy - Organization and Innovation (H) |
| 2 & 3 | Optional courses Choose to the value of two full units from the following courses: GY454 Urban Policy and Planning (H) SA403 Criminal Justice Policy SA405 European Social Policy SA407 Financing Health Care (H) SA409 Social Security Policies (H) SA429 Social Exclusion, Inequalities and the 'Underclass' Debate (H) |

| | |
|--------------|---|
| | SA451 Social Policy Research |
| | SA4A7 Gender and Social Policy: Theory and Practice (H) |
| | SA4A9 Gender and European Welfare States (H) |
| | SA4B4 Child Rights, Child Poverty and Development |
| | SA4B8 Ethnicity, 'Race' and Social Policy (H) |
| | SA4B9 Education Policy, Reform and Financing (H) |
| | SA4C6 International Housing and Human Settlements (H) |
| | SA4C8 Globalization and Social Policy (H) |
| | SA4D4 Measuring Health System Performance (H) |
| | SA4D5 Social Rights and Human Welfare (H) |
| | SA4F9 Housing, Neighbourhoods and Communities (H) |
| | SA4E8 Health Systems in Europe: Politics and Regulation (H) |
| | SA4F7 The Economics of European Policy (H) |
| | SA4G8 The Third Sector (H) |
| | SO409 Crime and Society: Concepts and Method |
| | Or a full or half unit course from another MSc programme* |
| 4 | SA471 Dissertation- Social Policy and Planning (10,000 words) to be handed in by 1 September |
| | SA4C1 Long Essay and the Research Process (not assessed) |
| Notes | * May only be taken with the permission of your tutor, the MSc Programme Director and the Course Tutor. |

MSc Social Policy (Research)

Full-year programme.

| Paper | Course number and title |
|-------|--|
| 1 | SA451 Social Policy Research |
| 2 | MI4M1 or MI4M2 Foundations of Social Research 1 and 2 |
| 3 | <i>Either</i> SA471 Dissertation- Social Policy and Planning <i>or</i> SA472 Dissertation- Social Policy and Development, to be handed in by 1 September |
| 4 | Courses to the value of one full unit from the following: SA402 Ageing, Health and Social Care (H) SA403 Criminal Justice Policy SA405 European Social Policy SA408 Health Economics (H) SA409 Social Security Policies (H) SA427 Pharmaceutical Economics and Policy (H) SA429 Social Exclusion, Inequality and the 'Underclass' Debate (H) SA435 NGOs and Development SA447 Foundations of Health Policy (H) SA452 Social Policy and Development SA485 Methods for Population Planning (H) SA488 Social Policy: Goals and Issues (H) SA493 Demography of the Developing World (H) SA4A7 Gender and Social Policy: Theory and Practice (H) SA4A9 Gender and European Welfare States (H) SA4B4 Child Rights, Child Poverty and Development SA4B8 Ethnicity, 'Race' and Social Policy (H) SA4B9 Education Policy, Reform and Financing (H) SA4C2 Basic Education and Social Development (H) SA4C6 International Housing and Human Settlements (H) SA4C7 Understanding Housing Finance and Economics (H) SA4C9 Social Policy - Organization and Innovation (H) SA4D9 Health Systems and Policies (H) SA4D5 Social Rights and Human Welfare (H) SA4E6 Rural Development and Social Policy (H) SA4F7 The Economics of European Policy (H) SA4F9 Housing, Neighbourhoods and Communities (H) SA4G8 The Third Sector (H) SA4H7 Urbanization and Social Planning (H) |

A course from another programme, with the permission of your tutor, the MSc Programme Director and the Course Tutor.

MSc Social and Public Communication

Full year programme. Students are required to take two compulsory courses (PS429 and PS448 or PS449) and optional courses to the value of one full unit and a dissertation as shown.

| Paper | Course number and title |
|-------|---|
| 1 | PS429 The Social Psychology of Communication |
| 2 | PS448 Research Methods for Social Psychology 1 or PS449 Research Methods for Social Psychology 2 |
| 3 | Courses to the value of one full unit from the following: PS400 Contemporary Social and Cultural Psychology PS410 Social Representations (H) PS411 Current Communication Research (H) PS415 The Social Psychology of Economic Life (H) (n/a 09/10) PS418 Social Psychology of Health Communication (H) PS421 Issues in Social Psychology: Evolutionary Social Psychology (H) PS428 Knowledge, Networks and Collaborative Work (H) PS437 Representations, Institutions and Communities (H) PS438 Corporate Communications (H) PS439 Science, Technology and Resistance (H) (n/a 09/10) PS443 Modern Social Psychology (H) PS445 Organisational and Social Decision Making (H) PS446 Issues in Organisational and Social Psychology: Organisational Life (H) PS447 Psychoanalysis and Communication (H) PS451 Cognition and Culture (H) PS460 Social Psychology of Racism, Multiculture and Resistance (H) PS462 Theory and Practice of Organisational Development (H) Courses to the value of one half unit from another programme (subject to the approval of the candidate's Programme Director) |
| 5 | PS408 Dissertation* |

Notes *Failures in this course cannot be condoned. A bad fail is defined as a mark less than 29%.

Students who complete PS429 and PS438 can be granted exemption from up to two CIPR Diploma units. Further information is available from the Institute of Social Psychology website: www.psych.lse.ac.uk/socialpsychology/teaching3_pubcomm.php

MSc Social Research Methods

Full-year programme.

Part 1: Social Research Methods. Students must take courses to the value of three full units and a dissertation as shown.

Part 2: Disciplinary streams. Students must take courses to the value of one full unit in one of the ten streams as shown.

| Part 1 | Social Research Methods |
|--------|---|
| Paper | Course number and title |
| 1 | Two of the following: MI451 Quantitative Analysis 1: Description and Inference (H) MI452 Quantitative Analysis 2: The Generalized Linear Model (H) MI455 Quantitative Analysis 3: Applied Multivariate Analysis (H) or courses in Statistics to the value of one full unit § |
| 2 | MI453 Fundamentals of Research Design (H) and MI454 Qualitative Social Research: Interview, Text and Image (H) |
| 3 | MI499 Dissertation (August) |
| Notes | § means by special permission only. |

Part 2 Disciplinary Streams

Sociology

Courses to the value of one full unit from the following:
SO407 Politics and Society
SO409 Crime and Society: Concepts and Method
SO438 Sociology of Employment I: Social Relations at Work (H)
SO439 Sociology of Employment II: Contemporary Management and Globalisation (H) (n/a 09/10)

SO458 Gender and Societies (H)
SO459 Gender, Identity and Difference (H) (n/a 09/10)

Social Psychology

Courses to the value of one full unit from the following:
MC402 The Audience in Media and Communications (H)
PS404 Organisational Social Psychology
PS411 Current Communication Research (H)
PS415 The Social Psychology of Economic Life (H) (n/a 09/10)
PS418 Social Psychology of Health Communication (H)
PS439 Science, Technology and Resistance (H) (n/a 09/10)
PS443 Modern Social Psychology (H)
PS445 Organisational and Social Decision Making (H)
PS447 Psychoanalysis and Communication (H)
PS421 Issues in Social Psychology: Evolutionary and Social Psychology (H)

Philosophy

Courses to the value of one full unit from the following:
PH400 Philosophy of Science
PH405 Philosophy of the Social Sciences
PH413 Philosophy of Economics

Social Policy

SA451 Social Policy Research

Statistics

Any approved Graduate level courses in Statistics to the value of one unit, for example:

MI456 Special Topics in Quantitative Analysis (H)
ST415 Surveys and Experiments in Social Research (H)
ST416 Multilevel Models (H)
ST419 Computational Statistics (H)

Decision and Policy Sciences

Any half unit in MSc Decision Sciences, subject to timetabling constraints, and as approved by the course tutor.

Government

Any Graduate level course(s) in Government, subject to timetabling constraints, and as approved by the course tutor, to the value of one full unit.

Development Studies

Any Graduate level course(s) in Development Studies, subject to timetabling constraints, and as approved by the course tutor, to the value of one full unit.

Management

Any Graduate level course(s) in Management, subject to timetabling constraints, and as approved by the course tutor, to the value of one full unit.

Population

One compulsory half unit:

SA481 Population Analysis: Methods and Models (H)

One half unit from the following:

DV411 Population and Development: an Analytical Approach (H)
SA485 Methods for Population Planning (H)
SA492 Reproductive Health Programmes: Design, Implementation and Evaluation (H)
SA493 Demography of the Developing World (H)
SA4A9 Gender and European Welfare States (H)
SA4D1 Health and Population in Contemporary Developed Societies (H)
SA4D2 Health and Population in Developing and Transitional Societies (H)
Or any other course approved by the tutor *

Notes * means by special permission only

MSc Sociology

Full-year programme. Students must take three courses and write a dissertation as shown.

Paper Course number and title

1 SO401 Social Research Methods
2 & 3 Courses to the value of two full units from the following:

| | |
|---|---|
| | GI408 Cultural Constructions of the Body (H) |
| | GV479 Nationalism |
| | SO407 Politics and Society |
| | SO409 Crime and Society: Concepts and Method |
| | SO420 Approaches to Globalisation |
| | SO424 Approaches to Human Rights |
| | SO425 Regulation, Risk and Economic Life |
| | SO426 Classical Social Thought (H) |
| | SO427 Modern Social Thought (H) |
| | SO430 Economic Sociology (H) |
| | SO433 Cultural Theory (H) |
| | SO438 Sociology of Employment I: Social Relations at Work (H) |
| | SO439 Sociology of Employment II: Contemporary Management and Globalisation (H) (n/a 09/10) |
| | SO445 New Media, Development and Globalisation (H) |
| | SO447 Topics in Race, Ethnicity and Postcolonial Studies |
| | SO451 Cities by Design (H) |
| | SO453 Gender and Post-Colonial Theory (H) |
| | SO454 Families in Contemporary Societies: a Life Course Perspective (H) |
| | SO457 Political Reconciliation (H) (n/a 09/10) |
| | SO458 Gender and Societies (H) |
| | SO459 Gender, Identity and Difference (H) (n/a 09/10) |
| | SO460 Comparative Immigration (H) (n/a 09/10) |
| | SO461 Racial Formations of Modernity (H) |
| | SO463 Contemporary Social Thought |
| | SO464 Ethnic and Religious Violence in Post-Colonial Societies (H) |
| | SO467 Race, Ethnicity and Migration in Britain (post-1945) (H) |
| 4 | SO499 Dissertation |

MSc Sociology (Research)

This is a full-year programme (one year full-time, two years part-time). Students will be required to take courses to the value of three full units and a dissertation as shown.

| Paper | Course number and title |
|-------|--|
| 1 | SO401 Social Research Methods |
| 2 | MI451 Quantitative Analysis 1 (H) |
| 3 | MI452 Quantitative Analysis 2 (H) |
| 4 | Sociology option(s) to the value of one unit |
| 5 | SO499 Dissertation |

MSc Sociology of Crime, Control and Globalisation

Full-year programme. Students must take courses to the value of three full units and a dissertation as shown.

| Paper | Course number and title |
|-------|---|
| 1 | SO409 Crime and Society: Concepts and Method |
| 2 | SO4M3/SO4M4 Criminological Research Methods 1/2 |
| 3 | One other related course from the LLM, MSc Sociology or MSc Courses in Social Policy chosen after discussion with the student's supervisor. |
| 4 | SO499 Dissertation |

MSc Statistics

Academic-year programme. Students must take courses to the value of four full units.

| Paper | Course number and title |
|-------|---|
| 1 | ST419 Computational Statistics (H) |
| 2 | ST402 Principles and Methods of Statistical Practice (H) |
| 3 | Courses to the value of one full unit from the following: ST405 Multivariate Methods (H) ST409 Stochastic Processes (H) ST411 Regression, Diagnostics and Generalised Linear Modelling (H) ST415 Surveys and Experiments in Social Research (H) |

| | |
|---|--|
| 4 | ST422 Time Series (H) Courses to the value of two full units from the following: Courses listed under 3 above not already taken EC484 Econometric Analysis MI456 Special Topics in Quantitative Analysis (H) OR406 Mathematical Programming: Theory and Algorithms (H) SA481 Population Analysis: Methods and Models (H) ST416 Multilevel Models (H) ST418 Non-linear Dynamics and the Analysis of Real Time Series (H) ST421 Developments in Statistical Methods (H) ST499 Dissertation A Mathematics course (with permission) (H) A Methodology course (with permission) (H) |
|---|--|

This programme is externally accredited by the RSS. Further information is available on the Department of Statistics website.

MSc Statistics (Research)

Full-year programme. Students must take courses to the value of four full units.

| Paper | Course number and title |
|---------|--|
| 1, 2, 3 | As MSc Statistics |
| 4 | One half unit from those listed under 4 above (except ST499) |
| 5 | MI453 Fundamentals of Research Design (H) |
| 6 | ST499 Dissertation |

This programme is externally accredited by the RSS. Further information is available on the Department of Statistics website.

MSc Theory and History of International Relations

Full-year programme. Students must take two compulsory papers, one optional paper and a dissertation as shown.

| Paper | Course number and title |
|-------|---|
| 1 | One course from the following list: HY400 Crisis Decision-Making in War and Peace, 1914-1991 HY422 Presidents, Public Opinion and Foreign Policy: From Roosevelt to Reagan, 1933-1989 HY429 Anglo-American Relations from World War to Cold War, 1939-91 HY435 Political Islam: From Ibn Taymiyya to Osama bin Laden HY436 Race, Violence and Colonial Rule in Africa HY475 International History Since 1900 (n/a 09/10) |
| 2 | <i>Either:</i> IR411 Foreign Policy Analysis <i>Or:</i> IR429 Economic Diplomacy |
| 3 | One course from the following list: HY409 Origins and Conduct of the Second World War, 1935-1945 HY411 European Integration in the Twentieth Century HY412 Democracy, Dictatorship and Foreign Intervention: Spain and the Great Powers, 1931-1953 HY426 The European Enlightenment, c 1680-1830 HY427 Germany, Europe and the World, c. 1945-1990: the creation of humanitarian aid and policies in the Cold War era HY432 From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1997 (n/a 09/10) HY433 Cultural Encounters from the Renaissance to the Modern World HY434 The Rise and Fall of Communism in Europe 1917-1990 (n/a 09/10) HY437 'Global Oceans': Empires, Ideas and Migrations, 1750-1914 HY451 Persecution in Europe: From Witch-Hunts to Ethnic Cleansing HY456 Sex, Race and Slavery: The Western Experience (n/a |

09/10)
 HY461 East Asia in the Age of Imperialism, 1839-1945
 HY462 From Nationalism to Fascism: Europe, 1890-1939
 HY463 The Origins of the Cold War, 1917-1962
 HY464 Crises and Detente in the Cold War, 1962-1975
 (n/a 09/10)
 GV479 Nationalism
 IR412 International Institutions (n/a 09/10)
 IR415 Strategic Aspects of International Relations
 IR416 The EU in the World
 IR418 International Politics: Asia and the Pacific
 IR419 International Relations of the Middle East
 IR422 Conflict and Peace Studies
 IR431 European Policy-making in a Global Context (H)
 IR435 International Security (Advanced) (n/a 09/10)
 IR462 Introduction to International Political Theory (H)
 IR463 The International Political Theory of Humanitarian
 Intervention* (H)
 IR464 The Politics of International Law* (H)
 IR481 Europe, the US and Arab-Israeli Relations (H)
 IR482 Russia and Eurasia: Foreign and Security Policies
 IR483 International Organisations and Regimes
 A further course from the paper 1 selection list (subject to
 approval by the programme director)

4 HY499 Dissertation

Notes * IR462 is a re-requisite for this course

MSc Urbanisation and Development

Full-year programme. Students must take courses to the value of four full units.

Paper Course number and title

- | | |
|---|---|
| 1 | GY445 Urban Policy and Practice in the South |
| 2 | DV400 Development: History, Theory and Policy |
| 3 | Students choose 1 unit equivalent from the following: DV407 Poverty (H) DV411 Population and Development: An Analytical Approach (H) DV418 African Development (H) DV420 Complex Emergencies (H) DV428 Managing Humanitarianism (H) DV437 Nationalism, Democracy and Development in Contemporary India (H) GI407 Globalisation, Gender and Development GI409 Globalisation and Gender (H) GY407 Globalization, Regional Development and Policy GY415 Local Capacity and Economic Development Policy (H) GY421 Gender and Development: Geographical Perspectives (H) GY422 Gender, Work and Urbanisation (H) (n/a 09/10) GY423 Sustainability: Economy, Business and Technology GY431 Cities, People and Poverty in the South (H) GY432 Cities, Culture and Politics in the South (H) GY438 Cities and Social Change in East Asia (H) GY446 Planning for Sustainable Cities (H) GY455 Economic Aspects of Project Appraisal (H) GY464 Race and Space (H) GY467 Development, Diaspora and Migration (H) SO465 City-making: the Politics of Urban Form (H) |
| 4 | GY499 Dissertation on an approved topic |

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Taught Masters Partnership Programme Regulations

Taught Masters Partnership Programme Regulations

Key to Taught Master's Regulations
(H) means a half-unit course
(C) means this course is capped
(n/a 09/10) means not available in the 2009/10 academic year
(M) means Michaelmas Term
(L) means Lent Term
(S) means Summer Term

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

Twenty-one month programme. Students take the first year at Columbia University, and the second year at LSE as follows:
 Optional courses to the value of three full units, a dissertation and a language course as shown:

| Paper | Course number and title |
|-------|---|
| 1 | HY458 LSE-Columbia University Double Degree Dissertation |
| 2-4 | Courses to the value of three full units from the following: International History HY400 Crisis Decision-Making in War and Peace, 1914-1991 HY409 Origins and Conduct of the Second World War, 1935-1945 HY411 European Integration in the Twentieth Century HY412 Democracy, Dictatorship and Foreign Intervention: Spain and the Great Powers, 1931-1953 HY422 Presidents, Public Opinion, and Foreign Policy: From Roosevelt to Reagan, 1933-1989 HY423 Empire, Colonialism and Globalisation HY424 The Napoleonic Empire: The Making of Modern Europe? HY426 The European Enlightenment, c.1680-1830 HY427 Germany, Europe, and the World, c. 1945-1990: the creation of humanitarian aid policies in the Cold War era HY429 Anglo-American Relations from World War to Cold War, 1939-91 HY432 From Cold Warriors to Peacemakers: The End of the Cold War Era, 1979-1997 (n/a 09/10) HY433 Cultural Encounters From the Renaissance to the Modern World HY434 The Rise and Fall of Communism in Europe, 1917-1990 (n/a 09/10) HY435 Political Islam: From Mohamed Abduh to Osama bin Laden HY436 Race, Violence and Colonial Rule in Africa HY437 'Global Oceans': Empires, Ideas and Migrations, 1750-1914 HY451 Persecution in Europe: from Witch-hunts to Ethnic Cleansing HY456 Sex, Race and Slavery: The Western Experience (n/a 09/10) HY461 East Asia in the Age of Imperialism, 1839-1945 HY462 From Nationalism to Fascism: Europe, 1890-1939 HY463 The Origins of the Cold War, 1917-1962 HY464 Crises and Détente in the Cold War, 1962-1979 (n/a 09/10) HY475 International History Since 1900 (n/a 09/10) Economic History EH404 India and the World Economy (H) EH408 International Migration, 1500-2000: from Slavery to Asylum (H) EH418 African Economic Development in Historical |

Perspective (n/a 09/10)

EH466 Labour and Work in Preindustrial Europe (H)

EH467 Epidemics: epidemic disease in history, 1348-2000 (H)

EH477 History of Economics: from Moral Philosophy to Social Science

EH485 Scientific, Technical and Useful Knowledge from Song China to the Industrial Revolution (H)

EH486 Shipping and Sea Power in Asian Waters, c1600-1860 (H) (n/a 09/10)

Regarding Economic History (EH) courses only: it may be possible to take further options among EH courses with the agreement of the course teacher responsible and the Academic Coordinator of the Double Degree. One of the above may be replaced by a further course from other LSE departments (subject to agreement with tutor and teacher responsible for the course).

5

Compulsory Language Requirement

Students who are unable to pass a translation exam in a language other than English upon arrival at Columbia will need to commit to take two years of language training at Columbia and at the LSE Language Centre.

Those able to pass one translation exam in a language other than English upon arrival at Columbia can complete the requirement in either of two ways:

A. By taking one year of language training at Columbia or at the LSE Language Centre. These can either be more advanced courses in the same language or a second language appropriate to their research interests.

B. Passing a second translation exam during the first year at Columbia.

Students who are able to pass two translation exams in languages other than English by the end of their first year at Columbia will be exempt from having to take language courses at either Columbia or the LSE.

LSE-PKU Double Degree in MSc International Affairs

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

| Paper | Course number and title |
|-------|---|
| 1 | HY400 Crisis Decision-Making in War and Peace, 1914-1991 |
| 2 | Course(s) to the value of one full unit from the list below: IR407 International Political Economy of Environment IR411 Foreign Policy Analysis III IR412 International Institutions (n/a 09/10) IR415 Strategic Aspects of International Relations IR416 The EU in the World IR418 International Politics: Asia and the Pacific IR419 International Relations of the Middle East IR422 Conflict and Peace Studies IR429 Economic Diplomacy IR431 European Union Policy Making in a Global Context (H) IR433 The International Politics of EU Enlargement (H) (n/a 09/10) IR434 European Defence and Security (H) IR435 International Security (n/a 09/10) IR451 Politics of Money in the World Economy IR457 The Political Economy of International Trade IR460 Comparative Political Economy IR483 International Organisations and Regimes |
| 3 | Course(s) to the value of one full unit from the list below, not already taken under paper 2: IR407 International Political Economy of Environment IR411 Foreign Policy Analysis III |

| | |
|--------------|--|
| | IR412 International Institutions (n/a 09/10) |
| | IR415 Strategic Aspects of International Relations |
| | IR416 The EU in the World |
| | IR418 International Politics: Asia and the Pacific |
| | IR419 International Relations of the Middle East |
| | IR422 Conflict and Peace Studies |
| | IR427 International Politics of Africa |
| | IR429 Economic Diplomacy |
| | IR431 European Union Policy Making in a Global Context (H) |
| | IR433 The International Politics of EU Enlargement (H) |
| | IR434 European Defence and Security (H) |
| | IR435 International Security |
| | IR451 Politics of Money in the World Economy† |
| | IR457 The Political Economy of International Trade |
| | IR460 Comparative Political Economy |
| | IR483 International Organisations and Regimes |
| | GV479 Nationalism |
| | HY409 The Origins and Conduct of the Second World War, 1935-1945 |
| | HY411 European Integration in the Twentieth Century |
| | HY412 Democracy, Dictatorship and Foreign Intervention: Spain and the Great Powers, 1931-1953 |
| | HY422 President, Public Opinion and Foreign Policy: from Roosevelt to Reagan 1933-89 |
| | HY423 Empire, Colonialism and Globalization |
| | HY427 Germany, Europe and the World, c. 1945-1990: the creation of humanitarian aid and policies in the Cold War era |
| | HY429 Anglo-American Relations from World War to Cold War, 1939-91 |
| | HY432 From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1997 (n/a 09/10) |
| | HY434 The Rise and Fall of Communism in Europe, 1917-1990 (n/a 09/10) |
| | HY435 Political Islam: From Ibn Taymiyya to Osama bin Laden |
| | HY436 Race, Violence and Colonial Rule in Africa |
| | HY437 'Global Oceans': Empires, Ideas and Migrations, 1750-1914 |
| | HY456 Sex, Race and Slavery: The Western Experience (n/a 09/10) |
| | HY461 East Asia in the Age of Imperialism, 1839-1945 |
| | HY462 From Nationalism to Fascism: Europe, 1890-1939 |
| | HY463 The Origins of the Cold War, 1917-1962 |
| | HY464 Crises and Detente in the Cold War, 1962-1979 (n/a 09/10) |
| | HY475 International History Since 1900 (n/a 09/10) |
| 4 | HY499 Dissertation in International History |
| Notes | † With permission of the course teacher. |

LSE-Sciences Po Double Degree in Urban Policy

Students take the first year at Sciences Po and the second year at LSE. At LSE students will follow the programme regulations for *either* the MSc Contemporary Urbanism; MSc Local Economic Development; or MSc Regional and Urban Planning Studies as follows:

MSc Contemporary Urbanism

Full-year programme. Students must take the compulsory course, select optional courses to the value of two units and write and research a dissertation.

| Paper | Course number and title |
|-------|--|
| 1 | GY430 Cities, Space and Society |
| 2 | Courses to the value of two units from the following: GI407 Globalisation, Gender and Development GI409 Globalisation and Gender (H) GY407 Globalization, Regional Development and Policy or GY409 Globalization and Regional Development (H) or GY413 Regional Development and Policy (H) GY431 Cities, People and Poverty in the South (H) GY432 Cities, Culture and Politics in the South (H) GY414 Gender, Space and Society or GY421 Gender and Development: Geographical Perspectives (H) or GY422 |

| | |
|-------|---|
| | Gender, Work and Urbanisation (H) |
| | GY455 Economic Aspects of Project Appraisal (H) |
| | GY464 Race and Space (H) |
| | GY467 Development, Diaspora and Migration (H) |
| | SO465 City-making: the Politics of Urban Form Project (H) |
| | A course from another programme * |
| 3 | GY499 Dissertation |
| Notes | * means by special permission only |

MSc Local Economic Development

Full-year programme. Students must take courses to the value of three full units as shown and a dissertation.

| Paper | Course number and title |
|-------|---|
| 1 | GY404 Seminar in Local Economic Development (H) |
| 2 | GY407 Globalization, Regional Development and Policy or GY408 Local Economic Development and Policy |
| 3 | Elements to the value of 1 and a half units from the following list: Students will normally choose a further course from those listed under paper 2 above or any of the related half-unit courses (GY409, GY410, GY413, GY415). Students are not permitted to combine GY409 and GY413 and they are not permitted to combine GY410 and GY415. EC436 The Economics of Regional and Urban Planning (H) EU434 The Political Economy of Southeast Europe (H) GY420 Environmental Regulation: Implementing Policy GY422 Gender, Work and Urbanisation (H) GY438 Cities and Social Change in East Asia (H) GY445 Urban Policy and Practice in the South GY453 Geographical Aspects of Regional and Urban Planning (H) GY465 Concepts in Environmental Regulation (H) MI452 Quantitative Analysis II: The Generalised Linear Model (H) A relevant course from another programme |
| 4 | GY499 Dissertation |

MSc Regional and Urban Planning Studies

Full-year programme. Students must take courses to the value of three full units and a dissertation. Additionally all students are required to take GY450 Planning Practice and Research.

| Paper | Course number and title |
|-------|---|
| 1 | EC436 The Economics of Regional and Urban Planning (H) |
| 2 | GY448 Social and Political Aspects of Regional and Urban Planning (H) |
| 3 | GY454 Urban Policy and Planning (H) |
| 4 | Courses to the value of one and a half units: EU419 Socio-economic Cohesion Policies in the EU (H) (n/a 09/10) GI409 Globalisation and Gender (H) GY409 Globalization and Regional Development (H) GY410 Economics of Local and Regional Development (H) GY413 Regional Development and Policy (H) GY415 Local Capacity and Economic Development Policy (H) GY430 Cities, Space and Society (H) GY431 Cities, People and Poverty in the South (H) GY432 Cities, Culture and Politics in the South (H) GY438 Cities and Social Change in East Asia (H) GY444 Environmental Assessment (H) GY446 Planning for Sustainable Cities (H) GY455 Economic Aspects of Project Appraisal (H) GY460 Techniques of Spatial Economic Analysis GY464 Race and Space (H) GY465 Concepts in Environmental Regulation (H) GY467 Development, Diaspora and Migration (H) SA4F9 Housing, Neighbourhoods and Communities (H) SO452 Urban Environment (H) SO465 City-making: the Politics of Urban Form (H) A half-unit course from another programme at the discretion of the Programme Director § |
| 5 | GY450 Planning Practice and Research (non-assessed but |

| | |
|-------|--|
| | compulsory) |
| 6 | GY499 Dissertation |
| Notes | § means by special permission only. This programme is externally accredited by the RICS. Further information is available on the Geography and Environment Department www.lse.ac.uk/collections/geographyAndEnvironment/ website (see Quick Links to Real Estate Economics and Finance). |

LSE-Sciences Po Double Degree in Affaires Internationales and *either* International Relations or International Political Economy

Year 1 at Sciences Po

Joint IR seminar with the whole group (28 hours)

Political Issues or World Politics (56 hours)

Social Science (including Economics) (56 hours)

Specialisation (140 hours)

Compulsory French/English language class (28 hours)

Second foreign language for all students (28 hours)

Year 2 at LSE Students will enrol in *either* the MSc International Relations or the MSc International Political Economy as follows:

MSc International Relations

Full-year programme. Students must take one compulsory course, optional courses to the value of two full units and a dissertation. All students on this programme are required to take a test at the beginning of October.

Paper Course number and title

| | |
|-------|--|
| 1 | IR410 International Politics |
| 2 & 3 | Two of the following: DV413 Environmental Problems, Politics and Development (H) and DV415 Global Environmental Governance (H) EU435 History and Theory of European Integration (H) EU437 Europe Beyond Modernity (H) EU438 Turkey: Political Economy and European Integration (H) GV446 The Politics of Empire and Post-Imperialism * GV479 Nationalism * IR407 International Political Economy of the Environment IR411 Foreign Policy Analysis III IR412 International Institutions (n/a 09/10) IR415 Strategic Aspects of international Relations IR416 The EU in the World IR418 International Politics: Asia and the Pacific IR419 The International Relations of the Middle East IR422 Conflict and Peace Studies IR429 Economic Diplomacy IR431 European Union Policy Making in a Global Context (H) IR433 The International Politics of EU Enlargement (H) IR434 European Defence and Security (H) IR435 International Security (Advanced) (n/a 09/10) IR461 Islam in International Relations (n/a 09/10) IR462 Introduction to International Political Theory (H) IR463 The International Political Theory of Humanitarian Intervention † (H) IR464 The Politics of International Law † (H) IR481 Europe, the US and Arab-Israeli Relations (H) IR482 Russia and Eurasia: Foreign and Security Policies IR483 International Organisations and Regimes A course from another programme § * |
| 4 | IR499 Dissertation |
| Notes | § means by special permission only. * means IR students can only take one DESTIN and one Government Department option. † IR462 is a pre-requisite for this course |

MSc International Political Economy

Full-year programme. Students must take one compulsory course, optional courses to the value of two full units and a dissertation as shown. All students on this programme are required to take a test at the beginning of October.

Paper Course number and title

| | |
|-------|---|
| 1 | IR450 International Political Economy |
| 2 & 3 | Two of the following: DV413 Environmental Problems, Politics and Development (H) and DV415 Global Environmental Governance (H) EU438 Turkey: Political Economy and European Integration (H) IR407 International Political Economy of the Environment IR429 Economic Diplomacy IR451 Politics of Money in the World Economy IR457 The Political Economy of International Trade IR460 Comparative Political Economy A course from another programme § |
| 4 | IR499 Dissertation |
| Notes | § means by special permission only. |

LSE-Sciences Po Double Degree in European Studies

Year 1 at Sciences Po

Students study a Diplôme at Sciences Po

Year 2 at LSE

Students will enrol on *either* the MSc European Political Economy, or MSc European Studies: Ideas and Identities or MSc Politics and Government in the European Union as follows.

MSc European Political Economy

Full-year programme. Students must take two compulsory courses and optional courses to the value of one-and-a-half units and a dissertation as shown. Additionally, all students must take EU410 Interdisciplinary Research Methods and Design and EU450 European Union: Contemporary Issues, in preparation for the dissertation. Students without a strong background in economics are strongly encouraged to take EU409 Basic Economic Concepts for European Political Economy as an additional course to support their studies.

Paper Course number and title

| | |
|---|--|
| 1 | EU452 European Political Economy |
| 2 | A. Political Economy: Theory and Practice EU455 Concepts in Political Economy (H) B. Political Economy in Action: One of the following half units: EU425 Interest Representation and Economic Policy-Making in the EU (H) EU443 European Models of Capitalism (H) EU446 Patterns of Economic Integration in Europe: Institutions and Politics of EMU (H) EU449 The Political Economy of Transition and EU Accession in Central and Eastern Europe (H) EU453 The Political Economy of European Social Policy and Welfare State Reform (H) EU456 The Economics of European Social Policy (H) |
| 3 | Courses to the value of one full unit from the following: Institutions, Politics and Policies of the EU: EU419 Socio-economic Cohesion Policies in the EU (H) EU420 European Union Law and Government (H) EU421 Policy-Making in the European Union (H) EU430 Europeanization: The Comparative Politics of Domestic Change (H) EU436 Law and Governance of the Single European Market EU439 Political and Fiscal Integration and Disintegration in EU Member States (H) Central and Eastern Europe Transition and Reform: EU454 The Economics of Transition and EU Accession in Central and Eastern Europe (H) EU447 Democracy, Ideology and the State (H) European Identity and Ideas: EU424 The Idea of Europe (H) EU437 Europe Beyond Modernity (H) EU448 Minorities and Migration in Europe (H) GV4A5 Public Policy Responses to International Migration (H) Regional courses: EU417 Italy in the European Union (H) EU423 Greece and |

the European Union (H)
 EU429 The Political Economy of Southwest and Mediterranean Europe (H)
 EU434 The Political Economy of Southeast Europe (H)
 EU438 Turkey: Political Economy and European Integration (H)
 EU440 Greece and South-East Europe: Government, Economy and Foreign Policy (H)
 Courses from 2B above not already taken
 *A half unit from another MSc programme
 EU499 Dissertation

Notes A half unit from another MSc programme (only to be taken with the permission of the teacher responsible and the MSc EPE Programme Director. Admission will depend on the student having the necessary background and on the availability of space).

MSc European Studies: Ideas and Identities

Students must take courses to the value of three units and a dissertation as shown. Additionally, all students must take EU410 Interdisciplinary Research Methods and Design and EU450 European Union: Contemporary Issues, in preparation for the dissertation.

Paper Course number and title

- | | |
|---|--|
| 1 | Two from the following: EU424 The Idea of Europe (H) EU447 Democracy, Ideology and the State (H) EU458 Identity, Community and the 'Problem of Minorities' (H) |
| 2 | Courses to the value of one unit from the following: European Politics and Economics EU430 Europeanization: The Comparative Politics of Domestic Change (H) EU437 Europe Beyond Modernity (H) EU439 Political and Fiscal Integration and Disintegration in EU Member States (H) EU443 European Models of Capitalism (H) HY411 European Integration in the Twentieth Century Citizenship and Diversity EU448 Minorities and Migration in Europe (H) EU457 Ethnic Diversity and International Society (H) The European Union EU420 European Union Law and Government (H) EU421 Policy-Making in the European Union (H) |
| 3 | Courses to the value of one unit from the following: A course not taken under paper 2 or a relevant course from another programme Citizenship and Diversity GV498 Multiculturalism, Nationalism and Citizenship (H) GV4A2 Citizens' Political Behaviour in Europe: Elections Public Opinion and Identities (H) GV4A5 Public Policy Responses to International Migration (H) SO424 Approaches to Human Rights The European Union EU419 Socio-economic Cohesion Policies in the EU (H) EU456 The Economics of European Social Policy (H) Area Studies EU417 Italy in the European Union (H) EU423 Greece and the European Union (H) EU429 The Political Economy of Spain and Southwest Europe (H) EU434 The Political Economy of Southeast Europe (H) EU438 Turkey: Political Economy and European Integration (H) EU440 Greece and South-East Europe: Government, Economy and Foreign Policy (H) GV4B9 The Second Europe (H) European History and Philosophy GV476 Twentieth-Century European Liberal Thought (H) GV4B6 Kant's Political Philosophy (H) HY426 The European Enlightenment, c1680-1830 PH404 History of Science PH405 Philosophy of the Social Sciences PH413 Philosophy of Economics A course from a relevant programme |
| 4 | EU499 Dissertation |

MSc Politics and Government in the European Union

Students must take courses to the value of three units and a dissertation as shown. Additionally, if their timetable allows, students are recommended to take EU410 and EU450 in preparation for the dissertation.

Paper Course number and title

Part I: Foundation

- | | |
|---|--|
| 1 | EU435 History and Theory of European Integration (H) (M) |
|---|--|

Part II: Specialisation

Stream 1 - European Union Government and Policy

- | | |
|---|---|
| 2 | EU421 Policy-Making in the European Union (H) (L) (cannot be taken with IR431) |
| 3 | Any courses to the value of 2 units from the following: EU417 Italy in the European Union (H) (M) (n/a 09/10) EU419 Socio-Economic Cohesion Policies in the EU (H) (L) (n/a 09/10) EU420 European Union Law and Government (H) (M) EU423 Greece and the European Union (H) (M) (n/a 09/10) EU424 The Idea of Europe (H) (M) EU425 Interest Representation and Economic Policy-Making in Europe (H) (L) EU429 The Political Economy of Southwest and Mediterranean Europe (H) (L) EU430 Europeanisation: The Comparative Politics of Domestic Change (H) (M) EU434 The Political Economy of Southeast Europe (H) (M) EU436 Law and Governance of the Single European Market EU437 Europe Beyond Modernity (H) (L) EU438 Turkey: Political Economy and European Integration (H) (L) EU439 Political and Fiscal Integration and Disintegration in EU Member States (H) (L) EU440 Greece and South-East Europe: Government, Economy and Foreign Policy (H) (L) EU446 Patterns of Economic Integration in Europe: Institutions and Politics of EMU (H) (L) EU449 The Political Economy of Transition and EU Accession in Central and Eastern Europe (H) (L) † EU453 The Political Economy of European Social Policy and Welfare State Reform (H) (L) † (n/a 09/10) EU456/SA4F7 The Economics of European Social Policy (H) (L) EU460 European Society and Politics beyond the Nation State (H) (L) EU462 Partisanship in Europe (H) (L) GV403 Network Regulation (H) (L) † GV439 Government and Politics in Eastern Europe (H) (L) GV454 Parties, Elections and Governments (H) (L) GV460 Politics and Policy in Britain (H) (M) (n/a 09/10) GV4A2 Citizens' Political Behaviour in Europe: Elections, Public Opinion, and Identities (H) (L) GV4A5 Public Policy Responses to International Migration (H) (M) GV4B9 The Second Europe (H) (L) GV4C5 Politics of Economic Policy (H) (L) GV4C6 Legislative Politics: European Parliament (H) (L) GV4D4 Comparative Politics of Redistribution in Advanced Democracies (H) (L) GV4E8 Conflict and Institutional Design in Divided Societies (H) (L) HY411 European Integration in the Twentieth Century MI451 Quantitative Analysis 1: Description and Inference (H) (M) MI452 Quantitative Analysis 2: The Generalized Linear Model (H) (M or L) SA405 European Social Policy |

Stream 2 - The International Relations of Europe

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| 2 | IR416 The EU in the World |
| 3 | Any courses to the value of 1.5 units from the following: A half unit from Stream 1- European Union Government and Policy EU424 The Idea of Europe (H) (M) |

EU425 Interest Representation and Economic Policy-Making in Europe (H) (L)
 EU434 The Political Economy of Southeast Europe (H) (M)
 EU437 Europe Beyond Modernity (H) (L)
 EU438 Turkey: Political Economy and European Integration (H) (L)
 EU440 Greece and South-East Europe: Government, Economy and Foreign Policy (H) (L)
 EU448 Minorities and Migration in Europe (H) (M)
 EU457 Ethnic Diversity and International Society (H) (M)
 EU458 Identity, Community and the 'Problem of Minorities' (H) (L)
 GV479 Nationalism
 GV4A5 Public Policy Responses to International Migration (H) (M) HY411 European Integration in the Twentieth Century
 IR411 Foreign Policy Analysis III
 IR429 Economic Diplomacy †
 IR431 EU Policy-Making in a Global Context (H) (L) (cannot be taken with EU421)
 IR433 The International Politics of EU Enlargement (H) (L) (n/a 09/10)
 IR434 European Defence and Security (H) (M)
 IR481 Europe, the US and Arab-Israeli Relations (H) (L)
 IR482 Russia and Eurasia: Foreign and Security Policies
 MI451 Quantitative Analysis 1: Description and Inference (H) (M)
 MI452 Quantitative Analysis 2: The Generalized Linear Model (H) (M or L)

Part III: Dissertation

4 EU499/GV499/IR499 Dissertation

Notes † Students who wish to take this course must seek approval from the convenor of the course.

LSE-Sciences Po Double Degree in Development Economics and Economic History

Two year programme. Students take the first year at Sciences Po and the second year at LSE. Students will enrol on the MSc Economic History programme at LSE.

Students must take one compulsory half-unit course, three optional courses to the value of 2.5 units and a dissertation as shown.

Teaching terms (MT: Michaelmas Term; LT: Lent Term) are shown for half course units.

Paper Course number and title

- 1a EH401 Historical Analysis of Economic Change (H) (MT)
 1b One of the following to be taken in the LT:
 EH404 India and the World Economy (H)
 EH408 International Migration, 1500-2000: from slavery to asylum (H)
 EH412 Research Topics in Economic History (H)
 EH418 Research Issues in African Economic Development (H)* (n/a 09/10)
 EH485 Scientific, Technical and Useful Knowledge from Song China to the Industrial Revolution (H)
 EH486 Shipping and Sea Power in Asian Waters, c1600-1860 (H) (n/a 09/10)
 EH487 International Economic Institutions since World War I (H)
 2 One of the following:
 EH413 African Economic Development in Historical Perspective (H) (MT)
 EH422 Topics in Quantitative Economic History
 EH446 Economic Development of East and Southeast Asia
 EH462 Latin American Development in the Twentieth Century: From Liberalism to Neo-Liberalism
 EH463 The Long-Run Analysis of Firms and Industries (H)
 EH464 The Historical Context of Business (H) (MT) (n/a 09/10)
 EH475 The Rise and Decline of Economic Policy in Twentieth Century Western Europe
 EH477 History of Economics: From Moral Philosophy to

Social Science

EH483 The Development and Integration of the World Economy in the 19th and 20th Centuries

3 Either another paper from 2 above, OR another paper from 1b above and one from the following:

EH412 Research Topics in Economic History (H) (MT)

EH413 African Economic Development in Historical Perspective (H) (MT)

EH417 Political Economy of Late Industrialisation (H) (n/a 09/10)

EH447 Great Depressions in Economic History (H) (MT)

EU461 Economic History of Southeastern Europe and the Middle East, 1820-1945 (H) (MT)

4 EH499 Dissertation (10,000 words)

Notes * Please note that EH413 is a pre-requisite of this course

MA Global Studies: A European Perspective

Two-year programme. Students attend LSE for either their first or second year and also attend, for a year, one of the following participating institutions: Leipzig, Vienna, Wroclaw, Berlin or Leiden. Students follow the MSc Global History programme at the LSE:

MSc Global History

Full-year programme. Students must take compulsory courses to the value of 2.5 units, optional courses to the value of one unit and a half-unit dissertation as shown.

Paper Course number and title

- 1a EH481 Economic Change in Global History: Approaches and Analysis (MT) (H)
 1b EH479 Dissertation in Global History (10,000 words) (H) (LT)
 2 *Either* EH482 Pre-modern Paths of Growth: East and West compared, c1000-1800
or EH483 The Development and Integration of the World Economy in the 19th and 20th centuries
 3 One of the following (if not taken under paper 2):
 EH482 Pre-modern Paths of Growth: East and West compared, c1000-1800
 EH483 The Development and Integration of the World Economy in the 19th and 20th centuries
 HY423 Empire, Colonialism and Globalization
 4 **Either** one full unit from (i) (if not already taken under paper 2 or paper 3 above) **OR** two half-units, one from (ii) and one from (iii) below:
 (i) Full unit course:
 EH446 Economic Development of East and Southeast Asia
 EH462 Latin American Development in the Twentieth Century: From Liberalism to Neo-Liberalism
 EH482 Pre-modern Paths of Growth: East and West compared, c1000-1800
 EH483 The Development and Integration of the World Economy in the 19th and 20th centuries
 HY437 'Global Oceans': Empires, Ideas and Migrations, 1750-1914
 (ii) Half units to be taken in the Michaelmas Term:
 EH412 Research Topics in Economic History (H)
 EH413 African Economic Development in Historical Perspective (H) (MT)
 EH417 Political Economy of Late Industrialisation (H) (MT) (n/a 09/10)
 EH447 Great Depressions in Economic History (H) (MT)
 EU461 Economic History of Southeastern Europe and the Middle East, 1820-1945 (H) (MT)
 EH467 Epidemics: epidemic disease in history, 1348-2000 (H) (MT)
 (iii) Half-unit to be taken in the Lent Term:
 EH404 India and the World Economy (H) (LT)
 EH408 International Migration, 1500-2000: from slavery to asylum (H) (LT)
 EH412 Research Topics in Economic History (H) (LT)
 EH418 Research Issues in African Economic History* (H) (LT) (n/a 09/10)

EH423 Japan and Korea as Developing Economics (H) (LT)
 EH466 Labour and Work in Preindustrial Europe (H) (LT)
 EH485 Scientific, Technical and Useful Knowledge from Song China to the Industrial Revolution (H) (LT)
 EH486 Shipping and Sea Power in Asian Waters, c1600-1860(H) (LT) (n/a 09/10)
 EH487 International Economic Institutions since World War I (H) (LT)
 EU438 Turkey: Political Economy and European Integration (H) (LT)

* Please note that EH418 is a pre-requisite of this course

MSc Global Media and Communications (with Fudan or USC)

Full-time programme taken over two calendar years. Students must take courses at LSE as shown below and follow either the programme at Fudan or USC in year two.

Paper Course number and title

Year 1 at LSE. Students take a total of three LSE units and a dissertation as shown.

- 1 MC408 Theories and Concepts in Media and Communications I (Key concepts and interdisciplinary approaches) (H)
- 2 Two of the following courses:
 MC411 Media and Globalisation (H)
 MC416 Representation in the Age of Globalisation (H)
 MC423 Global Media Industries (H)
- 3 MC4M1 Methods of Research in Media and Communications (H)
- 4 Courses to the value of one unit from the following:
 AN459 Anthropology and Media (H)
 GV4C2 Globalisation, Conflict and Post-Totalitarianism (H)
 GV498 Multiculturalism, Nationalism and Citizenship (H)
 GI405 Globalising Sexualities (H)
 GV442 Globalisation and Democracy * (H)
 GY430 Cities, Space and Society
 LL421 New Media Regulation (H)
 MC402 The Audience in Media and Communications (H)
 MC405 Current Issues in Media and Communication (H)
 MC409 Media, Technology and Everyday Life (H)
 MC411 Media and Globalisation (H) +
 MC413 New Media, Information and Knowledge Systems (H)
 MC416 Representation in the Age of Globalisation (H) +
 MC418 Theories and Concepts in Media and Communications II (Processes of communication in modern life) (H)
 MC420 Identity, Transnationalism and the Media (H)
 MC422 Critical Studies in Media and Journalism (H)
 MC423 Global Media Industries (H) +
 MN413 International Marketing: A Strategic Approach (H)
 PS437 Representations, Institutions and Communities (H)
 SO420 Approaches to Globalisation (H)
 SO433 Cultural Theory (H)
 Any other MSc-level course which is offered in the School, subject to the consent of the candidate's programme convenor
- 5 MC499 Dissertation (10,000-12,000 words)**

Year 2 at Fudan

- 6 Core and optional courses in Chinese language, culture and media, including:
 Chinese Language and Culture - (Chinese Civilization-Oriented)
 Covering China - China's Print Journalism
 CMC and New Media
 Speciality Chinese: Media and Communication in China
 Chinese Politics
 Theories and Practices of China Journalism (Part I and Part II)
 Chinese Broadcasting: An overview of the Industry and Programming
 Studies on Chinese Documentaries

Research on China's Economy

Year 2 at USC. Students take a total of 24 USC units.

- 7 COMM 598 Global Communication Research Practicum (4 USC units)
- 8 20 USC units (normally total of 5 courses; all Communication courses 4 units each):
 500 Managing Communication (4, Sp/Sm)
 501 Communication Management Pro-Seminar (4, Fa/Sp)
 502 Strategic Corporate Communication (4, Sp)
 504x Seminar in Interpersonal Communication (4, Fa, even years)
 505 Communication in Work Settings (4, Fa)
 506 Images and Image Management (4, Sp)
 507 Information Management (4, Fa)
 508x Power, Politics and Conflict in Communication (4, 2 years, Sp)
 509x Seminar in Classical Rhetorical Theory (4, Fa)
 510 Communication, Values, Attitudes, and Behavior (4, Fa/Sp)
 511x Seminar in Contemporary Rhetorical Theory (4, Sp)
 512x Seminar in Rhetorical Criticism (4, Fa)
 513x Seminar in Neoclassical Rhetorical Theory (4, 2 years, Sm)
 514x Seminar: Social Movements as Rhetorical Form (4, 2 years, Sp)
 515x Seminar in Postmodern Rhetorical Theory (4, 2 years, Fa)
 516x Seminar: Feminist Theory and Communication (4, 2 years, Sp)
 517x Seminar in Rhetorical Theory and Culture (4, Sp)
 518x American Public Address (4, Sp, odd years)
 519x Seminar: Cultural Studies in Communication (4, 2 years, Fa)
 520 Social Roles of Communication Media (4, Fa/Sp)
 521x Seminar in Argumentation (4, 2 years, Sp)
 522x Seminar in Kenneth Burke's Dramatistic Theory (4)
 524x Seminar in Small Group Process (4, Sp, even years)
 528 Web Designs for Organizations (4, Fa/Sp)
 530 Social Dynamics of Communication Technologies (4, Sp/Sm)
 531 Communication and the International Economy (4, Fa)
 532 Development of American Media Industry (4, Fa)
 533 Emerging Communication Technologies (4, Fa/Sp)
 534 The Culture of New Technologies (4, Fa/Sp)
 535 Virtual Groups and Organizations (4, Fa/Sp)
 540 Uses of Communication Research (4, Fa/Sp)
 541 Integrated Communication Strategies (4, Sp)
 542 Business Strategies of Communication and Entertainment Firms (4, Sp)
 543 Managing Communication in the Entertainment Industry (4, Fa)
 544 The Arts and New Media (4, Fa)
 545 Communication and Global Competition (4, Sp)
 546 Seminar in Diffusion Theory and Research (4, 2 years, Sp)
 547 Distribution of Recordings: Media, Retail and Online Channels (4, Sp)
 548 Issues in Children's Media (4, Sp)
 553 Political Economy of Global Telecommunications and Information (4, Sp)
 557 Communication Policy in the Global Marketplace (4, Fa)
 558 The International Entertainment Marketplace (4, Fa)
 559 Globalization, Communication and Society (4, Fa)
 560 Communications Policy (4, Fa/Sm)
 562x Cognitive Approaches to Communication (4, 2 years, Fa)
 565 Communication Law and Broadcasting (4, Fa/Sp)
 566 Communication Law and New Technologies (4, Sp)
 567 Internet Policy, Practice and Regulation (4, Fa/Sp)
 570 Economics of the Communication Industries (4, Fa)
 571 Communications Technologies (4, Fa/Sp)
 572 Telephone, Data, and Video Telecommunication Systems (4, Sp)
 573 Evaluating Communication Needs (4, Sp)
 574 Tele-Media: A Strategic and Critical Analysis (4, Fa/Sp)
 575 Advocacy and Social Change in Entertainment and the Media (4, Fa)

576 Communication Strategies for Conflict Management (4, Sm)
 580 Media and Politics (4, Fa/Sp)
 581 Media in Social Services: Design and Evaluation of Campaigns (4, Fa)
 582 International Communication: National Development (4, Sm)
 583 Global Entertainment Education Programs (4, Sp)
 584 Seminar: Interpreting Popular Culture (4, Fa)
 585x Organizational Communication (4, 2 years, Sp)
 587 Audience Analysis (4, Fa)
 605 Advanced Macro Theories of Communication I (4, 2 years, Sp)
 610 Studies in Rhetorical Theory (4, max 8, Fa/Sp/Sm)
 618 Mass Media Effects (4, Fa)
 620 Studies in Communication Theory (2-4, max 8, Fa/Sp)
 625 Theory Construction in Communication (4, Sm)
 629 Global Culture (4, Fa)
 630 Communication Technology and Social Change (4, Sp)
 631x Minds and Media (4, Sp)
 635 Economics of Information (4, Sp)
 636 Interpretive and Cultural Approaches in Organizational Communication (4, 2 years, Fa)
 637 Current Readings in Organizational Communication (4, 2 years, Sp)
 638 Global, International and Intercultural Communication in Organizations (4, 2 years, Fa)
 640 Communication and Organizational Change (4, Fa)
 645 Communication Networks (4, 2 years, Sp)
 646 Negotiating Boundaries in Environmental Research (2)
 647x Seminar on the Network Society (4, Fa)
 599 Special Topics (various special one-time course offerings)

In addition to coursework offered at the Annenberg School of Communication, students may take up to a maximum of 4 units of graduate-level coursework from other schools or departments at the University of Southern California towards their remaining 20 unit requirement, subject to the consent of the candidate's USC adviser.

Notes * Courses are subject to availability and the permission of the course lecturer.

** Passing this course is a requirement for passing the programme.

+ Only available to students if they did not take it under Paper 2

(Fa) means Fall semester

(Sp) means Spring semester

(Sm) means Summer semester

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Taught Masters Course Guides

Taught Masters Course Guides

AC410

Management Accounting, Strategy and Organisational Control

This information is for the 2009/10 session.

Teacher responsible: Professor Wim A Van der Stede, A213

Availability: This course is intended for students on MSc Accounting and Finance, MSc Accounting, Organisations and Institutions, MSc Law and Accounting and MSc Management, Organisations and Governance. Other students may be admitted only with the agreement, in writing, of the MSc (Accounting) Course Tutor, if they have sufficient academic background knowledge and if places permit. This course cannot be taken in conjunction with AC411 Accounting, Strategy and Control.

Course content: This course aims to provide an advanced overview of current developments in thought and practice of management accounting, strategy, and organisational control. Particular emphasis is given to the economic and behavioural analysis of management accounting issues and to strategic and organisational aspects of control systems design.

Strategic and organisational behaviour perspective: Management Control in decentralized organisations: organisational architecture; strategy formulation and implementation; results accountability. Planning and budgeting: translating strategy; financial target setting. Performance measurement, performance evaluation and incentive compensation systems. Control systems and organisational change. International differences in management accounting and control. Strategy, organisation and control in global firms. Corporate governance and the roles of managers and financial executives in performance reporting. The ethics and economics of earnings management practices.

Economics and organisational design perspective: Cost system design, including Activity-Based Costing and economic approaches to the allocation of overhead costs. Capital budgeting. Intra- and inter-firm organizational forms, strategies and control systems. The roles of accounting and financial management in the public sector. Management accounting and the strategy-firm-control transformation. Changes in the finance function and corporate financial roles.

Detailed choice of subjects will be determined by those lecturing on the course.

Teaching: 21 two-hour lectures (AC410) and 18 one-hour classes (AC410.A).

Formative coursework: A variety of types of assignments are given for class discussion including exercises and case studies. Many classes examine complex cases with advance case preparation and in-class participation being an absolute requisite. Two pieces of written work, or equivalent, per term are assessed.

Indicative reading: Detailed reading lists will be given out at the start of each part of the course. Illustrative references include: K Merchant and W Van der Stede, *Management Control Systems: Performance Measurement, Evaluation, and Incentives* (Prentice Hall, 2007); Bhimani (ed.) *Contemporary Issues in Management Accounting* (Oxford University Press, 2006).

Assessment: A three-hour written examination in the ST.

AC411 Half Unit

Accounting, Strategy and Control

This information is for the 2009/10 session.

Teacher responsible: Professor Wim A Van der Stede, A213

Availability: This course is intended for students on MSc Accounting and Finance, MSc Accounting, Organisations and Institutions, MSc Law and Accounting, MSc Management and MSc Management, Organisations and Governance. Other students may be admitted only with the agreement, in writing, of the MSc (Accounting) Course Tutor if they have sufficient academic background knowledge. This course cannot be taken in conjunction

with AC410 Management Accounting, Strategy and Organisational Control.

Course content: This course aims to provide an advanced overview of current developments in thought and practice in the area of accounting, strategy and control. Particular emphasis is given to strategic and organisational aspects of control systems design. Management control in decentralized organisations: organisational architecture; strategy formulation and implementation; results accountability. Planning and budgeting: translating strategy; financial target setting. Performance measurement, performance evaluation and incentive compensation systems. Control systems and organisational change. International differences in management accounting and control. Strategy, organisation and control in global firms. Corporate governance and the roles of managers and financial executives in performance reporting. The ethics and economics of earnings management practices. Detailed choice of subjects will be determined by the lecturer on the course.

Teaching: Ten two-hour lectures (AC411) and nine one-hour classes (AC411.A) MT.

Formative coursework: A variety of types of assignments are given for class discussion including exercises and case studies. Two pieces of written work, or equivalent, are assessed.

Indicative reading: Detailed reading lists will be given out at the start of each part of the course. Key reference: Merchant & Van der Stede, *Management Control Systems: Performance Measurement, Evaluation and Incentives* (Prentice Hall, 2007).

Assessment: A one-and-a-half hour written examination in the ST.

AC412 Half Unit

Accountability, Organisations and Risk Management

This information is for the 2009/10 session.

Teachers responsible: Professor M.K. Power, G314, Professor W.A. Van der Stede, A213, and others

Availability: This course is intended for students on MSc Accounting and Finance, MSc Law and Accounting, MSc Management, Organisations and Governance, MSc Management and Regulation of Risk, MSc Management, MSc Public Policy and Administration, MSc Public Management and Governance and MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy. Other students may be admitted only with the agreement, in writing, of the MSc (Accounting) Course Tutor.

Course content: This is an advanced course focusing on the organisational and institutional settings within which risk is managed. The first five lectures deal with key issues in organisational responses to risk and uncertainty, including the impact of disasters and accidents and the growing formalisation and standardization of risk management practice. The second five lectures will deal with specific topics where values of accountability and governance intersect with organizational risk management practices. The overall purpose of the course is to provide students with a critical appreciation of the management of risk as an organisational and social process. The course is necessarily cross-disciplinary, drawing on scholarship within accounting, organizational sociology and regulation studies.

Teaching: Twenty hours of lectures (LT) and ten hours of classes (LT).

Formative coursework: Two pieces of written work will be assessed during the term but the grades will not count towards the overall course assessment.

Indicative reading: No single book covers the entire course. Key readings include: Hutter & Power (eds) *Organizational Encounters with Risk*, (Cambridge, 2005); Power, *Organized Uncertainty: Designing a World of Risk Management* (Oxford, 2007); Turner & Pidgeon, *Man-Made Disasters*, (Butterworth/Heinemann, 1997);

Vaughan, *The Challenger Launch Decision*, (Chicago, 1997); Short & Clarke (eds) *Organizations, Uncertainties and Risks* (Westview, 1992); Weick & Sutcliffe, *Managing the Unexpected: Assuring High Performance in an Age of Complexity* (Jossey-Bass, 2001).

Assessment: Two-hour written examination in the ST (100%).

AC420

Corporate Financial Reporting

This information is for the 2009/10 session.

Teachers responsible: K Soonawalla, A211, A Simpson, A340, J Horton

Availability: This course is intended for students on MSc Accounting and Finance, MSc Law and Accounting and MSc Management and Regulation of Risk. Other students may be admitted if they have knowledge of financial accounting acquired at undergraduate level, and only with the agreement, in writing, of the MSc (Accounting) Course Tutor.

Course content: Corporate financial statements are a key source of information about the economic activities of a firm. This course is intended to enhance the student's ability to relate economic events to financial statements and disclosures. It also seeks to aid in developing a coordinated set of concepts and principles to serve as a framework for analyzing a wide variety of financial reporting issues. The goal is to enable students to understand the mapping between underlying economic events and the information in financial statements, and how this mapping affects inferences about the economic activities and position of the firm. The course also explores the regulatory environment and political climate, and how these link with the introduction of new standards and their underlying theories. Students will be encouraged to relate economic events to diverse practices in financial statements, and to think critically of ongoing controversies and debates.

The course objectives are achieved through teaching a variety of financial reporting issues and topics including the following: standard setting with respect to the conceptual frameworks, with special consideration of the implications for different accounting jurisdictions; business combinations and implications for related issues such as goodwill, intangibles, and in-process research and development; accounting for various forms of inter-corporate investments such as subsidiaries, associates, and joint ventures; accounting for research and development, segment reporting, market-based revaluation, and impairments; disclosure issues; and accounting for liabilities. Most topics are covered from an International Financial Reporting Standards or United States Generally Accepted Accounting Principles perspective.

The course also covers a number of theoretical perspectives such as deductive approaches, based on the notion of financial accounting as the measurement of economic income and value (including applications to current accounting controversies); economic approaches, regarding corporate financial reporting as an information system, including signaling and disclosure, and studying the demand for and supply of accounting information in a market setting and its stock market impact; and regulatory approaches, examining the nature of and case for and against the regulation of corporate financial reporting. Illustrations are provided on how these theories are used in standard setting and in valuation. Detailed choice of subjects will be determined by those lecturing on the course and many vary to some extent from year to year. Knowledge of basic accounting is assumed.

Teaching: 20 lectures of two hours each, sessional (AC420), and 20 classes (AC420.A) of one hour.

Formative coursework: The lecturers set exercises, essays or case studies for class discussion each week. Many of these involve reading key papers and other writings in the financial accounting literature and illustrating their effects numerically. Four pieces of work, based on these assignments, are collected for formative assessment.

Indicative reading: Detailed reading lists are handed out at the start of the course, and will be largely based on papers in academic journals. Relevant books covering specific parts of the course are: W H Beaver, *Financial Reporting: An Accounting Revolution* (3rd edn, Prentice-Hall, 1998); M Bromwich, *Financial Reporting, Information and Capital Markets* (Pitman, 1992); R Macve, *A Conceptual*

Framework for Financial Accounting and Reporting (Garland, 1997); W Scott, *Financial Accounting Theory*, (Prentice Hall, 1997); R L Watts & J L Zimmerman, *Positive Accounting Theory* (Prentice-Hall, 1986).

Assessment: A three-hour plus 15 minutes reading time written examination in the ST.

AC424

Accounting, Organisations and Institutions

This information is for the 2009/10 session.

Teacher responsible: Professor Wim Van der Stede, A213

Availability: This is the core compulsory course for students taking the MSc in Accounting, Organisations and Institutions and is not available to others except in special circumstances and with the written permission of the Course Director.

Pre-requisites: There are no specific pre-requisites and the course does not require a background in accounting. Pre-sessional training in the form of various intensive sessions prior to the start of term will be offered for those who need a brief 'technical' preparation for the Programme.

Course content: The object of the course is to provide students with an advanced understanding of the changing role and position of accounting practices in organisations, both public and private, and societies more generally. Students will be exposed to advanced thinking about how accounting practices are much more than a collection of routine techniques but are shaped by their institutional contexts, have behavioural consequences and can represent different values. We will focus on how efforts to design internal and external accounting practices are both a function of specific economic and political interests, but are also shaped by social and political aspirations. The role of accountants and other agents will be addressed.

The course will emphasise the inter-relations between technical, organizational and institutional issues. While some technical accounting knowledge will be helpful, it is not essential and each lecture will provide the necessary technical foundations.

Indicative topics, listed along the lines of "Foundations" and "Risk Management, Accountability, and Corporate Governance" include: Foundations – Reporting, Calculation and Disclosure; Transnational Regulation and Standardization; Accounting and the Notion of "Entity"; Audit and Assurance: The Audit Society; Organisational Boundaries, Structure and Control; Accountability, Incentives and Performativity; Accounting for Sustainability; Organisational Failure as a Process.

Risk Management, Accountability, and Corporate Governance – Disasters, Accidents and Errors; Organisations and the Management of Uncertainty; The Risk Management Process; Mapping and Communicating Risk in Organisations; Organisations, Security and Resilience; Corporate Governance: Board Functioning, Gatekeepers, Executive Compensation, Regulation..

Teaching: Twenty-two 2-hour lectures, eighteen 1-hour seminars

Formative coursework: Students will be required to produce two pieces of written work per term. This may take the form of either an essay, or the analysis of a case, and may also include in-class presentation and team-based work. This work will be assessed, but the grades will not count towards the overall course assessment.

Indicative reading: Chapman, Cooper & Miller (eds.), *Accounting, Organizations and Institutions* (Oxford, 2009); Hopwood & Miller (eds.), *Accounting as Social and Institutional Practice* (Cambridge, 1994); Power, *The Audit Society* (Oxford, 1999); Roberts, *The Modern Firm* (Oxford, 2004); Power, *Organized Uncertainty: Designing a World of Risk Management* (Oxford, 2007); Hutter & Power (eds.), *Organizational Encounters with Risk* (Cambridge, 2005); Hood, Baldwin & Rothstein, *The Government of Risk* (Oxford, 2000); Coffee, *Gatekeepers: The Professions and Corporate Governance* (Oxford, 2006); Bebchuk & Fried, *Pay Without Performance* (Harvard, 2004)

Assessment: Two-hour unseen examination (50%), plus a dissertation of 6,000 words due by 4 May 2010 (50%).

AC444 Half Unit Valuation and Security Analysis

This information is for the 2009/10 session.

Teachers responsible: Dr P Frantz, A307 and Dr E Beccalli

Availability: This course is intended for students on the MSc Accounting and Finance, MSc Accounting, Organisations and Institutions, MSc Law and Accounting, MSc Management and Strategy and MSc Management and Regulation of Risk. Other students may be admitted to the course if they have a reasonable knowledge of accounting or finance acquired at undergraduate or equivalent level, and only with the agreement, in writing, of the MSc (Accounting) Course Tutor.

Course content: The aim of this course is to introduce students to security analysis and valuation from both theoretical and empirical perspectives. Student are furthermore provided with an opportunity to apply their skills by valuing, in small groups, from the point of view of a "sell-side analyst", a firm's equity of their choice using technologies based on the present values of free cash flows and economic value added. The course should appeal to students interested in investment analysis and fund management.

The course comes in three parts. The first part, financial analysis, focuses on past and present performance evaluation, which is used by financial analysts to generate expectations about future performance (prospective analysis). The second part, security valuation, focuses on the determination of intrinsic security prices, which, in efficient markets, reflect prospective performance. The third part, returns to fundamental and technical analysis, provides empirical evidence on returns to trading strategies based on either financial analysis or past stock returns.

Teaching: Teaching arrangements consist of lectures (18 hours) and classes (8 hours), and presentations of corporate valuation projects by students (LT).

Indicative reading: Lectures are based on E. Beccalli and P. Frantz, *Valuation and Securities Analysis* (2007). Other books recommended include S Penman, *Financial Statement Analysis & Security Valuation* (McGraw-Hill, 2007) as well as K Palepu, B Healy & V Bernard, *Business Analysis & Valuation* (South-Western College Publishing, 2007). For background reading: T Copeland, T Koller & J Murrin, *Valuation: Measuring and Managing the Value of Companies* (Wiley, 2005), for the corporate valuation project. The course also relies on journal articles published in the financial analysis and financial markets literatures.

Assessment: A two-hour written examination (weight 70%) and the corporate valuation project report (weight 30%).

AC464 Management Accounting and Financial Accounting: Decisions, Control, Reporting and Disclosure

This information is for the 2009/10 session.

Teachers responsible: Dr Matthew Hall and Dr Lisa Goh.

Availability: Compulsory on MSc Law and Accounting and MSc Accounting, Organisations and Institutions. The course is also available as an outside option where programme regulations permit.

Note: this course is the equivalent of taking the two half unit courses AC490 Management Accounting, Decisions and Control and AC491 Financial Accounting, Reporting and Disclosure. Students wanting to take both AC490 and AC491, are advised to take AC464 instead. Students cannot take AC464 in conjunction with either AC490 or AC491.

Pre-requisites: The course is intended for MSc students who are not necessarily specialising in accounting who have not previously studied these subjects to a significant extent.

Course content: This course provides students with an introduction to both management and financial accounting. The financial accounting component highlights aspects of reporting that are important to users of financial information. This includes frameworks of accounting regulation, the balance sheet, income statement and the cash flow statement, as well as an introduction to financial statement analysis. The management accounting component includes cost accounting, the role of

accounting information in managerial decision making, and the role of accounting systems in planning, organisational design and performance measurement.

Teaching: 20 hours of lectures and 7 hours of seminars in the MT. 20 hours of lectures and 9 hours of seminars in the LT. 2 hours of lectures and 2 hours of seminars in the ST.

Formative coursework: Students are expected to produce several pieces of written work, including accounting exercises, analyses of case studies, and essays. At least two pieces of written work will be collected for feedback during the course. Students are also required to participate actively in a variety of discussions and debates as part of the class activities.

Indicative reading: Illustrative references include:

J Kothari, E Barone, *Financial Accounting: an International Approach* (Prentice Hall, 2006); Kaplan (1988), One Cost System isn't enough, *Harvard Business Review*, pp.61-66; Hope & Fraser (2003), Who needs budgets?, *Harvard Business Review*, pp.108-115; Emsley (2001), Redesigning variance analysis for problem solving, *Management Accounting Research*, pp.21-40; Ridgway (1956), Dysfunctional consequences of performance measurement, *Administrative Science Quarterly*, pp.240-247; Ittner & Larcker (2003), Coming up short on non-financial performance measurement, *Harvard Business Review*, pp.88-95.

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

AC470 Half Unit Accounting in the Global Economy

This information is for the 2009/10 session.

Teacher responsible: Professor David Cairns, A309

Availability: The course is intended for students on MSc Accounting and Finance, MSc Accounting, Organisations and Institutions, MSc Law and Accounting, MSc Management and Regulation of Risk, MSc Management and Strategy, MSc Development Management, MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy, and Diploma Accounting and Finance. Other students may be admitted only with the agreement, in writing of the MSc (Accounting) Course Tutor, if they have sufficient academic background knowledge and if places permit.

Course content: This course examines the fast changing practices and institutions of financial reporting in the global economy. In accounting and auditing, international harmonization has been advocated as a way of enhancing the comparability and credibility of financial reporting and audit work, so as to stimulate the flow of cross-national investment, expand the scope for market-oriented development, and integrate local enterprises into global financial markets. This course critically examines the institutional conditions and consequences of these developments for financial statement users, business entities and wider local and global stakeholders. It analyses the roles of standard-setting institutions as well as national and international regulators, and reviews contemporary debates on harmonization and local differentiation.

The course deals with five interrelated issues:

1. Political, institutional and technical influences in changing national financial reporting frameworks.
2. The work of the International Accounting Standards Board (IASB), the European Union, national accounting bodies, and their political and economic environments.
3. Transnational corporations, and similarities and differences between financial reporting requirements for business entities operating locally and/or in the global economy.
4. The effects of national financial reporting requirements and International Financial Reporting Standards (IFRS) on business entities, their stakeholders, and local economic development.
5. The enforcement of financial reporting requirements through the actions of auditors, securities regulators, the World Bank and others. The course explores issues from different theoretical perspectives through comparative empirical analysis. It examines global accounting from the perspectives of individual countries including developed and emerging economies, and it draws attention to specific technical challenges (for example, mergers and acquisitions, foreign currency transactions, derivatives and other financial

instruments, stock options, fair value accounting and intangible assets).

Teaching: 20 hours of lectures in the first term (MT). Classes: at least eight hours. It is intended to run a small number of lecturers with invited speakers who are centrally involved at a senior level in the setting, enforcement and convergence of international financial reporting regulations. Further details will be provided at the start of the session.

Formative coursework: Students are required to write an essay of up to 5,000 words that deals with accounting for the global economy in the context of one of:

1. the financial reporting requirements of one country;
2. the accounting treatment for specific transactions and events; or
3. the work of an international body or agency.

This written work forms 30% of the assessment. Exercises and case studies are set for class discussion each week.

Indicative reading: The course makes extensive use of journal articles as well as the pronouncements of the IASB and national standard setting bodies. Relevant books covering specific parts of the course are C Roberts, P Weetman & P Gordon, *International Financial Accounting: a Comparative Approach*; C Nobes & R H Parker, *Comparative International Accounting*; G Benston, M Bromwich, R Litan and A Wagenhofer, *Worldwide Financial Reporting: The Development and Future of Accounting Standards*; and M-L Djelic & K Sahlin-Andersson, *Transnational Governance: Institutional Dynamics of Regulation*.

Assessment: Written work (30%) and a 90 minute written examination in the ST (70%).

AC471 Half Unit Accounting in the Global Economy (MSc International Management)

This information is for the 2009/10 session.

Teacher responsible: Professor David Cairns, A309

Availability: This course is intended for students on the MSc International Management who may be admitted if they have sufficient knowledge of accounting from previous studies.

Course content: This course examines the fast changing practices and institutions of financial reporting in the global economy. In accounting and auditing, international harmonization has been advocated as a way of enhancing the comparability and credibility of financial reporting and audit work, so as to stimulate the flow of cross-national investment, expand the scope for market-oriented development, and integrate local enterprises into global financial markets. This course critically examines the institutional conditions and consequences of these developments for financial statement users, business entities and wider local and global stakeholders. It analyses the roles of standard-setting institutions as well as national and international regulators, and reviews contemporary debates on harmonization and local differentiation.

The course deals with five interrelated issues:

1. Political, institutional and technical influences in changing national financial reporting frameworks.
2. The work of the International Accounting Standards Board (IASB), the European Union, national accounting bodies, and their political and economic environments.
3. Transnational corporations, and similarities and differences between financial reporting requirements for business entities operating locally and/or in the global economy.
4. The effects of national financial reporting requirements and International Financial Reporting Standards (IFRS) on business entities, their stakeholders, and local economic development.
5. The enforcement of financial reporting requirements through the actions of auditors, securities regulators, the World Bank and others. The course explores issues from different theoretical perspectives through comparative empirical analysis. It examines global accounting from the perspectives of individual countries including developed and emerging economies, and it draws attention to specific technical challenges (for example, mergers and acquisitions, foreign currency transactions, derivatives and other financial instruments, stock options, fair value accounting and intangible assets).

Teaching: 20 hours of lecture in the first term (MT). Classes: at least eight hours. It is intended to run a small number of lecturers

with invited speakers who are centrally involved at a senior level in the setting, enforcement and convergence of international financial reporting regulations. Further details will be provided at the start of the session.

Formative coursework: Students are required to write an essay of up to 5,000 words that deals with accounting for the global economy in the context of one of:

1. the financial reporting requirements of one country;
2. the accounting treatment for specific transactions and events; or
3. the work of the international body or agency.

This written work forms 100% of the assessment.

Indicative reading: The course makes extensive use of journal articles as well as the pronouncements of the IASB and national standard setting bodies. Relevant books covering specific parts of the course are C Roberts, P Weetman & P Gordon, *International Financial Accounting: a Comparative Approach*; C Nobes & R H Parker, *Comparative International Accounting*; G Benston, M Bromwich, R Litan and A Wagenhofer, *Worldwide Financial Reporting: The Development and Future of Accounting Standards* and M-L Djelic & K Sahlin-Andersson, *Transnational Governance: Institutional Dynamics of Regulation*.

Assessment: MSc International Management students are assessed solely on the written work and class participation.

AC490 Half Unit Management Accounting, Decisions and Control

This information is for the 2009/10 session.

Teacher responsible: Dr M Hall, A208

Availability: This course is intended for students on MSc Law and Accounting, MSc Development Management, MSc Management and Strategy, MSc Analysis, Design and Management of Information Systems, MSc Management and MSc Management and Economics, MSc Regulation, MSc Regulation (Research), MSc Public Management and Governance, MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy and the Diploma in Accounting and Finance. Also intended for MSc students who have not previously studied accounting subjects to a significant extent, but only with the agreement, in writing, of the MSc (Accounting) Course Tutor. Students who have previously studied Accounting are asked to seek advice before selecting this course.

Note: students wanting to take both the half unit courses AC490 and AC491, are advised to take instead AC464 Management Accounting and Financial Accounting: Decisions, Control, Reporting and Disclosure. Students cannot take AC464 in conjunction with either AC490 or AC491.

Course content: This course provides students with an introduction to the most important aspects of management accounting, including cost accounting, the role of accounting information in managerial decision making, and the role of accounting systems in planning, organisational design and performance measurement. The following areas are covered in the course:

1. The role of management accounting and management accountants in organizations: differences between management and financial accounting, reporting/compliance vs. adviser roles of accountants, changes to the role of management accountants.
2. Cost accounting: cost terminology and cost behaviour, cost-volume-profit relationships, overhead cost allocations, traditional and activity-based costing systems.
3. Accounting for managerial decision making: the role of accounting information in short-term decisions, such as pricing, resource allocation, inventory management and outsourcing, the role of accounting information in long-term decision making, such as capital investment decisions and investment appraisal.
4. Management accounting and organizational design: responsibility centres, planning and budgeting, financial performance measurements, variance analysis, and incentives.
5. Performance measurement: non-financial performance measures, the balanced scorecard, limitations of performance measurement, linking management accounting information to managerial work.

Teaching: 10 sessions of two hours and nine classes of one hour in

LT. A two-hour revision session is held in ST.

Formative coursework: Students are expected to produce several pieces of written work, including accounting exercises, analyses of case studies, and essays. At least two pieces of written work will be collected for feedback during the course. Students are also required to participate actively in a variety of discussions and debates as part of the class activities.

Indicative reading: A detailed reading list will be given out at the start of the course. Illustrative references include: Kaplan (1988), One Cost System isn't enough, *Harvard Business Review*, pp.61-66, Hope & Fraser (2003), Who needs budgets?, *Harvard Business Review*, pp.108-115, Emsley (2001), Redesigning variance analysis for problem solving, *Management Accounting Research*, pp.21-40, Ridgway (1956), Dysfunctional consequences of performance measurement, *Administrative Science Quarterly*, pp.240-247, Ittner & Larcker (2003), Coming up short on non-financial performance measurement, *Harvard Business Review*, pp.88-95.

Assessment: A two-hour (plus 15 minutes reading time) written examination in the ST.

AC491 Half Unit

Financial Accounting, Reporting and Disclosure

This information is for the 2009/10 session.

Teacher responsible: Dr Lisa Goh, A209

Availability: This course is intended for students on MSc Management and Strategy, MSc Management, MSc Development Management, MSc Operational Research, MSc Analysis, Design and Management of Information Systems, MSc Law and Accounting, MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy, MSc Management and the Diploma in Accounting and Finance. It is also intended for MSc students who are not specialising in Accounting who have not previously studied these subjects to a significant extent but only with the agreement, in writing, of the MSc (Accounting) Course Tutor. Students who have previously studied Accounting are asked to seek advice before selecting this course.

Note: students wanting to take both the half unit courses AC490 and AC491, are advised to take instead AC464 Management Accounting and Financial Accounting: Decisions, Control, Reporting and Disclosure. Students cannot take AC464 in conjunction with either AC490 or AC491.

Course content: This course provides students with an introduction to financial accounting, and highlights aspects of reporting that are important to users of financial information.

The course covers the frameworks of accounting regulation; the balance sheet, income statement, and cash flow statement. The course will also cover accounting issues related to depreciation, goodwill, and intangible assets, equity, debt, and consolidation. Students will be introduced to financial statement analysis and research on the use of accounting information in financial markets.

Teaching: 10 weekly lectures of two hours each in MT. Classes: seven one-hour classes MT.

Formative coursework: Students are expected to produce several pieces of written work, including accounting exercises and essays.

Indicative reading: A detailed reading list will be made available at the start of the course. Illustrative text: J Kothari, E Barone, *Financial Accounting: an International Approach* (Prentice Hall, 2006).

Assessment: A two-hour unseen examination in the ST (100%). Students answer four questions (one compulsory question; two from four questions; and one out of two essay questions).

AC499

Dissertation

This information is for the 2009/10 session.

Teacher responsible: Professor Al Bhimani (A307), Programme Director of the MSc Accounting and Finance.

Availability: This course is intended for students on the MSc Accounting and Finance programme, who elect to take this as an option in paper 3 or 4. Permission to select the long essay option must be obtained from the Programme Director by the end of the third week of MT. Students wishing to select this option must

first identify and secure agreement from a member of staff who is willing to provide supervision for the dissertation. Approval for this option will not be granted if such an agreement is not obtained from an academic staff member.

Course content: The dissertation may focus on analysing the relevant literature and other source material on a particular topic and writing a critical survey or commentary, indicating clearly the main problems and their nature, or investigating and reporting on a selected problem, either by some small-scale empirical research, or by using information derived from secondary sources.

The dissertation must identify relevant issues, sustain reasoned argument, and draw supportable conclusions. It must be arranged in an organised manner and include a full bibliography.

Teaching: There is no teaching associated with the dissertation, but students who select this option are encouraged to attend the dissertation workshop sessions organised by the Teaching and Learning Centre.

Assessment: Two typewritten copies of the dissertation must be submitted to the MSc Programme Manager, due by 31 May. The dissertation should be double-spaced, on A4 paper, with a maximum word limit of 10,000 words, not including Appendices. Mark penalties will apply if you exceed the word limit.

Arrangements for supervision: Students writing a dissertation will be supervised by a member of staff who will not necessarily be their normal supervisor. Students are responsible for identifying an appropriate member of staff to supervise their dissertation essay, and for ensuring the member of staff agrees to provide supervision. As a general rule, supervisors of dissertations will not comment on the work after a discussion of the first draft.

AN402

The Anthropology of Religion

This information is for the 2009/10 session.

Teachers responsible: Dr Fenella Cannell, A610, Dr Mukulika Banerjee and Dr Mette High

Availability: For MSc Social Anthropology, MSc Anthropology and Development, MSc Anthropology of Learning and Cognition, MSc Law, Anthropology and Society, MSc China in Comparative Perspective.

Course content: This course covers selected topics in the anthropology of religion, focusing upon relevant theoretical debates. Reference will be made to ethnographies of the ritual, symbolism and religious knowledge of non-Western societies. Various anthropological approaches to the study of religion, ritual and symbolism are covered. Key topics will include: some or all of the following: the religious representation of life, death, sex, morality and gender; the relation between cosmology and magical practice; typologies of thought; the religious, the aesthetic, the scientific; religion and the social construction of the emotions; the work of the symbol; myth and history; shamanism and spirit possession; theodicy and world religions; persons, objects and spirits in the process of conversion; the problem of religious belief; the category of 'religion'; ritual.

Teaching: Lectures AN402 weekly MT, LT, Seminars AN402.A weekly MT, LT.

Indicative reading: M Bloch, *Prey into Hunter: the Politics of Religious Experience*; M Douglas, *Purity and Danger*; E Evans-Pritchard, *Witchcraft Oracles and Magic among the Azande*; D Lan, *Guns and Rain*; G Lewis, *Day of Shining Red*; C Lévi-Strauss, *The Savage Mind*; M Bloch, *From Blessing to Violence*; J Comaroff, *Body of Power, Spirit of Resistance*; P Boyer, *The Naturalness of Religious Ideas*; F Cannell, *Power and Intimacy in the Christian Philippines*; M Bloch & J Parry, *Death and the Regeneration of Life*; T Asad, *Genealogies of Religion: Discipline and Reasons of Power in Christianity and Islam*; V Raphael, *Contradicting Colonialisms: Translation and Christian Conversion in Tagalog Society under early Spanish Rule*.

Detailed reading lists are provided at the beginning of the course.

Assessment: There is a three-hour examination in the ST.

AN404**Anthropology: Theory and Ethnography****This information is for the 2009/10 session.****Teachers responsible:** Professor D James, A506 and Dr M Scott, A616**Availability:** This course is compulsory for MSc Social Anthropology, MSc Anthropology and Development, MSc Anthropology of Learning and Cognition and optional for MSc Law, Anthropology and Society and MSc China in Comparative Perspective.**Course content:** The main aim of this course is to examine the relationship between theory and ethnography in modern social and cultural anthropology; the course focuses on the development of anthropology before circa 1970 during the MT, and after that date during the LT.

Topics covered include: classical social theory of Marx, Durkheim and Weber; colonialism and evolutionism; functionalism; Boas and culture theory; conflict and the critique of functionalism; class, caste and social stratification; Levi-Strauss and structuralism; methodological individualism; urban anthropology; Bourdieu, Sahlins, Ortner and practice theory; anthropology and history; theories of culture and interpretive anthropology; postmodernism and ethnographic critique; anthropology of gender, anthropology of nations and nationalism; anthropology of ontology; anthropology of globalisation; epistemology.

Teaching: Lectures (25 in all) AN404 weekly MT, LT, ST, Seminars (25 in all) AN404.A weekly MT, LT, ST.**Indicative reading:** D McLellan, *Karl Marx: Selected Writings*; W Runciman, *Weber: Selections in Translation*; S Lukes, *Emile Durkheim: His Life and Work*; B Malinowski, *Argonauts of the Western Pacific*; EE Evans-Pritchard, *Nuer Religion*; F Boas, *The Mind of Primitive Man*; E Leach, *Political Systems of Highland Burma*; C Levi-Strauss, *The Savage Mind*; M Bloch, *Marxism and Anthropology*; A B  teille, *Caste, Class and Power*; U Hannerz, *Exploring the City*; M Sahlins, *Culture in Practice*; P Bourdieu, *Outline of a Theory of Practice*; Gupta and Ferguson, *Culture, Power and Place*; J D Kelly and M Kaplan, *Represented Communities*; F Merlan, *Caging the Rainbow*; H Moore, *The Subject of Anthropology*; J Assayag and C Fuller (eds), *Globalizing India*. Detailed reading lists are provided at the beginning of the course.**Assessment:** There is a three-hour examination in the ST.**AN405****The Anthropology of Kinship, Sex and Gender****This information is for the 2009/10 session.****Teachers responsible:** Dr Henrike Donner and Dr Amit Desai**Availability:** For MSc Social Anthropology, MSc Anthropology and Development, MSc Anthropology of Learning and Cognition, MSc Law, Anthropology and Society, MSc China in Comparative Perspective, MSc Biomedicine, Bioscience and Society and MSc Gender.**Course content:** An examination of the cultural frameworks and social aspects of kinship systems, gender roles, personhood and human sexuality, analysed through ethnographic examples from diverse cultures; an analysis of theoretical debates concerning core concepts such as 'kinship', 'marriage', 'gender', 'sex' and 'person' and a critical discussion of 'nature' and 'culture'.

The course charts the history of anthropological debates on kinship and the critique of the notion of 'kinship' in the light of symbolic approaches, gender theory and culturally variant theories of sexuality and procreation. It also looks at the relationship between feminism and anthropology, race and notions of 'mixture', masculinity, friendship, love and marriage, kinship with non-humans, and English kinship.

Teaching: Lectures: AN405 weekly MT, LT, Seminars AN405.A weekly MT, LT.**Indicative reading:** M Fortes & E Evans-Pritchard *African Political Systems* (1940) GN490 F73; C L  vi-Strauss *The Elementary Structures of Kinship* (1969) GN487 L66; D Schneider *A Critique of the Study of Kinship* (1984) GN487 S35; C MacCormack & M Strathern *Nature, Culture and Gender* (1980) GN479.65 N28; J. Goody (ed) *The Character of Kinship* (1973) GN487 G65; R. Fox *Kinship and Marriage* (1967) GN480 F79; J. Carsten (ed) *Cultures of Relatedness* (2000) GN487 C96; J. Carsten *After Kinship* (2003) GN487 C32; M. G. Peletz 1995 *Kinship Studies in Late Twentieth Century*

Anthropology. Review of Anthropology, 24, pp 343-372. (available through JSTOR); S. Ortner. 1996. Making Gender: The Politics and Erotics of Culture; H. L. Moore. 1988. Feminism and Anthropology.

Assessment: There is a three-hour examination in the ST.**AN419 Half Unit****The Anthropology of Christianity****This information is for the 2009/10 session.****Teacher responsible:** Dr Fenella Cannell, A610**Availability:** For MSc Social Anthropology, MSc China in Comparative Perspective and MSc Anthropology and Development.**Course content:** The ethnography of the local Christianities in the light of differing cultural and social situations including colonial conditions. The relationship between Christianity and the discipline of anthropology.

The course examines a number of anthropological and historical studies of local forms of Christianity, including local forms of Catholicism, contemporary and historical Protestantisms including American Fundamentalist Protestantism and 'heretical' and other unorthodox Christianities. The course asks why anthropologists have shied away from analysing Christianity long after studies of other world religions, such as Islam, Hinduism and Buddhism, have become widely established. It looks at the relationship between Christianity and the history of anthropological thought, and locates the place of Christianity in the writings of Mauss, Durkheim, Foucault and others, in order to defamiliarise the religion which Europeans and Americans especially often take for granted. Issues examined may include the nature and experience of belief, the problems of writing about religion, Christianity and the state, the nature of religious confession, Christianity and women's religious and social experience (from Medieval women mystics to women priests), inquisitions and heretical beliefs, priests and alternative forms of mediation with divine power, miraculous saints, incorrupt bodies and 'non-eaters' and changing ideas about death, Heaven and Hell. Particular attention is paid to the nature of conversion, the history of missionaries and to Christianity in colonial and post-colonial situations in a variety of contexts such as Madagascar, South America, South East Asia and South Africa, and to issues of resistance and the re-appropriation of Christian doctrines by local populations.

Formative coursework: Students are expected to prepare discussion material for presentation in the seminars.**Teaching:** Lectures AN419 weekly LT, Seminars AN419.A weekly LT.**Indicative reading:** M Bloch, *From Blessing to Violence:**History and Ideology in the Circumcision Ritual of the Merina of Madagascar*; F Cannell, *Catholicism, Spirit Mediums and the Ideal of Beauty in a Bicolano Community, Philippines* (PhD thesis, University of London); W Christian, *Person and God in a Spanish Valley* (reprint 1988); J Comaroff, *Body of Power, Spirit of Resistance*; J de Pina Cabral, *Sons of Adam, Daughters of Eve: the Peasant World View in the Alto Minho*; R Iltto, *Pasyon and Revolution: Popular Movements in the Philippines, 1840-1910*; J Nash, *We Eat the Mines and the Mines Eat us: Dependency and Exploitation in Bolivian Tin Mines*; M Taussig, *The Devil and Commodity Fetishism in South America*.

Detailed reading lists are provided at the beginning of the course.

Assessment: There is a two-hour examination in the ST.**AN420 Half Unit Not available in 2009/10****The Anthropology of South-East Asia****This information is for the 2009/10 session.****Teacher responsible:** Dr Catherine Allerton, A615**Availability:** For MSc Social Anthropology, MSc China in Comparative Perspective and MSc Anthropology and Development.**Course content:** This course will introduce students to selected topics in the anthropology of Southeast Asia through the lens of the region's material cultures. What are some of the distinctive aspects of material culture in Southeast Asia? How does a comparative study of material culture help illuminate such key regional themes as: colonialism and post-colonialism, gender and personhood, 'custom' and 'religion', power and the foreign, unity and difference? Since this is a huge and varied region, the course will focus on the Austronesian-speaking island world of Indonesia, Malaysia and the Philippines, with some material from Thailand.

The first lectures of the course will focus on some broad regional themes from the ethnography and history of island Southeast Asia. We will look at similarities of ecology and cultural patterns throughout the region, especially the contrast between highland and lowland societies. We will also consider comparative perspectives on notions of identity, power, gender and the construction of person in hierarchical and egalitarian systems of Southeast Asia. We will then move to look at some key aspects of material culture, examining their significance amongst different societies and considering some of the ways in which both state and religious authorities have responded at different times to their perceived 'threat'. Topics will include: Houses and architecture; Landscape; Textiles and weaving; Clothing; Food and Sacrifice; Heirlooms; The materiality of modernity; Tourism, postmodernity and theme-parks

Teaching: Lectures AN420 weekly, Seminars AN420.A weekly.

Formative coursework: Students are expected to prepare discussion material for presentation in the seminars.

Indicative reading: V.T. King and W.D. Wilder, *The Modern Anthropology of South-East Asia: An introduction*; J.M. Atkinson and S. Errington, *Power and Difference*; Roxanna Waterson, *The Living House*; Henk Schulte Nordholt, *Outward Appearances*; Janet Hoskins, *Biographical Objects*; Penny van Esterik, *Materializing Thailand*; Webb Keane, *Signs of Recognition*; Jill Forshee, *Between the Folds*; John Pemberton, *On the Subject of 'Java'*; Janet Carsten, *The Heat of the Hearth*; Patricia Spyer, *Border Fetishisms*. Detailed reading lists are provided at the beginning of the course.

Assessment: There is a two-hour examination in the ST.

AN421 Half Unit Not available in 2009/10 The Anthropology of Industrialization and Industrial Life

This information is for the 2009/10 session.

Teacher responsible: Professor J Parry, A505

Availability: For MSc Social Anthropology, MSc Law, Anthropology and Society, MSc Anthropology and Development, MPA Public and Economic Policy/MPA Public Policy and Management, MSc China in Comparative Perspective and as permitted by the regulations.

Course content: This course deals with anthropological perspectives on the industrialization process, on industrial life and industrial work, examined in relation to relevant theoretical debates and with reference to selected ethnographies. The themes touched on are likely to include the way in which local understandings of modern machine production are laid down on the template of pre-existing cultural assumptions and cosmological ideas; the rural-urban nexus linking neophyte proletarians with peasant villages; the extent to which traditional forms of social structure and inequality are reproduced in the modern factory; the modern factory as an ethnic 'melting-pot' and as an agent of the 'secularization' and 'disenchantment of the world'; shop-floor organization, cultural and organizational factors affecting the intensity of labour, and the extent to which factory production requires new concepts of time and new kinds of work discipline; the social organization of the industrial neighbourhood; gender relations in factory and neighbourhood; the extent to which industrial workers in 'the Third World' represent an 'aristocracy of labour', the contrast between workers in the organised sector and the unorganised sector, and the conditions under which the industrial workforce emerges as a class 'for itself'; trade-union activism; resistance to and collusion with management; local discourses about industrial pollution and environmental degradation.

Teaching: Lectures AN421 weekly, Seminars AN421.A weekly.

Formative coursework: Students are expected to prepare discussion material for presentation in the seminars.

Indicative reading: J Nash, *We eat the Mines and the Mines eat us: Dependency and Exploitation in Bolivian Tin Mines* (1979); A Ong, *Spirits of Resistance and Capitalist Discipline: Factory Women in Malaysia* (1987); D Wolf, *Factory Daughters: Gender, Dependency and Rural Industrialization in Java* (1992); S Westwood, *All Day, every Day: Factory and Family in the Making of Women's Lives* (1984); F Zonabend, *The Nuclear Peninsula* (1993); R Chandavarkar, *The Origins of Industrial Capitalism in India: Business Strategies and*

the Working Classes in Bombay, 1900-40 (1994); M Holmstrom, *South Indian Factory Workers: their Life and their World* (1976); M Holmstrom, *Industry and Inequality: towards a Social Anthropology of Indian Labour* (1984); J Parry, J Bremen & K Kapadia (Eds), *The Worlds of Indian industrial labour* (1999).

Detailed reading lists are provided at the beginning of the course.

Assessment: There is a two-hour examination in the ST.

AN424 Half Unit Anthropology of Melanesia

This information is for the 2009/10 session.

Teacher responsible: Dr Michael W Scott, A616

Availability: For MSc Social Anthropology and MSc Anthropology and Development.

Course content: This course provides an introduction to the culture area in the Southwest Pacific Ocean known as Melanesia through an examination of classic and contemporary ethnography of Papua New Guinea, Solomon Islands, Vanuatu, New Caledonia and Fiji. In the 1880s a hereditary Fijian priest named Dugamoi claimed to have acquired supernatural powers through initiatory out-of-body experiences and prophesied the imminent transformation of the Fijian social order: soon the European colonial rulers would become subject to Fijians and Fijian chiefs would serve the commoners. The wealth of Europeans – cloth, tinned goods, and other manufactured items – would all flow spontaneously and prodigiously to Fiji. In 1919 the 'Vailala Madness' inspired the followers of Evara on the south coast of what is now Papua New Guinea with expectations that the spirits of their ancestors were about to arrive in a huge steamer bearing abundant supplies of flour, rice, tobacco, and knives and transferring control of trade in these goods from whites to blacks.

In the 1940s, Tsek instructed the people of the island of Espiritu Santo (in present-day Vanuatu) to prepare for the advent of cargo-laden Americans by killing their livestock, burning their villages, going naked, and living in communal antinomian anticipation of a new world order.

Collectively labelled 'cargo cults', such religious and political movements have, since the middle of the twentieth century, become iconic for many of the geographic and cultural area known as Melanesia. By tracking the classic ethnographic construction, late twentieth-century critique, and recent reassessment of this category, the course offers a thematically-centred survey of key themes in the anthropology of Melanesia.

Questions and topics considered include: what is 'Melanesia'?

Is 'Melanesia' still a useful concept? The place of Melanesia in the history of anthropological theory; cosmologies, mythologies and religious practices; spatiality and emplacement; leadership and community formation; knowledge and secrecy; exchange; gender, race, personhood, and sociality; colonial histories; custom politics; indigenous Christianities; decolonization, nationalism and ethnocentrism; and Melanesian modernities.

Teaching: Lectures AN424 weekly MT, Seminars AN424 weekly MT.

Formative coursework: Students are expected to prepare discussion material for presentation in seminars.

Indicative reading: I Bashkow, *The Meaning of Whitemen: Race and Modernity in the Orokaiva Cultural World*; J Bonnemaïson, *The Tree and the Canoe: History and Ethnogeography of Tanna*; K Burridge, *Mambu*; J G Carrier (Ed), *History and Tradition in Melanesian Anthropology*; R J Foster (Ed), *Nation Making: Emergent Identities in Postcolonial Melanesia*; H Jebens (Ed), *Cargo, Cult and Culture Critique*; M Kaplan, *Neither Cargo Nor Cult: Ritual Politics and the Colonial Imagination in Fiji*; R M Keesing, *Custom and Confrontation*; A Lattas, *Cultures of Secrecy: Reinventing Race in Bush Kaliai Cargo Cults*; P Lawrence, *Road Belong Cargo: A Study of the Cargo Movement in the Southern Madang District, New Guinea*; J Leach, *Creative Land: Place and Procreation on the Rai Coast of Papua New Guinea*; J Robbins, *Becoming Sinners: Christianity and Moral Torment in a Papua New Guinea Society*; M W Scott, *The Severed Snake: Matrilineages, Making Place, and a Melanesian Christianity in Southeast Solomon Islands*; M Strathern, *The Gender of the Gift*; H Whitehouse, *Arguments and Icons: Divergent Modes of Religiosity*; P Worsley, *The Trumpet Shall Sound: A Study of*

'Cargo' *Cults in Melanesia*. Detailed reading lists are provided at the beginning of the course.

Assessment: There is a two-hour examination in the ST.

AN425 Half Unit Not available in 2009/10 The Anthropology of China

This information is for the 2009/10 session.

Teacher responsible: Professor S Feuchtwang, A613

Availability: For MSc Social Anthropology and MSc Anthropology and Development.

Course content: The ethnography of China, Taiwan, Hong Kong and Singapore; anthropological approaches to issues in Chinese kinship, religion, education and political-economy. Chinese kinship: descent, lineages and ancestral cults, marriage, affinity and gender. Chinese popular religion: Daoism, Buddhism and Confucianism; local religion and the community; pilgrimage, spirit mediumship and healing. Literacy, education and nationalism in China; popular culture and the state. Anthropological studies of the Chinese economy.

Teaching: Lectures AN425 weekly, Seminars AN425.A weekly.

Formative coursework: Students are expected to prepare discussion material for presentation in the seminars.

Indicative reading: E Ahern, *Chinese Ritual and Politics*; D Davis & S Harrell (Eds), *Chinese Families in the Post-Mao Era*; H Baker & S Feuchtwang (Eds), *An Old State in New Settings*; S Feuchtwang, *The Imperial Metaphor: Popular Religion in China*; P Steven Sangren, *History and Magical Power in a Chinese Community*; C Stafford, *The Roads of Chinese Childhood*; R Watson & P Ebrey (Eds), *Marriage and Inequality in Chinese Society*; J Watson & E Rawski (Eds), *Death Ritual in Late Imperial and Modern China*; H Gates, *China's Motor: A thousand years of petty capitalism*.

Detailed reading lists are provided at the beginning of the course.

Assessment: There is a two-hour examination in the ST.

AN429 Half Unit Not available in 2009/10 The Anthropology of Southern Africa

This information is for the 2009/10 session.

Teacher responsible: Dr Matthew Engelke, A609

Availability: For MSc Social Anthropology, MSc Anthropology and Development and MSc Race, Ethnicity and Post-Colonial Studies.

Course content: This course serves as an introduction to the ethnography of Southern Africa. Topics to be considered include colonialism and postcolonialism, Christian missionization, labour migration, Apartheid and anti-colonial struggles, changing kinship and gender relations, ethnicity and identity, witchcraft, and the role of performance and expressive culture in social transformation. The ethnography of South and southern Africa has played a formative role in social anthropology, generating some of the key theoretical issues which underpin the discipline. This course provides students with an opportunity to understand changes in anthropological theory and practice by comparing the classic ethnographic texts with more recent writings from the same regions. Areas covered include South Africa, Lesotho, Swaziland, Botswana, Mozambique, Zambia and Zimbabwe. The course develops students' ethnographic knowledge about specific communities, and also equips them with the skills to address key theoretical issues from the broader corpus of anthropological writings, in the context of data from this particular region.

Teaching: Lectures AN429 weekly, Seminars AN429.A.

Formative coursework: Students are expected to prepare discussion material for presentation in the seminars.

Indicative reading: J Comaroff, *Body of Power, Spirit of Resistance*; J L & J Comaroff, *From Revelation to Revolution*; J Ferguson, *Expectations of Modernity*; L White, *Magomero*; A Ashforth, *Madumo: A Man Bewitched*; D Lan, *Guns and Rain*; V Turner, *The Forest of Symbols*. Detailed reading lists are provided at the beginning of the course.

Assessment: There is a two-hour examination in the ST.

AN436 Half Unit

The Anthropology of Development

This information is for the 2009/10 session.

Teacher responsible: Professor Deborah James, A506

Availability: For MSc Social Anthropology, MSc Anthropology and Development, MSc China in Comparative Perspective, MSc Health, Community and Development, MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy and MSc Human Rights.

Course content: This course considers a range of contributions made by anthropologists to the analysis of development. It assesses the reconcilability of two divergent perspectives: development anthropology, with its corpus of writings by practitioners working on practical projects, and the 'anthropology of development', comprising a series of critiques of development theory and practice by anthropologists. It examines the historical background, showing how development and its discourses were made in the wake of the colonial encounter, and exploring the role played by anthropologists in this process. Critiques of both state-planned and market-driven development are considered and weighed against the ethnographic evidence, and anthropological studies of development organisations, institutions and 'the aid industry' considered. The anthropology of planning and policy; actor-centred perspectives on development; NGOs and participatory approaches; microcredit and gender; fertility and reproductive health are among the topics explored. Regional ethnographies used include those from various parts of Southern and West Africa, China, Latin America, South and South-East Asia.

Teaching: Lectures AN436 weekly LT, Seminars AN436.A weekly LT.

Formative coursework: Students are expected to prepare discussion material for presentation in the seminars.

Indicative reading: Cooper, F & R Packard (Eds), *International Development and the Social Sciences* (1997); Escobar, A *Encountering Development: the making and unmaking of the third world* (1995); J Ferguson, *The Anti-politics machine "Development", depoliticization and Bureaucratic Power in Lesotho* (1994); K Gardner & D Lewis *Anthropology, Development and the Post-modern challenge* (1996); S Greenhalgh (Ed), *Situating Fertility: anthropological and demographic enquiry* (1995). Grillo, R D and R L Stirrat *Discourses of Development: anthropological perspectives*, Berg, Oxford; Gudeman, S 2001 *The Anthropology of Economy* Oxford, Blackwells; Long, N 2001 *Development Sociology: Actor Perspectives*, London, Routledge; Mosse D 2004 *Cultivating Development: an ethnography of aid policy and practice*, London, Pluto Press; Rapley, J 1996 *Understanding Development: Theory and Practice in the Third World*. Lynne Reiner Robertson, A F 1984 *People and the State: an anthropology of planned development*, Cambridge, Cambridge University Press Detailed reading lists are provided at the beginning of the course.

Assessment: There is a two-hour examination in the ST.

AN437

Anthropology of Learning and Cognition

This information is for the 2009/10 session.

Teachers responsible: Professor M Bloch, A608, Dr R Astuti, A614, Professor C Stafford, A601

Availability: This course is compulsory for MSc Anthropology of Learning and Cognition, and is optional for MSc Anthropology and Development, MSc Social Anthropology and MSc Biomedicine, Bioscience and Society.

Course content: The course will focus on the relationship between mechanisms of cultural transmission, both informal and institutional, and what anthropologists have called 'culture' and 'society'. We shall look at the way universal human capabilities develop and are used during different stages of life to create unique cultural understandings. We shall then examine how these understandings enable us to interact in specific ways with others.

Topics covered include schemas, memory, 'theory of mind', informal and formal education, emotions, expertise, and the nature of different types of beliefs. We shall consider how themes of this kind – elaborated in cognitive anthropology and in cognitive science

more generally – lead to a reconsideration of classic anthropological concerns, including kinship, religion, politics and economics.

Teaching: Lectures (20 in all) weekly MT, LT, Seminars (20 in all) weekly MT, LT.

Indicative reading: B Shore, *Culture in Mind*; M Cole, *Cultural Psychology*; R D'Andrade, *The Development of Cognitive Anthropology*; D Holland & N Quinn, *Cultural Models in Language and Thought*; E Hutchins, *Cognition in the Wild*; J Lave, *Cognition in Practice*; M Bloch, *How We Think They Think*; D Sperber, *Explaining Culture*; P Boyer, *Religion explained*; R Astuti, G Solomon & S Carey, *Constraints on Conceptual Development*; M Tomasello *The Cultural Origins of Human Cognition*.

Assessment: There is a three-hour examination in the ST.

AN438

Law in Society: A Joint Course in Anthropology and Law

This information is for the 2009/10 session.

Teachers responsible: Professor M Mundy, A507 and Mr R A Pottage, F7.21

Availability: The course is compulsory for MSc Law, Anthropology and Society. It is an option on MSc Human Rights, MSc Anthropology and Development, MSc Social Anthropology and the LL.M. MSc Regulation and other graduates can take this course at the discretion of those running it.

Course content: The course offers a foundation in those elements of anthropological and social theory essential to an understanding of law in society.

This course draws on anthropological themes and texts to develop an innovative perspective on contemporary legal norms and institutions. It aims to document legal institutions and practices as concrete ethnographic phenomena, focusing on the techniques of writing and documentation, the legal production of persons and things, and the legal framing of institutions. It combines abstract social theory with concrete ethnographic method in the study of ritual, kinship, property and communicative technologies in formal law. The course is structured about the following topics:

- 1 Law, anthropology, and the production of the social: an introduction to the links between legal and anthropological scholarship, exploring juridical concepts of power, agency and social personality and anthropology's models of society;
- 2 Legal and political ritual: selected theoretical analyses of modern legal ritual examined against the background of anthropological debates concerning the general nature of ritual;
- 3 The communication of power in writing: the representation and construction of social institutions in administration;
- 4 Legal time and evidence: ethnographic analysis of narrative, evidence and proof in different legal cultures;
- 5 Persons and things: legal forms of personification and objectification in systems of ownership and inheritance, with particular attention to the law governing reproductive resources;
- 6 Legal collectivities, the modern corporation and its others: ethnographies of the social and legal construction of collective agency;
- 7 The uses of anthropology in law and politics: the role of anthropology in contemporary contests over indigenous title, cultural property, common property resources, and alternative dispute resolution.

Teaching: 10 x 1 hour lectures and 10 x 2 hour seminars each in MT and LT, and 2 x 2 hour seminars in the first two weeks of ST.

Indicative reading: Marc Augé, *Non-Places: Introduction to an Anthropology of Supermodernity*, 1995; Maurice Bloch, *From Blessing to Violence*, 1986 and *Ritual, History and Power*, 1989; Janet Dolgin, *Defining the Family. Law, Technology, and Reproduction in an Uneasy Age*, 1997; Kaja Finkler, *Experiencing the New Genetics. Family and Kinship on the Medical Frontier*, 2000; Rebecca French, *The Golden Yoke: The Cosmology of Law in Buddhist Tibet*, 1995; C M Hann (Ed), *Property Relations: Renewing the Anthropological Tradition*, 1998; Bruno Latour, *We Have Never Been Modern*, 1995; Pierre Legendre, *Law and the Unconscious. A Legendre Reader*, 1997; Niklas Luhmann, *Political Theory in the Welfare State*, 1990 and *Observations on Modernity*, 1998; Sally Engle Merry, *Getting Justice and Getting Even: Legal*

Consciousness Among Working-Class Americans, 1990; Brinkley Messick, *The Calligraphic State: Textual Domination and History in a Muslim Society*, 1993; Sally Falk Moore, *Social Facts & Fabrications: "Customary" Law on Kilimanjaro, 1880-1980*, 1986; Henrietta Moore, *A Passion for Difference*, 1994; Martha Mundy (Ed), *Law and Anthropology*, 2002; W T Murphy, *The Oldest Social Science?*, 1997; Laura Nader & Harry F Todd Jr (Eds), *The Disputing Process – Law in Ten Societies*, 1978; Katherine S Newman, *Law & Economic Organization: A Comparative Study of Preindustrial Societies*, 1983; Leopold Pospisil, *Anthropology of Law: A Comparative Theory*, 1971; Roy Rapaport, *Ritual and Religion in the Making of Humanity*, 1999; Simon Roberts & John Comaroff, *Rules & Processes*, 1983; Simon Roberts, *Order and Dispute*, 1973; June Starr & Jane F Collier (Eds), *History and Power in the Study of Law: New Directions in Legal Anthropology*, 1989; Boaventura de Sousa Santos, *Toward a New Common Sense: Law, Science and Politics in the Paradigmatic Transition*, 1995; Marilyn Strathern, *Property, Substance & Effect: Anthropological Essays on Persons and Things*, 1999; Gunther Teubner (Ed), *Global Law Without a State*, 1997; Victor Turner, *The Ritual Process*, 1969; Annette Weiner, *Inalienable Possessions. The Paradox of Keeping While Giving*, 1992; Barbara Yngvesson, *Virtuous Citizens, Disruptive Subjects: Order and complaint in a New England court*, 1993.

Assessment: A three-hour examination in the ST (100%).

AN439 Half Unit Not available in 2009/10

Anthropology and Human Rights

This information is for the 2009/10 session.

Teacher responsible: Dr M Engelke, A609

Availability: For MSc Social Anthropology, MSc Anthropology and Development, MSc China in Comparative Perspective, MSc Human Rights, MSc Race, Ethnicity and Post-Colonial Studies. and other degree programmes as permitted by the regulations.

Course content: The tension between respect for "local cultures" and "universal rights" is a pressing concern within human rights activism. In the past decade, anthropologists have been increasingly involved in these discussions, working to situate their understandings of cultural relativism within a broader framework of social justice. This course explores the contributions of anthropology to the theoretical and practical concerns of human rights work. The term begins by reading a number of key human rights documents and theoretical texts. These readings are followed by selections in anthropology on the concepts of relativism and culture. Students will then be asked to relate their understandings of human rights to the historical and cultural dimensions of a particular case, addressing such questions as the nature of humanity, historical conceptions of the individual, colonialism and imperialism, the limits of relativism, and the relationship between human rights in theory and in practice. Case studies will include: gay rights in southern Africa; genocide in Rwanda; the plight of the Yanomami in South America; state violence in Guatemala; and Aboriginal land tenure in Australia.

Teaching: Lectures weekly LT, seminars weekly LT.

Formative coursework: Students are expected to prepare discussion material for classes/seminars and are required to write Assessment essays.

Indicative reading: M Ishay (Ed), *The Human Rights Reader: Major Political Essays, Speeches, and Documents from the Bible to the Present*; P G Lauren *The Evolution of International Human Rights: Visions Seen*; E Messer, "Anthropology and Human Rights" *Annual Review of Anthropology* 1993; J Cowan et al (Eds), *Culture and Rights: Anthropological Perspectives*; R Wilson (Ed), *Human Rights, Culture, and Context: Anthropological Perspectives*; R Rorty, "Human Rights, Rationality, and Sentimentality" in S Shute & S Hurley (Eds), *On Human Rights: The Oxford Amnesty Lectures*; F Boas, "The Limitations of the Comparative Method of Anthropology" in Bohannon & Glazer (Eds), *High Points in Anthropology*; F Boas, "On Alternating Sounds" in G W Stocking (Ed), *The Shaping of American Anthropology, 1883-1911: A Franz Boas Reader*; C Geertz, "The Impact of the Concept of Culture on the Concept of Man" in *The Interpretation of Cultures*; T Turner, "Human Rights, Human Difference: Anthropology's Contribution

to an Emancipatory Cultural Politics" *Journal of Anthropological Research* 1997. Detailed reading lists are provided at the beginning of the course.

Assessment: There is a two-hour examination in the ST.

AN441

Anthropological Fieldwork Methods

This information is for the 2009/10 session.

Teacher responsible: Professor Deborah James, A506

Availability: For MSc Social Anthropology (Research) and MPhil Social Anthropology students preparing their detailed research proposal prior to embarking on fieldwork and other forms of empirical research.

Course content: The course aims to give you a thorough understanding of what is involved in carrying out ethnographic fieldwork, and what kinds of knowledge it can and cannot generate. It focuses both on the classic fieldwork methods used by anthropologists in the first half of the 20th century, and on more recent methodological developments and techniques that correspond to transformations in the nature of the social. It examines the realities of turning research ideas into realistic plans, in the context of your chosen area of fieldwork.

The **first half** of the course deals with general ethnographic methods. These include participant observation; field notes and the organization of data; visual methods; ethics and anthropological 'codes of ethics'; interviews; written ethnography, ethnographic knowledge, and problems of representation; critical approaches to existing ethnographic texts; place, multi-sited ethnography, the local and the global; research into family, kinship and the genealogical method; archives and how to use documentary material; fieldwork methodology and the research proposal. In the **second half** of the course, students present drafts of their projects and think through associated methodological and ethical issues.

Teaching: 20 two-hour seminars in the MT and LT.

Formative coursework: Students are required to write and present a paper in the LT.

Indicative reading: P.Caplan (ed), *The Ethics of Anthropology Debates and Dilemmas* (Routledge, 2003); M Banks & H Morphy (Eds), *Rethinking Visual Anthropology*, (Yale UP, 1999); R Ellen, *Ethnographic Research: a Guide to General Conduct*, (Academic Press, 1985); A Gupta & J Ferguson (Eds), *Culture, Power, Place: Explorations in Critical Anthropology*, (Duke University Press, 1997); M Jackson, *Paths Towards a Clearing*, (Indiana UP, 1989); G Marcus, *Ethnography Through Thick and Thin*, (Princeton, 1998); K Narayan, 'How Native is a 'Native' Anthropologist?' *American Anthropologist*, 95(3), 1993; P Steven Sangren, 'Rhetoric and the authority of ethnography' *Current Anthropology*, 29(3), 405-435, 1988; R Sanjek (Ed), *Fieldnotes: the Makings of Anthropology*, (Cornell, 1990); H Russell Bernard, *Research Methods in Cultural Anthropology*, (Sage, 1990); N Schepher-Hughes, 'The Primacy of the Ethical. Propositions for a Militant Anthropology' *Current Anthropology* 36(3), 409-420, 1995; M.Bloch *How We Think They Think* (Westview, 1998); ASA Ethical Guidelines <http://www.theasa.org/ethics.htm>.

Assessment: Students' progress is monitored throughout the course by the teachers responsible. The work undertaken for this course is expected to feed directly into the preparation of your Research Proposal (AN443): the formal examination of the Proposal constitutes the assessment of the course.

AN442

Supervised Reading Course and Fieldwork Preparation

This information is for the 2009/10 session.

Teachers responsible: Members of staff of the Anthropology Department (students' supervisors)

Availability: For MSc Social Anthropology (Research), and MPhil Social Anthropology.

Course content: The programme of supervised reading aims to give students a detailed knowledge of the regional ethnographic literature relevant to their proposed research project, as well as

providing them with a firm grounding in the theoretical literature relevant to their research objectives. The programme also aims to aid students in the practical organization of their field research (eg organizing language training, obtaining research permits and academic affiliations) through their supervisors' personal guidance. The programme of supervised reading will be specific to each student. It will be agreed with his/her supervisors at the beginning of the academic year and it will be closely reviewed during the course of the academic year.

Teaching: Students should expect to meet with at least one of their supervisors at 2-3 weekly intervals during term time, and to submit essays relevant to the preparation of their Research Proposal (AN443).

Formative coursework: Students will be required to write essays for their supervisors throughout the academic year.

Assessment: Students' progress will be monitored by their supervisors through verbal discussion of the submitted written work. The work they undertake for this course is expected to feed directly into the preparation of the Research Proposal (AN443) and will be formally examined through it.

AN443

Research Proposal

This information is for the 2009/10 session.

Teachers responsible: Members of staff of the Anthropology Department

Availability: For MSc Social Anthropology (Research) and MPhil Social Anthropology.

Course content: All students must submit a formal Research Proposal of 8,000-10,000 words excluding references to the Department on or before the deadline in September. The proposal is written under the guidance of their supervisors (as set out in AN442), and will normally draw on material studied as part of the Anthropological Fieldwork Methods seminar (AN441). It will be expected to demonstrate knowledge of the regional ethnography, and theoretical and methodological literature, relevant to the proposed research.

Assessment: An essay of not more than 10,000 words on an approved topic.

AN444 Half Unit Not available in 2009/10

Investigating the Philippines: New Approaches and Ethnographic Contexts

This information is for the 2009/10 session.

Teacher responsible: Dr F Cannell, A610

Availability: This is an optional course for MSc Social Anthropology, MSc China in Comparative Perspective and MSc Anthropology and Development students. The course is also available to MPhil Anthropology students where recommended by their supervisors, normally as part of the pre-fieldwork preparation year. This course may be taken as an outside option by master's students from other departments, as the regulations permit. It may also be taken by MPhil students from other departments as the regulations permit and with the agreement of the lecturer.

Pre-requisites: Graduates taking this course will normally have taken or be taking a foundational course in anthropology. However, topics may be of interest to those in several disciplines. Exemptions may therefore be sought from the lecturer, e.g. for students external to the department, who wish to explore what anthropology can bring to bear on their own fields.

Course content: This course offers the chance to look at the ethnography of one country in more detail than is usual for regional courses. It considers topics taken from the ethnography of the lowland and highland Philippines, with a focus on exciting new high quality writing, drawing on the recent renaissance in Philippine Studies. The course will balance works by expert non-Filipino ethnographers with the new writing of 'native ethnographies' by Filipino scholars resident both in the Philippines themselves and in the US.

The course will be framed within the colonial, religious and social history of the archipelago, and will consider both new

interpretations of Philippine history, and topics on contemporary social issues, as well as using classic works on the Philippines. Teaching each week will normally be organised around the reading of one outstanding ethnography, allowing students to look closely at particular cases. Topics in any year are likely to be drawn from the following list (although obviously only ten topics can be offered in one year); Migration, 'mail-order brides, and the Philippine diaspora; New religious movements: Philippine colonialism and the processes of conversion: Healing, spirit possession, midwifery and local medicine: The contemporary Catholic Church; Violence in the Philippines; Ecology, landscape and environmental politics: Kinship and its transformations; Gender, Philippine queer theory and Philippine transvestitism: Ritual, drama and local performance traditions: Philippine architecture and material culture.: Philippine cinema: Colonial politics, tribal politics and issues of self-representation: Magic, sorcery and "anitismo"; Tourism, symbolic economies and the impact of international capitalism.

Teaching: One-hour lectures weekly, one-hour seminars weekly.

Formative coursework: Students may be required to prepare discussion material for seminars.

Indicative reading: Detailed reading lists are provided at the beginning of the course, these are a selection: Michell Rosaldo, *Knowledge and Passion*; Vicente Rafael, *Contracting Colonialism*; Fenella Cannell, *Power and Intimacy in the Christian Philippines*; Sally-Ann Ness, *Where Asia Smiles*; Heather L Claussen, *Unconventional Sisterhood*; M F Manalansan, *Global Divas: Filipino Gay Men in the Diaspora*; Vicente Rafael, *White Love and Other Events in Filipino History*; Nicole Constable, *Maid to order in Hong Kong*; Albert Alejo, *Generating Energies in Mount Apo*.

Assessment: Two-hour examination in ST (100%) for MSc students. MPhil/PhD students may be asked to complete an essay on a topic from the course, as advised by their supervisors.

AN446 Tutorials for MSc China in Comparative Perspective

This information is for the 2009/10 session.

Teacher responsible: Professor Stephan Feuchtwang, A601

Availability: Compulsory for students on MSc China in Comparative Perspective.

Course content: Tutorial discussion of student essays.

Formative coursework: Four essays on topics from **AN447** China in Comparative Perspective.

Indicative reading: See the reading list for **AN447** China in Comparative Perspective. An extended reading list will be issued in the first lecture.

Assessment: This course is not assessed.

AN447 China in Comparative Perspective

This information is for the 2009/10 session.

Teacher responsible: Prof Stephan Feuchtwang, A613

Availability: Compulsory for students on MSc China in Comparative Perspective and MSc Anthropology and Development, MSc Social Anthropology. This course is also available as an outside option where regulations permit and with the permission of the course teacher, places are limited and priority is given to MSc China in Comparative Perspective students.

Course content: The main object of the course is to help students develop ways of putting the politics, economy and social life of China into a framework in which they can compare and juxtapose it with other major examples. Students will bring whatever theoretical approaches they have already learned and are continuing to learn in the disciplines they bring to the course. They will be expected to demonstrate and explain how they are using them as well as to listen to other approaches and disciplinary perspectives.

The topics for each week are as follows:

1. Occidentalism and orientalism; 2. Civilisation: centre, periphery, hierarchy; 3. World systems; 4. Long-term history and political economy comparisons; 5. Economic and demographic transitions; 6. Famine and the modern state; 7. Statehood and national

- independence; 8. After revolution and cold war; 9. The project of modernisation; 10. Reform, race and technologies of the self; 11. Rural-urban linkages and the liberalisation of economic relations; 12. The Urban; 13. Family, gender and modernisation; 14. Property rights; 15. Consumerism; 16. School and ideology; 17. Civil society; 18. Democracy, the law, and political reform; 19. The state as a field of politics; 20. Protest and social movement.

Formative coursework: Four non-assessed essays presented in tutorials for learning and practice for the end-of-course examination.

Teaching: One-hour lectures MT, LT, ST and one-hour seminars MT, LT, ST.

Indicative reading: Kent G.Deng, 'Development and its deadlock in imperial China' *Economic Development and Cultural Change* 51:2, January 2003 pp 479-522; Hill Gates, *China's Motor: A Thousand Years of Petty Capitalism*. Cornell University Press. 1996 (chapters 1-5); Jack Goody, *The Theft of History*. Cambridge University Press. 2006; Sudipta Kaviraj and Sunil Khilnani (eds) *Civil society: history and possibilities*. CUP 2001; Jonathan D.Spence, *The Search for Modern China*. London: Hutchinson 1990; Norman Stockman, *Understanding Chinese Society*. Polity 2000; Peter van de Veer and H. Lehmann (eds), *Nation and Religion: Perspectives on Europe and Asia*. 1999; Yan Yunxiang *Private Life under Socialism: Love, Intimacy, and Family Change in a Chinese Village 1949-1999*. Stanford University Press 2003; Peter Zarrow, *China in War and Revolution, 1895-1949*. Routledge. 2005.

Assessment: A three-hour examination in ST.

AN448 Half Unit Not available in 2009/10 Indigenous Politics in Highland Latin America

This information is for the 2009/10 session.

Teacher responsible: TBA

Availability: MSc Social Anthropology, MSc Anthropology and Development, MSc Law, Anthropology and Society, MSc Comparative Politics (Latin America stream), MSc Gender, Development and Globalisation, MSc Development Studies and MSc Development Management.

Course content: The course focuses on indigenous populations of Latin America, using the examples of Mexico, Guatemala, Ecuador, Peru and Bolivia, where the indigenous voice is becoming a major political force. It considers who is identified as indigenous and for what reasons, key aspects of indigenous cultural practice relating to the land, religion and gender, and ways in which migration is redefining indigenous identity. It considers concepts of citizenship, democracy and legal pluralism in relation to indigenous identities and politics, and looks at the particular ways development impacts on indigenous populations.

The politics of history with particular reference to the Spanish Conquest and to the great pre-Columbian civilizations (Inca, Maya, Aztec); the impact of 1992 Columbus quinqucentenary; the ambiguities of 'ethnicity', 'race' and 'mestizaje'; the globalization of indigenous politics in the context of the particular histories of Mexico, Peru, Ecuador, Bolivia, and Guatemala; ethnocide, activism and the nation; neoliberalism, democracy and citizenship; customary law; education policies; the dynamics of religious change; gender and violence.

Teaching: Ten one-hour lectures MT and 10 one-hour seminars, MT.

Formative coursework: Students normally write at least one coursework essay.

Indicative reading: Indigenous Mestizos: the Politics of Race and Culture in Cuzco Duke 2000; Carol Smith (ed) *Guatemalan Indians and the State* Texas 1990; D Maybury-Lewis (ed) *The Politics of Ethnicity*, Harvard, 2002; Rachel Seider (ed) *Multiculturalism in Latin America: Indigenous Rights, Diversity and Democracy* Macmillan 2002; Kay Warren and Jean Jackson (eds) *Indigenous Movements: Self-Representation and the State in Latin America* 2003; Sharon Mattiace *To See with Two Eyes: Peasant Activism and Indian Autonomy in Chiapas* New Mexico 2003; Deborah Yashar *Contesting Citizenship: the Rise of Indigenous Movements and the Postliberal Challenge* Cambridge 2005.

Assessment: A take home examination in the ST (100%).

AN449**Ethnography in relation to other Research Methods****This information is for the 2009/10 session.****Teacher responsible:** Professor Charles Stafford (A601)**Availability:** Compulsory for MSc Social Anthropology (Research) and MPhil/PhD in Anthropology. Also available to research students from other departments with approval of instructors.**Course content:** This course considers research practices across a range of social and natural sciences in order to explore methodological issues which are specifically relevant to ethnography. In particular, it focuses on the relationship between evidence and the kinds of inferences and conclusions which are drawn by researchers in different fields.

In each section of the course, case-studies taken from different disciplines will be considered in relation to the research practices of ethnographers. The disciplines covered may include: cognitive science & developmental psychology; philosophy; medical science and epidemiology; history; sociology; economics.

Teaching: 10 two-hour seminars in LT.**Formative coursework:** Based on seminar participation and presentation for which an indicative mark will be given.**Indicative reading:** R. Astuti et al, *Constraints on conceptual development*; J. Henrich et al, *Foundations of human sociality*; R. Lucas Lectures on economic growth; Ross & R. Nisbett, *The Person and the Situation: Perspectives of social psychology*; W. Lyons, *Modern philosophy of mind*; R. Rorty, *Objectivity, relativism and truth*; M. Carrithers, *Why humans have cultures*; A. Wolf, *Sexual attraction and childhood association*; G. Davey-Smith, *Health inequalities: life-course approaches*; A. Molho & G.S. Wood (eds), *Imagined Histories: American historians interpret the past*.**Assessment:** One two-hour examination (100%) in the summer term.**AN451 Half Unit****Anthropology of Politics****This information is for the 2009/10 session.****Teacher responsible:** Dr Mathijs Pelkmans, A614**Availability:** MSc Social Anthropology, MSc Anthropology and Development, MSc Anthropology of Learning and Cognition, MSc Law, Anthropology and Society, MSc China in Comparative Perspective, MSc Development Studies, MSc Human Rights, MSc Regulation and Regulation (Research). MSc Government, MPA Public and Economic Policy/ MPA Public Policy and Management.**Pre-requisites:** A background in the social sciences, preferably in anthropology.**Course content:** The anthropological analysis of political institutions cross-culturally, including the study of changes wrought by colonial powers, a critical analysis of the appropriateness of analysing colonial and post-colonial settings in terms of "state"-based models; attempts to understand power and its disguises in a variety of non-western settings. Origins of political anthropology in African and Asian studies – structural functionalist to methodological individualist perspectives; political anthropology and colonialism; Foucauldian approaches to power and everyday life; the anthropological study of the state and state formation; civil society and citizenship; patron-client relations and brokers; vigilantism and the margins of the state; nationalism, ethnicity and identity.**Teaching:** Lectures weekly MT, Seminars weekly MT.**Formative coursework:** Students will do presentations during seminars for which they will receive formative feedback. They will also have an opportunity to write tutorial essays on topics from the course which will be formatively assessed.**Indicative reading:** Anderson, B 1991 [1983] *Imagined communities: reflections on the origin and spread of nationalism*; Asad, Talal 1973 *Anthropology and the Colonial Encounter*; Barth, F 1965 *Political leadership among Swat Pathans*; Blok, Anton 1988 *The Mafia of a Sicilian Village 1860-1960: a study of violent peasant entrepreneurs*; Cohen, Abner 2003 [1969] *Custom and Politics in Urban Africa*; Evans-Pritchard, EE and M Fortes 1940 *African Political Systems*; Evans Pritchard, EE *The Nuer*; Burchell, G., Gordon, C. and P. Miller (eds.). 1991 *The Foucault Effect: Studies in governmentality*;C.J. Fuller and V. Benei (eds). *The Everyday state and society in modern India*; Gledhill, John 1994 *Power and its disguises*; Hansen, T B and F Stepputat (eds) 2001 *States of Imagination: Ethnographic Explorations of the Postcolonial State*; Hastings Adrian 1997 *The construction of nationhood : ethnicity, religion and nationalism*; Hutchinson, Sharon 1996 *Nuer dilemmas*; Leach, Edmund 1954 *The Political Systems of Highland Burma*; Mbembe, A 2001 *On the Postcolony*; Navaro-Yashin, Yael 2002 *Faces of the state: secularism and public life in Turkey* Vincent, Joan 1990 *Anthropology and Politics: Visions, traditions and trends*; J Vincent, 2002 *The Anthropology of Politics***Assessment:** There is a two-hour examination (100%) in the ST.**AN453 Half Unit Not available in 2009/10**
The Anthropology of India**This information is for the 2009/10 session.****Teachers responsible:** Dr H Narasimhan, Dr H Donner, A506 and Dr A Desai**Availability:** For MSc Social Anthropology, MSc China in Comparative Perspective and MSc Anthropology and Development.**Course content:** Society and culture in modern India.

The caste system; the village and its local economy; kingship. The modern transformation of caste and stratification systems; untouchability and reservations. Modern industry and economic development and their impact on caste and class. Popular Hindu belief and practice and the social organisation of religion; religious reformism and nationalism. Modern politics and the state; the impact of globalisation.

Teaching: Lectures weekly MT, Seminars weekly MT.**Formative coursework:** Students are expected to prepare discussion material for presentation in the seminars.**Indicative reading:** V Das, *Structure and Cognition: Aspects of Hindu Caste and Ritual*; L Dumont, *Homo Hierarchicus*; C Fuller, *Servants of the Goddess; The Camphor Flame: Popular Hinduism and Indian Society*; A Gold, *Fruitful Journeys*; J Parry, *Death in Banaras; Caste and Kinship in Kangra*; M Srinivas, *Religion and Society among the Coorgs*.

Detailed reading lists are provided at the beginning of the course.

Assessment: There is a two-hour examination (100%) in the ST.**AN454 Half Unit Not available in 2009/10**
Social Anthropology and Darwinian Theories**This information is for the 2009/10 session.****Teacher responsible:** Professor Maurice Bloch**Availability:** MSc Social Anthropology and MSc Anthropology and Development**Course content:** The option course will consider critically the classical evolutionary anthropologists – Tylor, Morgan, Frazer – and their relation to Darwinism. It will explain why their ideas ceased to be convincing. It will then examine mid-twentieth century evolutionary theories, such as those of Leslie White. The main part of the course will examine critically recent attempts to understand culture and evolution and their implications for mainstream contemporary anthropology.

Evolutionary anthropology and its relation to Darwinism. The rise and decline of the early evolutionary programme in anthropology. Leslie White and cultural evolution. New approaches to culture and evolution: socio-biology; co-evolution; meme theory; the epidemiological approach to culture.

Teaching: Weekly lectures MT, weekly seminars MT.**Formative coursework:** Students will have an opportunity to write tutorial essays on topics from the course which will be formatively assessed.**Indicative reading:** G. Stocking, *Victorian Anthropology*; C. Darwin, *The descent of man, and selection in relation to sex*; C. Darwin, *The expression of the emotions in man and animals*; D. Sperber, *Explaining culture: a naturalistic approach*; C. Degler, *In Search of Human Nature*; R. Boyd and P. Richerson, *The origin and evolution of cultures*; L. Morgan, *Ancient Society*; M. Bloch, *Essays on Cultural Transmission*; E. Tylor, *Researches into the early history of mankind and the development of civilization***Assessment:** A two-hour examination in the ST (100%).

AN455 Half Unit Statistics and Causal Analysis for Social Anthropologists

This information is for the 2009/10 session.

Teacher responsible: TBA.

Availability: MPhil/PhD Social Anthropology; MSc Social Anthropology (Research)

Course content: Piloted at UCL in 2006-2007, this course aims to provide anthropology students with proficiency in using, interpreting and presenting techniques for the analysis of quantitative data. It provides an innovative series of classes for those new to quantitative analysis, designed to complement ethnographic methods of analysis. The following areas are addressed: descriptive statistics; exploratory statistical data analysis; statistical inference and measures of association.

The objectives are to equip students:

1. to understand some basic principles of statistical analysis and sampling methods,
2. to apply them appropriately in their own research,
3. to read critically anthropological texts in which these methods are applied or referred to.

The overall goal is to begin to uncover the connections between statistical analysis and causal explanation, and the complementary use of quantitative and qualitative methods. Specific statistical tests will be taught, but most emphasis will be placed on understanding the reasoning behind them.

Practical work will be based on a range of anthropological data sets with different substantive and technical features, and will include discussion of possible applications to students' own research plans, including the practicalities of data gathering, and hands-on training in the use of SPSS. In line with student feedback we will begin the course with sessions on data collections, survey methods and data summary in tables.

Teaching: Half-day workshop LT. Weekly lectures LT, weekly seminars LT.

Formative coursework: Students will be informally assessed on practical exercises undertaken in the weekly practicals and finished in their own time.

Indicative reading: Methodological and statistical texts:

Bernard H R 2006 Research methods in anthropology, qualitative and quantitative approaches. Fourth Edition. Oxford: Altamira Places statistical methods in the context of anthropological methodology as a whole. Highly opinionated and fun to read. Theoretically a bit weak but generally sensible judgments.

Gillies D 2000 Philosophical theories of probability. London: Routledge. A discussion of whether and why the probability arguments underlying statistics actually work. Rather technical, but nearest in spirit to the ideas underlying this course.

Heady P 2007 What can anthropological methods contribute to demography – and how? Demographic Research Vol 16, article 18, pp555-558

<http://www.demographic-research.org/volumes/vol16/18/> A brief non-technical discussion of the relation between ethnography, theory and quantitative measurement. Despite the title it is not really about demography.

Madrigal L 1998 Statistics for anthropology. Cambridge University Press. Sets out the basic capabilities that the course aims to teach.

Reliable but a bit flat. If you buy one book, this should be it. Marsh C 1988 Exploring Data. An introduction to data analysis for social scientists. Cambridge: Polity Press Gives an excellent introduction to exploratory descriptive analysis.

Nelson D 2004 The Penguin dictionary of statistics. London: Penguin. Clearly written reference book. Uses enough algebra but not too much.

Pearl J 2000 Models, reasoning and inference. Cambridge University Press. Relevant to the ideas in lecture 9, but extremely technical. Anthropological texts.

We will certainly refer to:

Goody J 1976 Production and reproduction: a comparative study of the domestic domain. Cambridge University Press.

Other texts will be introduced during the course.

Assessment: A two-hour unseen examination (50%) and coursework (50%) consisting of weekly statistical exercises.

AN456 Half Unit Anthropology of Economy (1): Production and Exchange

This information is for the 2009/10 session.

Teacher responsible: TBA

Availability: MSc Social Anthropology, MSc Anthropology and Development, MSc Anthropology of Learning and Cognition, and MSc Law, Anthropology and Society, MSc China in Comparative Perspective, MSc Development Studies, MSc Human Rights, MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy, MSc Regulation and MSc Regulation (Research).

Pre-requisites: A background in the social sciences, preferably in anthropology.

Course content: The anthropological analysis of economic institutions cross-culturally; analysis of the relationship between production and exchange, gifts and commodities, and politics and the economy in a variety of settings.

Indicative list of topics: key concepts and theoretical debates in economic anthropology; the social organization of production and exchange; economic aspects of kinship and gender relations; work, creativity and alienation; slavery; economic psychology; monetization as an agent of social change.

Teaching: Lectures weekly MT, seminars weekly MT.

Formative coursework: Students will do presentations during seminars for which they will receive formative feedback. They will also have an opportunity to write tutorial essays on topics from the course which will be formatively assessed.

Indicative reading: M Sahlins, *Stone Age Economics* (1974); J Parry & M Bloch (Eds), *Money and the Morality of Exchange* (1989); M Bloch, *Marxism and Anthropology* (1983); Carrier, James G. (ed), *A handbook of Economic Anthropology* (2005); Keith Hart, *Money in an unequal world* (2001), Stuart Plattner (ed), *Economic anthropology* (1989). Detailed reading lists are provided at the beginning of the course.

Assessment: There is a two-hour examination (100%) in the ST.

AN457 Half Unit Anthropology of Economy (2): Transformation and Globalisation

This information is for the 2009/10 session.

Teacher responsible: Dr Laura Bear, K100

Availability: MSc Social Anthropology, MSc Anthropology and Development, MSc Learning and Cognition, and MSc Law, Anthropology and Society, MSc China in Comparative Perspective, MSc Development Studies, MSc Human Rights, MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy, MSc Regulation and MSc Regulation (Research).

Pre-requisites: A background in the social sciences, preferably anthropology.

Course content: The course addresses, in particular, topics in the anthropology of globalization. It undertakes analysis of the transformation of economic institutions as a result of their incorporation into a wider capitalist market (and of state policies and development initiatives). These themes are examined in relation to relevant theoretical debates and with reference to selected ethnography.

The social and political impact of post-Fordism, flexible work regimes and the knowledge economy; the causes and consequences of transnationalism; local responses to the transition from peasant to proletarian; new social movements among peasant communities; the 'new consumer' and consumer citizenship; critiques of concepts of the informal economy and social capital from the perspective of post-socialist societies; capitalist and state interventions in the environment and local reactions to them; commoditization of bodies in biological citizenship; the spaces of neo-liberal cities.

Teaching: Lectures weekly LT, Seminars weekly LT.

Formative coursework: Students will do presentations during seminars for which they will receive formative feedback. They will also have an opportunity to write tutorial essays on topics from the course which will be formatively assessed.

Indicative reading: L.Basch et al *Nations Unbound*: (1994); C.Freeman, *High Tech and High Heels in the Global Economy: women, work and pink-collar identities in the Caribbean* (2000); M.Mills, *Thai Women and the Global Labour Force: consuming desires, contested selves* (1999); M.Kearney, *Reconceptualising the Peasantry: anthropology in a global perspective* (1996); M. Buroway and K.Verderby (Eds) *Uncertain Transitions: ethnographies of change in the post-socialist world*; J.McGaffey, *Congo/Paris: transnational traders on the margins of the law* (2000); H.Moore and M. Vaughan, *Cutting Down Trees: gender, nutrition and agricultural change in the Northern Province of Zambia, 1890-1990* (1994); J.Collier & A.Ong *Global Assemblages: Technology, Politics and Ethics as Anthropological Problems*.

Assessment: There is a two-hour examination (100%) in the ST.

AN458 Half Unit Children and Youth in Contemporary Ethnography

This information is for the 2009/10 session.

Teacher responsible: Dr Catherine Allerton, A615

Availability: Optional for students on MSc Social Anthropology, MSc Anthropology and Development, MSc Law, Anthropology and Society. The course is also available as an outside option where regulations permit and with permission of the course tutor.

Course content: For much of its history, and with some notable exceptions, anthropology has paid little serious attention to children. However, recent years have seen a growing interest in both 'childhood' as a historical and social construction, and in children's engagement with their own social worlds. This course aims to introduce students to emerging ethnographic work on children and youth, in order to explore both its theoretical and methodological challenges. Ethnographic studies will cover a wide range of societies and regions, including anthropological work on children and childhood in the West.

The course will begin with an investigation of children's place in anthropology, including early anthropological work on 'Culture and Personality' and 'child socialisation'. The course will then move to consider a variety of topics that have been the focus of recent ethnographic study. These may include: children's play, childhood identities and kinship, education and schooling, youth cultures and globalization, children's work, street children and children's competencies in contexts of crisis, including war. The course shall also consider the challenge that children pose to anthropological methodologies and shall investigate some of the ways in which fieldwork has been conducted with children.

Teaching: 10 x 1 hour lectures, 10 x 1 hour seminars, up to 4 hours of film screenings in LT, 1 hour revision session in ST.

Formative coursework: In addition to preparing discussion material for seminars, students will normally write one tutorial essay for the course. Students will be supplied with a mock exam paper.

Indicative reading: R.A. LeVine and R.S. New (eds) 2008.

Anthropology and child development: a cross-cultural reader; N. Scheper-Hughes and C. Sargent (eds) 1998. *Small wars: the cultural politics of childhood*; A. Goncu (ed) 1999. *Children's engagement in the world*; D. Durham & J. Cole (eds) 2006. *Generations and globalization: youth, age and family in the new world economy*; M. Liebel. 2004. *A will of their own: cross cultural perspectives on working children*; V. Amit-Talai and H. Wulff (eds) 1995. *Youth cultures: a cross-cultural perspective*; A. James. 1993. *Childhood identities: self and social relationships in the experience of the child*. A. de Waal and N. Argenti (eds) 2002. *Young Africa: Realising the rights of children and youth*; J. Boyden and J. de Berry (eds) 2004. *Children and youth on the frontline: ethnography, armed conflict and displacement*; Levinson, B, D. Foley & D. Holland. (eds) 1996. *The cultural production of the educated person: critical ethnographies of schooling and local practice*.

Assessment: One two-hour examination in ST.

AN459 Half Unit Not available in 2009/10 Anthropology and Media

This information is for the 2009/10 session.

Teacher responsible: Dr Matthew Engelke, A609

Availability: MSc Social Anthropology, MSc China in Comparative Perspective, MSc Anthropology and Development and MSc Global Media and Communications (with Fudan and USC). The course is also available as an outside option where regulations permit and with permission of the course tutor.

Course content: This course introduces students to anthropological analyses of media, including books and other printed texts, photography, radio, television, film, and the internet. Although 'the anthropology of media' is often understood to be a relatively new subfield, there has been a long-standing interest in media technologies within the discipline. There is also an important manner, from an anthropological point of view, in which 'media technologies' have to be understood not only as these cultural artefacts (radio, film) but also the more elementary senses they express (hearing, sight, etc). We therefore investigate media both as a broad conceptual category and as specific technologies of communication.

The course begins with a historical overview of anthropologists' investigations of media technologies, broadly construed. We then move on to consider ethnographic case studies of media in context. Examples may include: photography in India, radio in Zambia, television and cassette circulation in Egypt, mobile phones in Jamaica, book groups in England, and 'indigenous video' in Brazil and Australia. Throughout the course the case studies are framed in relation to some of the key theoretical debates that have shaped media studies in anthropology and related disciplines since the 1930s. Some attention is also given to the methodological problems involved in studying media, especially the extent to which it challenges the possibility of conducting fieldwork by participant observation.

Teaching: Lectures AN459 weekly MT, Seminars AN459.A weekly MT; Revision session ST.

Formative coursework: Anthropology students taking this course will have an opportunity to submit a tutorial essay for this course to their personal tutors. For non-Anthropology students taking this course, a formative essay will be submitted to the course teacher.

Indicative reading: *Domestication of the Savage Mind* (J Goody), *Imagined Communities*, (B Anderson), *'The Work of Art in the Age of Mechanical Reproduction'* (W Benjamin), *Media Worlds* (F Ginsburg, L Abu-Lughod, and B Larkin, eds), *Understanding Media* (M McLuhan), *Understanding Media* (D Boyer), *'Anthropology and the Mass Media'* (D Spitulnik), *'Anthropology and its contributions to studies of Mass Media'* (S Dickey), *Media Rituals* (N Couldry), *A Voice: And Nothing More* (M Dolar), *The Presence of the Word* (W Ong)

Assessment: One two-hour examination in the ST

AN460 Half Unit Taiwan in Comparative Perspective

This information is for the 2009/10 session.

Teachers responsible: Professor S Feuchtwang, A613 and Dr F Shih, V1003

Availability: This course is an option for the MSc China in Comparative Perspective, but for other MScs in the Anthropology Department, it may be taken only with the permission of the director of those degree programmes and your tutor. The course is available as an outside option where regulations permit. It is also available to post-graduate research students at SOAS, elsewhere in the University of London and to students from other institutions through special arrangements.

Course content: The course contextualises processes of modernisation and globalisation through cross-disciplinary studies of significant issues that use Taiwan as a point of comparison. Students taking this course are asked to consider, from a cultural perspective, socio-economic and political issues as they relate to modern Taiwan in its Asian and global contexts. Taiwan's location, size, and history make it an ideal point of departure from which to examine the dynamics of modernisation and globalisation. This half-unit focuses particularly on comparisons with locations in Asia

and in Europe. By applying a range of theoretical approaches to the subject, the course is of potential interest to those working on globalisation in many different disciplines and areas relating to economy and politics, and will stimulate new interactions between disciplines and areas, in order to develop new scope for dialogue and understanding of the economy and politics of the globalised world. The course begins with an introduction to the social, political and economic development of Taiwan, concentrating mainly on the modern era in global context, and this is compared to processes and theoretical issues relating to modernisation and globalisation in general. The rest of the course addresses a range of socio-economic and political issues in relation to Taiwan in comparison with other countries in Asia and in Europe. Issues examined include colonial legacies, economic culture, representations of rural and urban life, schooling, gender and personhood, religion, and civil society.

Teaching: 10 hours of lectures and 10 hours of seminars in the LT. Two hours of revision sessions in the ST.

Formative coursework: One compulsory 10-minute presentation with text and full references, to be given in seminars. Students must complete the presentation before submitting their assessed essay. Students will also produce a formative essay of 1,500 words, to be submitted by Week Five.

Indicative reading: Anderson, B. (1991) *Imagined Communities: Reflections on the Origins and Spread of Nationalism*; Appadurai, A. (1996) *Modernity at Large: Cultural Dimensions of Globalisation*; Berman, M. (1982) *All That is Solid Melts into Air: The Experience of Modernity*, pp. 15-36; Chow, P. (ed.) (2002) *Taiwan's Modernization in Global Perspective*; Connerton, Paul (1989) *How Societies Remember*; Dirlik, Arif, ed. (1998) *What is in a Rim?: Critical Perspectives on the Pacific Region Idea*; Featherstone, M., Lash, S. and Robertson, R. (eds) (1995) *Global Modernities*; Harrell, S. and Huang, C.-C. (1994) *Cultural Change in Postwar Taiwan*; Harvey, D. (1989) *The Condition of Postmodernity: An Enquiry into the Origins of Cultural Change*; Marsh, Robert. (1996). *The Great Transformation: Social Change in Taipei, Taiwan Since the 1960s*; Rubinstein, Murray A., ed. (1999) *Taiwan: A New History*; Shih, F.-L., Thompson, S., and Tremlett, P.-F., eds (2009) *Re-Writing Culture in Taiwan*; Urry, J. (2000) *Sociology Beyond Societies: Mobilities for the Twenty-first Century*; Weller, R. P. (1999) *Alternate Civilities: Democracy and Culture in China and Taiwan*; Yengoyan, A. (2006) *Modes of Comparison: Theory and Practice*; Yip, June (2004) *Envisioning Taiwan*.

Assessment: One 5,000 word essay (100%).

AN461 Half Unit Not available in 2009/10 Anthropological Approaches to Questions of Being

This information is for the 2009/10 session.

Teacher responsible: Dr Michael W. Scott

Availability: MSc Social Anthropology, MSc China in Comparative Perspective and MSc Anthropology and Development. The course is also available as an outside option and to General Course students where regulations permit and with the permission of the teacher responsible.

Course content: In titles of books and articles and in descriptions of conferences and seminars, anthropologists are using the word 'ontology' with increasing frequency, but what do they mean by it? Historically, ontology is a branch of Western thought devoted to the study of the nature of being (Greek *ontos*) and how the various categories of being said to exist in the universe are related to one another. Building on, but broadening the scope of this Western tradition, the anthropology of ontology is a growing area of research that seeks to document ethnographically and model theoretically the often radically different ontologies – sets of assumptions about the number and nature of fundamental categories in the world – that inform social practice in diverse historical, geographic, cultural, and sub-cultural contexts. Several recent publications have called for a 'turn to ontology', or the development of a new field of 'ontological anthropology'. But there is, as yet, no unified approach to this topic. Working in different geographical regions and drawing on different intellectual antecedents, anthropologists have developed different analytical

vocabularies that are now in need of comparison and mutual interpretation. This course provides an orientation to the different approaches within this emergent field.

Through ethnographic readings from Aboriginal Australia, Amazonia, Central Asia, China, Melanesia, Native Alaska, and Polynesia, as well as the anthropology of Christianity and the history of science, the course takes a comparative approach to the exploration of different ontologies and their relationship to practice, cultural change, ethics, and social conflict. Questions and topics covered include:

The relationship between ontology and cosmology
Where and how – beyond myth and ritual – are ontologies available to ethnographic observation?

Theories of animism versus Western nature/culture dualism
Amazonian perspectivism

Relationship to place and the environment as indices of ontology
The ontological status of 'things'

Dreams, illness, and curing as indices of different modalities of being

Conflicting ontological assumptions in intercultural contexts

Cognitivist experimental methods for the study of intuitive ontology

Scientific ontologies

Race and gender as categories of being

ET culture and UFOlogy as sites of ontological anxiety

What ontological assumptions have informed anthropology?

Teaching: 10 hours of lectures and 10 hours of seminars in the MT. 1 revision session in the ST.

Formative coursework: Anthropology students taking this course will have an opportunity to submit a tutorial essay for this course to their personal tutors. For non-Anthropology students taking this course, a formative essay may be submitted to the course teacher.

Indicative reading: Battaglia, Debora (Ed) 2005, *E.T. Culture: Anthropology in Outerspaces*. Durham: Duke University Press.

Boyer, Pascal 1998. Cognitive Tracks of Cultural Inheritance: How Evolved Intuitive Ontology Governs Cultural Transmission. *American Anthropologist* 100(4): 876-889; Clammer, John, Sylvie Poirier, and Eric Schwimmer (Eds) 2004. *Figured Worlds: Ontological Obstacles in Intercultural Relations*. London: University of Toronto Press; Descola, Philippe 2007. Beyond Nature and Culture. In *Proceedings of the British Academy, Volume 139: 2005 Lectures*: 137-155. London: Oxford University Press; Goldman, L. R., & C. Ballard (Eds) 1998. *Fluid Ontologies: Myth, Ritual and Philosophy in the Highlands of Papua New Guinea*. London: Bergin and Garvey;

Henare, Amiria, Martin Holbraad, and Sari Wastell (Eds) 2007. *Thinking Through Things: Theorising Artefacts Ethnographically*. London: Routledge; Puett, Michael J. 2002. *To Become a God: Cosmology, Sacrifice, and Self-Divination in Early China*. London: Harvard University Press; Schrempf, Gregory 1992. *Magical Arrows: The Maori, the Greeks, and the Folklore of the Universe*. London: University of Wisconsin Press; Scott, Michael W. 2007. *The Severed Snake: Matrilineages, Making Place, and Melanesian Christianity in Southeast Solomon Islands*. Durham, NC: Carolina Academic Press; Viveiros de Castro, Eduardo 1998. Cosmological Deixis and Amerindian Perspectivism. *Journal of the Royal Anthropological Institute* 4(3): 469-488.

Assessment: One 2-hour examination in the ST (100%).

AN462 Half Unit Not available in 2009/10 The Anthropology of Post-Soviet Eurasia

This information is for the 2009/10 session.

Teacher responsible: Dr. Mathijs Pelkmans

Availability: MSc Anthropology and Development, MSc China in Comparative Perspective and MSc Social Anthropology. The course is also available as an outside option and to General Course students where regulations permit and with the permission of the teacher responsible for the course.

Course content: This course discusses recent anthropological literature on the former Soviet Union, focusing on issues such as religion, nationalism, and everyday economics. It will use an ethnographic lens to look at some of the most salient processes occurring in the former Soviet world. We will start by looking at what "really existing socialism" meant for people's everyday existence during the Soviet period, and how Soviet politics

influenced popular ideas of culture and identity. Next, we will examine the varying ways in which inhabitants of the region reconfigured political, economic, and ideological landscapes following the collapse of the Soviet Union. Drawing from ethnographies of Siberia, central Russia, Ukraine, Central Asia, and the Caucasus, the course will provide an overview of debates on religious renewal, nationalism, conflict, economic life, and lifestyle. The course argues that this relatively new field of anthropological research offers fresh and inspiring perspectives on long-standing anthropological debates.

Teaching: 10 hours of lectures and 10 hours of seminars in the MT.

Formative coursework: Anthropology students taking this course will have an opportunity to submit a tutorial essay for this course to their personal tutors. For non-Anthropology students taking this course, a formative essay may be submitted to the course teacher.

Indicative reading: Derluguian, Giorgi. 2005. *Bourdieu's Secret Admirer in the Caucasus: A world-system biography*. Chicago: The University of Chicago Press.

Grant, Bruce. 1995. *In the Soviet House of Culture: A century of Perestroika's*. Princeton: Princeton University Press. Humphrey, Caroline. 2002. *The Unmaking of Soviet Life: Everyday Economies after Socialism*. Humphrey, Caroline. 1998. *Marx Went Away, but Karl Stayed Behind. Updated version of Karl Marx Collective: Economy, Society, and Religion in a Siberian Collective Farm*. The University of Michigan Press. Nazpary, Joma. 2001. *Post-Soviet Chaos: Violence and dispossession in Kazakhstan*. Pluto Press. Pelkmans, Mathijs. 2006. *Defending the Border: Identity, Religion, and Modernity in the Republic of Georgia*. Ithaca: Cornell University Press. Ries, Nancy. 1997. *Russian Talk: Culture and Conversation during Perestroika*. Ithaca: Cornell University Press. Tishkov, Valery. 2004. *Chechnya: Life in a War-torn society*. Berkeley: University of California Press. Vitebsky, Piers. 2005. *The reindeer People: Living with animals and spirits in Siberia*. HarperCollins. Wanner, Catherine. 2007. *Communities of the converted: Ukrainians and global evangelism*. Ithaca: Cornell University Press.

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

AN463 Half Unit The Anthropology of of Borders and Boundaries

This information is for the 2009/10 session.

Teacher responsible: Dr. Mathijs Pelkmans, A614

Availability: MSc Anthropology and Development and MSc Social Anthropology. The course is also available as an outside options where programme regulations permit.

Course content: How do territorial borders influence human behaviour and thinking, and how, in turn, do citizens manage and manipulate such borders? These questions have become pressing in the current age of globalization and intensifying trans-national connections. The fall of the Iron Curtain and the disintegration of the USSR are but a few of the changes that have rendered ideas of borders as the self-evident limits of notions of society and culture problematic. At the same time, increased porosity of borders may make cultural differences more salient in everyday social and symbolic practice. Moreover, because of the tenuous relations between border dwellers and the state, border studies highlight blind spots in our understandings of concepts as society, identity, culture, ethnicity, and nation. As such, the study of borders links up with central anthropological questions. Whether dealing with ideas about purity, dynamics of inclusion and exclusion, or the (partly artificial) separation of modern society into "spheres," boundaries are being drawn, enlivened, and contested.

Teaching: Ten hours of lectures and ten hours of seminars in LT. One hours of seminars in the ST.

Formative coursework: Anthropology students taking this course will be encouraged to submit a tutorial essay for this course to their personal tutors. For non-Anthropology students taking this course, a formative essay may be submitted to the course teacher.

Indicative reading: Barth, Frederick. 1969. "Introduction." In *Ethnic Groups and Boundaries: The Social Organization of Culture Difference*, edited by F. Barth, 9-38. Boston: Little, Brown. Berdahl, Daphne. 1999. *Where the World Ended: Re-Unification and Identity*

in the German Borderland, Introduction. University of California Press. Bornstein, Avram. 2002. *Crossing the Green Line between the West Bank and Israel*. Philadelphia: University of Pennsylvania Press. Brubaker, Rogers. 2004. *Ethnicity without groups*. Cambridge: Harvard University Press. Cole, John, and Eric Wolf. 1999 [1974]. *The Hidden Frontier: Ecology and Ethnicity in an Alpine Valley*. Berkeley: University of California Press. Donnan, Hastings, and Thomas M. Wilson. 1999. *Borders: Frontiers of Identity, Nation and State*. Oxford: Berg. Driessen, Henk. 1992. *On the Spanish-Moroccan Frontier: A study in ritual, power, and ethnicity*. Oxford: Berg. Green, Sarah F. 2006. *Notes From the Balkans: Locating Marginality and Ambiguity on the Greek-Albanian Border*. Princeton University Press, 2006. Kearney, Michael. 2004. *Changing fields of anthropology: from local to global*. Lanham: Rowman & Littlefield. Pelkmans, Mathijs. 2006. *Defending the Border: Identity, Religion, and Modernity in the Republic of Georgia*. Ithaca: Cornell University Press.

Assessment: One two-hour examination in the Summer Term.

AN464 Half Unit Ethnography of a Selected Region

This information is for the 2009/10 session.

Teachers responsible: Professor Deborah James, A506 plus one or two LSE fellows.

Availability: MSc Social Anthropology, MSc Anthropology and Development, MSc Law, Anthropology and Society. The course is also available as an outside option where programme regulations permit and with the approval of the teacher responsible.

Course content: The course will focus on one (or two) specific culture/ethnographic areas through an examination of classic and contemporary ethnographic works. Topics to be covered in relation to this specific area may include colonialism and post-colonialism; kinship, gender and personhood; custom/tradition, belief and practices and the social organisation of religion; power, unity and difference; hierarchy and egalitarianism; modern politics and the state; the impact of globalisation.

Teaching: Lectures weekly MT (10 x 1-hour), Classes weekly MT (10 x 1-hour).

Formative coursework: Anthropology students doing this course will submit essays to their tutors. Non-anthropology students will choose essay topics and submit them to the course teacher.

Indicative reading: To be announced.

Assessment: One two-hour examination in the summer term (100%).

AN465 Half Unit Medical Anthropology

This information is for the 2009/10 session.

Teacher responsible: Dr. H. Narasimhan

Availability: MSc Social Anthropology, MSc Anthropology and Development, MSc China in Comparative Perspective, MSc Law, Anthropology and Society. The course is also available as an outside option where regulations permit.

Course content: This course looks at anthropological approaches to health and illness. We will begin with a focus on medical anthropology's development as a subfield, and chart this growth through various theoretical frameworks that have shaped research in the last few decades. Through ethnographic examples, the course will enable students to obtain an understanding of the debates and discussions within medical anthropology, and draw connections to the larger debates in anthropology itself. Topics covered will include maternal and child health policy in India, poverty and illness in Brazil, HIV/Aids in Haiti, new reproductive technologies in Egypt, and medical pluralism in a U.S. hospital.

Teaching: The course will be taught by weekly one hour lectures and classes in the Michaelmas term. There will be a one-hour class in the Summer Term.

Formative coursework: Anthropology students doing this course will submit essays to their tutors. Non-anthropology students will choose essay topics with the course teacher.

Indicative reading: Pool, R and Geissler, W. 2005. *Medical Anthropology*. Open University Press; Van Hollen, Cecilia. 2003. *Birth on the threshold: Childbirth and Modernity in South India*. University of California Press; Fadiman, Anne 1998 *The Spirit*

Catches You and You Fall Down: a Hmong Child, her American Doctors and the Collision of Two Cultures. Farrar Straus & Giroux Inc.; Scheper-Hughes, Nancy 1992. *Death without Weeping: The Violence of Everyday Life in Brazil*. University of California Press; Farmer, Paul. 1993. *AIDS and Accusation: Haiti and the Geography of Blame*. University of California Press; Inhorn, Marcia. 2003. *Local Babies, Global Science: Gender, Religion and in Vitro Fertilization in Egypt*. Routledge; Kleinman, Arthur. 1980. *Patients and Healers in the context of culture*. University of California Press; Nichter, Mark and Mimi Nichter. 2002. *Anthropology and International Health: Asian Case Studies*. Routledge; A. Castro and M. Singer. 2004. *Unhealthy Health Policy: A critical anthropological examination*. Altamira Press; A. Leibling and L. Cohen. 2006. *Thinking about Dementia: Culture, Loss and the Anthropology of Senility*. Rutgers University Press.

Assessment: One three-hour examination in the summer term (100%).

AN498

Dissertation – MSc China in Comparative Perspective

This information is for the 2009/10 session.

Teacher responsible: Professor Stephan Feuchtwang, A613

Availability: Compulsory for students on MSc China in Comparative Perspective.

Course content: Presentations by students on a topic they choose, with their dissertations in mind, using the discipline(s) in which they have been taught. The topic can be selected from the core course or an option, or both, but it must contain comparative materials and it should have been discussed with and approved by the teacher responsible prior to presentation.

Teaching: 10 one-hour seminars LT.

Assessment: A 10,000 word dissertation.

AN499

Dissertation

This information is for the 2009/10 session.

Teacher responsible: Professor Charles Stafford, A601

Availability: Compulsory for MSc Social Anthropology, MSc Anthropology of Learning and Cognition, MSc Law, Anthropology and Society and MSc Anthropology and Development.

Course content: The dissertation must demonstrate an adequate knowledge of relevant theoretical literature and ethnographic context. It should attempt to consolidate a theme introduced during the course, developing a sustained research focus on one specific issue in anthropology, using ethnography as appropriate. For the MSc Social Anthropology, the problem should be framed with reference to literature from within the discipline of anthropology (drawn from mainstream journals or ethnographic texts). For the MSc Anthropology and Development, the topic should span the fields of both Social Anthropology and Development Studies – it may cover, but need not be restricted to, the area of overlap, i.e. the anthropology of development as narrowly defined. For the MSc Anthropology of Learning and Cognition, the dissertation should draw not only on specifically anthropological literatures and engage with anthropological themes, but also make judicious use of non-anthropological literature from cognitive science, and therefore from related disciplines such as psychology and/or philosophy. For the MSc Law, Anthropology and Society, the dissertation may draw on both disciplines and need not be restricted to the area of overlap, i.e. the anthropology of law as narrowly defined. Students should consolidate a theme introduced during the course, developing a sustained research focus on one contemporary socio-legal problem.

Teaching: After deciding on a topic during the Lent term, in consultation with their tutors (and other members of staff where appropriate), students submit a one-page abstract in the first week of the Summer term. Abstracts are circulated and students attend an AN499 workshop followed by a series of specific workshops for each of the four programmes. During these, abstracts will be evaluated and commented upon. Students continue to consult their tutors during the Summer term.

Assessment: The dissertation must not exceed 10,000 words

including text and footnotes (but excluding bibliography and appendices). Three bound copies and an electronic copy, with the 5-digit examination number on the front, must be submitted to the Departmental Office on or before 1st September (or, if this falls on a weekend, the first weekday after September 1st).

DV400

Development: History, Theory, Policy

This information is for the 2009/10 session.

Teachers responsible: Professor Stuart Corbridge, V503, Dr Kate Meagher, V411 and other DESTIN Staff

Availability: Core course for MSc Development Studies, MSc Anthropology and Development, MSc Population and Development, MSc Political Economy of Late Development and MSc Urbanisation and Development. Available on MSc Environment and Development only.

Course content: The course integrates the concepts and perspectives of a range of disciplines to consider: major trends of development and change in modern history and interpretations of them in the social sciences; contemporary economic and social theory and their bearing on the policy and practice of development. In more detail: concepts of 'development' and historical evolution of paradigms of development thinking and policy. Geography and institutions as leading causes of development/underdevelopment. Colonial legacies and path dependencies. Governance and regime change. Growth, poverty and freedom. Review of key policy issues, most likely including: demographic change, social policy and poverty; international trade; industrial policy; agriculture and agrarian reform; development aid; governance and democratisation; security and development, climate change.

Teaching: DV400 (20 two-hour lectures, MT and LT) and 20 one-and-a-half hour seminars, MT and LT.

DV400.2 – 20 two-hour lectures by a visiting speaker on Fridays, MT and LT.

Formative coursework: Students will write at least two essays for presentation and evaluation in class.

Indicative reading: The following are recommended basic readings for the course: P. Collier *The Bottom Billion: Why the Poorest Countries Are Failing and What Can Be Done About It* (Oxford, 2007), S. Chari and S. Corbridge (eds.) *The Development Reader* (Routledge, 2008), W. Easterly *The White Man's Burden: Why The West's Efforts to Aid the Rest Have Done so Much Ill and So Little Good* (Oxford, 2006), J. Ferguson *The Anti-Politics Machine: 'Development', Depoliticisation and Bureaucratic Power in Lesotho* (Cambridge, 1990), J. Sachs *The End of Poverty: Economic Possibilities for Our Time* (Penguin, 2005), HJ Chang, *Kicking Away the Ladder: Development Strategy in Historical Perspective* (Anthem, 2002). H De Soto, *The Mystery of Capital* (Black Swan, 2001); A. Kohli, *State-Directed Development: Political Power and Industrialization in the Global Periphery* (Cambridge, 2004). A Sen, *Development as Freedom* (Anchor, 1999).

Assessment: Three-hour examination taken in the ST (75%) and two assessed essays (25%).

DV407 Half Unit Poverty

This information is for the 2009/10 session.

Teacher responsible: Dr Elliott Green

Availability: For students taking MSc Development Studies, MSc Development Management, MSc Anthropology and Development, MSc Population and Development, MSc NGOs and Development, MSc Political Economy of Late Development and MSc Urbanisation and Development. Space permitting, the course is also available to all other MSc students but only with the approval of the course teacher.

Course content: The course is an interdisciplinary analysis of poverty, where the focus is on poverty both as a dependent variable (what causes poverty) and an independent variable (what poverty causes). The course will draw from a variety of disciplines but will pay special attention to the political economy of poverty; however, no prior mathematical or statistical qualification is required. The empirical analysis will largely focus on Africa and Asia.

The topics to be covered begin with an examination into the definition and measurement of poverty, with special attention to

Amartya Sen's work on capabilities and entitlements. We focus as well on the relationship between poverty and disease, social exclusion and human development. Special attention is paid to the relationship between poverty, violence, and democracy, in particular to the questions of whether poverty is a cause of terrorism and/or war, and whether poverty inhibits democratization. We also examine the origins of modern famines, the question of whether 'urban bias' helps to explain persistent poverty in the developing world, and whether democratization contributes to poverty reduction. We close with further thoughts on poverty reduction and the Millennium Development Goals.

Teaching: The course will be taught during LT and will consist of 10 one and a half-hour lectures and ten seminars/workshops during weeks 1-9, each of one-and-a-half hours.

Indicative reading: The course has one required purchase book, namely Amartya Sen, *Development as Freedom* (Oxford University Press, 1999). Other texts that will be useful include Sabina Alkire, *Valuing Freedoms: Sen's Capability Approach and Poverty Reduction* (Oxford University Press, 2005); Samuel Hickey and Sarah Bracking, eds. Special Issue of *World Development* 33, 6 (2005) on 'Exploring the Politics of Poverty Reduction: How are the Poorest Represented?'; Azizur Rahman Khan and Carl Riskin, *Inequality and Poverty in China in the Age of Globalization* (Oxford University Press, 2001); Anirudh Krishna, ed. *Poverty, Participation and Democracy: A Global Perspective* (Cambridge University Press, 2008); Michael Lipton, *Why Poor People Stay Poor: Urban Bias in World Development* (Cambridge: Harvard University Press, 1977); Adam Przeworski, Alvarez Cheibub and Fernando Limongi, *Democracy and Development: Political Institutions and Well-Being in the World, 1950-1990* (Cambridge University Press, 2000); Amartya Sen, *Poverty and Famines* (Oxford University Press, 1981).

Assessment: Two-hour unseen examination held in the ST (70%); and one essay (of 2,000 words) to be submitted at the start of ST (30%).

DV409

Economic Development Policy

This information is for the 2009/10 session.

Teachers responsible: Dr D Weinhold, V409 and Dr S Sequeira, V413

Availability: This course is for students taking MSc Development Studies; MSc Development Management; MSc Anthropology and Development; MSc Environment and Development; MSc Political Science and Political Economy; MPA International Development; MSc Political Economy of Late Development or from other departments who have had undergraduate second level courses in intermediate macro and microeconomics to a level assessed as adequate by the Teachers responsible. Other suitably qualified and interested graduate students may take this course as permitted by the regulations for their degrees and with the permission of the teachers responsible. The instructors reserve the right to limit enrolment in this course. At the instructors' discretion, enrolment may be denied to any student on the basis of a pre-quiz administered in the first lecture.

Course content: This course focuses on analytically and empirically rigorous analyses of economic policies in developing countries. We review current theoretical debates and consider how the use of empirical evidence can help to inform our analyses. In particular, increasing data availability has meant that the effectiveness of development policies, in terms of improving welfare, reducing poverty and promoting growth, can now be analysed using a variety of quantitative techniques. By looking at how these approaches can be applied to a range of development issues, the course will provide an overview of new thinking on the design of public policy in developing countries. While a strong mathematical or statistical background is not necessary to follow the course, students will be expected to actively learn and engage with regression analysis and other econometric techniques. These skills are developed through the year with mandatory weekly problem sets and occasional in-class quizzes supplementing the lectures and readings. The course consists of one lecture on the interpretation of empirical regression analysis and the role of quantitative methods in policy evaluation, approximately nine lectures focusing on

policies related to macroeconomic issues, and about nine lectures on policies relating to microeconomic issues. Topics themselves may vary from year to year but in the past macroeconomic topics discussed have included determinants of growth; human capital accumulation; globalisation and the political economy of trade policy; structural adjustment; transition; economic geography of development; aid; debt relief; corruption; and environment and growth. Microeconomic topics have included health and education; targeting and transfers; land contracts and reform; intra-household resource allocation; labour markets and child labour; credit rationing and micro-finance; risk and insurance; agricultural innovation and marketing and an examination of emerging issues in political economy. Seminars consist of student-led participatory in-depth analyses of best-practice quantitative empirical research papers which students assess and critique.

Teaching: The course will be taught during MT and LT and will consist of 20 two-hour lectures and 20 seminars/classes of one-and-a-half hours each. Please note, unlike many DESTIN elective courses, DV409 seminars will be taught in the first week.

Indicative reading: The bulk of the course will be taught using journal articles. A reading list will be handed out by the lecturers at the beginning of their sessions. Useful reference texts include D Ray, *Development Economics* (1998) which will serve as the course text, W Easterly, *The Quest for Growth*; A Deaton, *Analysis of Household Surveys: a Microeconomic Approach to Development Policy* (1997); J Behrman & T N Srinivasan, *Handbook of Development Economics* (1995).

Assessment: Students will be assessed both by continuing evaluation (30%) and by a three-hour written examination to be held in the ST (70%).

DV410.1

Social Research Methods in Developing Countries

This information is for the 2009/10 session.

Teachers responsible: Dr D Weinhold, V409 and all other DESTIN staff.

Availability: For MSc Development Studies, MSc Development Studies (Research) and MSc Development Management students only. Students from other programmes may audit the course, but they may not take it for credit.

Course content: The course consists of ten two-hour lectures introducing students to the basic ingredients of modern social science research, with an emphasis on methods commonly employed in studies of development. In the process we will briefly cover quantitative and qualitative methods of investigation, including basic data collection and analysis, sampling and surveying, ethnographic methods and participant observation. Where appropriate, other aspects of development research such as those relating to gender and ethical issues will be considered.

Teaching: Teaching will consist of ten two-hour lectures in the MT.

Indicative reading: R Ramanathan, *Introductory Econometrics with Applications*; A Deaton, *The Analysis of Household Surveys: A Microeconomic Approach to Development Policy*; B Pratt & P Loizos, *Choosing Research Methods: Data Collection for Development Workers*; M Bulmer & D P Warwick (Ed), *Social Research in Developing Countries: Surveys and Censuses in the Third World*; S Devereux & J Hoddinott (Eds), *Fieldwork in Developing Countries*; R Ellen (Ed), *Ethnographic Research: A Guide to General Practice*; M Agar, *The Professional Stranger: An Informal Introduction to Ethnography*; P Bardhan (Ed), *Conversations between Economists and Anthropologists: Methodological Issues in Measuring Economic Change in Rural India*.

Assessment: Students will write a 2,000 word essay due on the first day of the second week of LT. Students must achieve a pass for the essay before proceeding with the dissertation, DV410. Students will complete a take-home exam due on the first day of the second week of LT. Students must achieve a pass on the exam before proceeding with the dissertation, DV410.

DV410 Research Design and Dissertation in Development Studies and Development Management

This information is for the 2009/10 session.

Teachers responsible: All DESTIN staff

Availability: Compulsory for MSc Development Studies, MSc Development Studies (Research) and MSc Development Management.

Course content: Students will design a detailed research proposal towards the dissertation on a topic within Development Studies/Management. This will be conducted under the supervision of a member of the DESTIN staff, through individual tutorials. The student research proposals will form the basis for discussion in dissertation workshops and tutorials held during the ST.

The research proposal will identify a key question for investigation, the theoretical and methodological framework to be employed in the work and a justification for why the topic is theoretically and empirically important, with reference to the literature. A tentative outline and preliminary bibliography will be included. Students will present their proposals for debate and discussion in dissertation workshops.

Teaching: Students will attend individual tutorial sessions with supervisors during MT and LT to identify a research topic and to design research proposals, which must be approved by the supervisor. Dissertation preparation will also be addressed in the context of the DV410.1 lectures. Proposals will be evaluated, commented upon and approved by staff. Students will present their research proposals during dissertation workshops to be held in the ST.

Assessment: Students will submit a research proposal of not more than 2,000 words at the start of ST. This will be evaluated, commented upon and must be approved before proceeding to write the dissertation. Students will submit a dissertation of not more than 10,000 words by 4pm on Thursday 26 August.

DV411 Half Unit Population and Development: an Analytical Approach

This information is for the 2009/10 session.

Teacher responsible: Professor Tim Dyson

Availability: This course is for students taking MSc Population and Development, MSc Development Studies, MSc Development Management, MSc Environment and Development, MSc Health, Population and Society, MSc Human Rights, MSc Biomedicine, Bioscience and Society, MSc Political Economy of Late Development, MPA International Development and MSc Social Research Methods only. It is also available to all other MSc students where regulations permit.

Course content: The course critically examines the different analytic approaches to the main interrelationships between population changes and socio-economic development. It draws on a variety of theoretical and historical experiences to address and explore these interconnections. In so doing, it aims to provide balance between theoretical understanding, knowledge of empirical processes, basic causal processes and implications for policy. The course begins by providing an overview of the world's current demographic situation at both the global and regional levels. It then addresses Malthusian and anti-Malthusian perspectives on the basic relationships linking population and economic growth. These contrasting perspectives are considered in the context of both historical and contemporary experience. The course then proceeds to assess demographic transition theories and their relationships to theories and processes of economic development, urbanisation and socio-structural change. Urban growth, migration, and urbanization receive special attention. The implications of population change for issues of employment, savings and investment are considered, as are issues relating to energy, food production, and climate change. Contemporary neo-Malthusian arguments, with their environmental components are also considered. Further details will be provided at the start of the session.

Teaching: 10 x one-and-a-half hour lectures and 9 x one-and-a-half hour seminars, MT. Professor Tim Dyson will give the lectures. The

seminars and all other arrangements for this course will be provided by other staff.

Formative coursework: Students will be given the opportunity to undertake a 'mock examination' essay. This will be graded and accompanied by written feedback within two weeks of its submission.

Indicative reading: A detailed reading list will be provided. Some key sources are: T Dyson 'A Partial Theory of World Development' in *International Journal of Population Geography*, 7, 2001; T Dyson, *Population and Food: global trends and future prospects*, Routledge, 1996; R H Cassen (Ed), *Population and Development: Old Debates, New Conclusions*, Overseas Development Council, Washington DC, 1994; World Bank, *Population Change and Economic Development*, Washington DC, 1985; and *Population and Development Review*, a Journal published quarterly by the Population Council, New York.

Assessment: A two-hour written examination in the ST (100%).

DV413 Half Unit Environmental Problems, Politics and Development

This information is for the 2009/10 session.

Teacher responsible: Dr Tim Forsyth

Availability: For students taking MSc Development Studies, MSc Development Management, MSc International Political Economy, MSc Global Politics, MSc International Relations, MSc International Relations (Research), MSc International Relations Theory, MSc Population and Development, MSc Anthropology and Development, MSc Biomedicine, Bioscience and Society, MSc Accounting, Organisations and Institutions, MSc Public Policy and Administration, MPA International Development, MSc Regulation and MSc Regulation (Research) and for those taking other MSc programmes with the approval of the course teacher and their own programme directors. Also available to students taking MSc International Relations or MSc International Political Economy as part of the LSE-Sciences Po Double Degree in Affaires Internationales programme.

Course content: The course reviews social and political debates about environment and development. It is about the institutions that regulate the interactions between society and the natural environment, at the local and national levels. A range of explanatory frameworks are introduced, with particular attention to the politics of sustainable development; political ecology; population and access to resources; gender environment and development; natural hazards; the politics of state environmental policy; common property regimes; community based natural resource management, and co-management of land and forests; environmental social movements in developing countries. We ask how these different institutions, and the politics surrounding them, impose constraints upon and present opportunities for environmental governance and the promotion of sustainable and equitable development. This course may be taken or audited with DV415, which focuses on global environmental governance.

Teaching: 10 lectures (each of one-hour duration) and 9 seminar classes (each of 1.5-hour duration) during MT.

Formative coursework: One 1,500 word essay

Indicative reading: A detailed weekly reading list will be provided at the first course meeting.

W M Adams, *Green Development*, Routledge, 2000; A. Agrawal, *Environmentality*, Duke, 2005. T Forsyth, *Critical Political Ecology: the Politics of Environmental Science*, Routledge, 2003; E Ostrom (et al), *The Drama of the Commons: Understanding Common Pool Resource Management*, National Academy Press, 2002; R Peet & M Watts (Eds), *Liberation Ecologies: Environment, Development, Social Movements*, Routledge 2004.

Assessment: Two-hour examination (80%) and an essay of no more than 2,000 words (20%).

DV415 Half Unit Global Environmental Governance

This information is for the 2009/10 session.

Teacher responsible: Dr Tim Forsyth, V510

Availability: The course is primarily intended for students taking

MSc Development Studies, MSc Development Management, MSc Anthropology and Development, MSc International Political Economy, MSc International Relations, MSc International Relations (Research), LSE-Sciences Po Double Degree in Affaires Internationales, MSc Global Politics, MSc Biomedicine, Bioscience and Society, MSc Public Policy and Administration, MSc Accounting, Organisations and Institutions, MPA International Development, MSc Regulation and MSc Regulation (Research) but is open to all students who wish to take a half-unit in international aspects of global environmental change and politics.

Course content: This course is about global environmental change and political responses at the international, national and sub-national level. The course focuses upon the institutions, politics and policy processes of global environmental governance, with a particular focus on dilemmas facing developing countries and the relationships of developed and developing countries. As in the other half-unit course with which this is associated (DV413), a basic question to be examined is that of how the institutions of the 'global system' impose constraints upon, and present opportunities for the promotion of sustainable development.

The course will contain discussions of the meaning of 'global' in environmental politics; the politics of environmental regimes; the role of the state, business, and non-governmental organizations in international environmental policy; the Global Environment Facility, World Bank and World Trade Organization. The course especially focuses on problems and policies of climate change; trade; biodiversity forests and conservation. The course will draw upon some elements of International Relations debates, but will also include more general discussions of global environmental governance within development studies, environmental politics, and science-policy debates.

Teaching: 10 one-hour lectures in MT, with 1-hour class (seminar) per week.

Formative coursework: One 1,500 word essay

Indicative reading: Students are encouraged to look at any good basic texts and websites on global environmental governance and negotiations such as www.iisd.org. For examples: J Clapp and P Dauverge, *Paths to a Greener World: the Political Economy of the Global Environment*, MIT Press, 2005; L Elliot, *The Global Politics of the Environment*, Macmillan (2004); P Haas et al (Ed), *Institutions for the Earth: Sources of Effective International Environmental Protection*, MIT Press (1993); S. Jasanoff and M. Long Martello (eds) *Earthly politics: local and global in environmental governance*, Cambridge, Mass: MIT Press (2004); C. Miller, and P. Edwards (eds) *Changing the atmosphere: expert knowledge and environmental governance*. Cambridge, Mass.: MIT Press (2001); O Young (Ed), *The Effectiveness of International Environmental Regimes*, MIT Press (1999); W Sachs (Ed), *Global Ecology: Conflicts and Contradictions*, Zed Books (1999).

Assessment: Two-hour examination (80%). Essay of no more than 2,000 words (excluding references and including notes) (20%).

DV418 Half Unit African Development

This information is for the 2009/10 session.

Teacher responsible: Dr Sue Onslow

Availability: For students taking MSc Development Studies, MSc Development Management, MSc Environment and Development, MSc Anthropology and Development, MSc Urbanisation and Development, MSc Global Politics, MPA International Development, MSc Political Economy of Late Development and MSc Human Rights only.

Course content: The major concern of the course is with the political economy of African development, to examine processes of economic, political, social and cultural change in Sub-Saharan Africa. It provides critical analysis of key development interventions and processes. It seeks to combine general theoretical overviews with country case studies illustrating the variety of experiences and trajectories. It does not aim to provide a comprehensive coverage of development issues or of regions. Course content will vary from year to year, depending on the specialities of staff.

Most of the course relates to Anglophone Africa. Attention is paid to legacies of the colonial encounter; the constraints and

opportunities presented by African countries' positions in the global economy; alternative explanations of poor economic performance and increasing poverty; the role of corruption and capital flight and the dynamics of state collapse. This will be supplemented by a consideration of issues critical to Africa such as the HIV/AIDS pandemic, humanitarian and human rights interventions, conflict, and governance & democratization, and traditional authority structures.

Teaching: The course will be taught through 10 lectures and 10 classes, both lasting one-and-a-half hours in the Lent Term.

Formative coursework: Students will write a 2,000 word essay chosen from class questions and in discussion with the course leader, to be submitted by the beginning of week 6 of Lent Term.

Indicative reading: A detailed weekly reading list will be provided at the first course meeting. The following readings provide an introduction to the course: Paul Nugent, *Africa Since Independence: A Comparative History*, Palgrave Macmillan: 2004; Nick Van de Walle, *African Economies and the Politics of Permanent Crisis*, Cambridge: Cambridge University Press, 2001; Robert Bates, *Markets and States in Tropical Africa*, Berkeley and Los Angeles: University of California Press, 1981, and *When Things Fell Apart*, Cambridge University Press 2008; George Ayittey, *Africa in Chaos*, Houndmills, Basingstoke: Macmillan, 1997; G. Hyden, *No Shortcuts to Progress: African Development Management in Perspective*, London: Heinemann, 1983; Mahmood Mamdani, *Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism*, London: James Currey, 1996; J-F Bayart, *The State In Africa: The Politics of the Belly*, London: Longman, 1993; Patrick Chabal & Jean-Pascal Daloz, *Africa Works: Disorder as a Political Instrument*, Oxford: IAI & James Currey, 1999; C Clapham, *Africa and the International System*, Cambridge: CUP, 1996; T Callaghy and J Ravenhill (eds), *Hemmed In: Responses to Africa's Economic Decline*, New York: Columbia University Press, 1993; A Villalon and P Huxtable (eds), *The African State at a Critical Juncture*, Boulder, Co.: Lynn Rienner, 1997; R Joseph (ed.), *State, Conflict and Democracy in Africa*, Boulder, Co.: Lynn Rienner, 1999; B Wisner, C Toulmin and R Chitiga (eds) *Towards a New Map of Africa*, London: Earthscan, 2005. W Harbeson and D Rothchild ed.: *Africa in World Politics: Reforming Political Order* (4th edition: 2009).

Assessment: Two-hour exam (80%) and 2,000 word essay (20%). The essay will on a different topic to the formative essay and submitted by the beginning of week 1 of Summer Term.

DV420 Half Unit Complex Emergencies

This information is for the 2009/10 session.

Teacher responsible: Professor David Keen, V504

Availability: For students taking MSc Development Management, MSc Development Studies, MSc Anthropology and Development, MSc Population and Development, MSc Environment and Development, MSc Human Rights, MPA International Development, MSc Global Politics, MSc NGOs and Development, MSc Urbanisation and Development and MSc Health, Community and Development only.

Course content: The course examines the consequences and causes of humanitarian disasters. It looks at the changing nature of civil conflicts, at the famine process, and at the benefits that may arise for some groups from war and famine. It examines some of the roots of violence in civil wars, as well as the information systems that surround and help to shape disasters.

Teaching: The course will be taught in MT and will consist of 10 lectures of one-and-a-half hours and nine seminars of one-and-a-half hours.

Formative coursework: Students will have the opportunity to receive feed back on formative work, either in the form of a mock exam or a practice assessed essay, which will be specified.

Indicative reading: A detailed weekly reading list will be provided at the first course meeting. A useful text, which is designed in large part around the course, is David Keen, *Complex Emergencies* (Polity, 2007). Other texts of interest include Stathis Kalyvas, *The Logic of Violence in Civil War* (Cambridge University Press, 2006); David Keen, *Conflict and Collusion in Sierra Leone* (James Currey, 2005); David Keen, *Endless War? Hidden Functions of the 'War on Terror'* (Pluto, 2006); Michael Mann, *The Dark Side*

of Democracy: Explaining Ethnic Cleansing (Cambridge University Press, 2005); Amartya Sen, *Poverty and Famines* (Oxford University Press, 1981); Frances Stewart and Valpy FitzGerald (eds.), *War and Underdevelopment*, Volumes 1 and 2 (Oxford University Press, 2001); and Jeremy Weinstein, *Inside Violence: The Politics of Insurgent Violence* (Cambridge University Press, 2007); Tim Allen, *Trial Justice: The International Criminal Court and the Lord's Resistance Army* (Zed Press, 2006), Chris Dolan, *Social Torture: The Case of Northern Uganda, 1986-2006* (Berghahn, 2009); Zoe Marriage, *Not Breaking the Rules, Not Playing the Game: International Assistance to Countries in Conflict* (Hurst and Co., 2006); Christopher Cramer, *Civil War is Not a Stupid Thing: Accounting for Violence in Developing Countries* (Hurst and Co., 2006); Mats Berdal and David Malone, *Greed and Grievance: Economic Agendas in Civil Wars* (Lynne Rienner, 2000); Hugo Slim, *Killing Civilians: Method, Madness and Morality in War* (Hurst and Co., 2008).

Assessment: Assessment of course work worth 20% and an unseen two-hour examination in the ST worth 80%.

DV421 Half Unit HIV/AIDS and Other Emerging Health Threats

This information is for the 2009/10 session.

Teacher responsible: Dr Sharon Ghuman

Availability: For students taking MSc Development Management, MSc Development Studies, MPA International Development, MSc Global Politics, MSc Health Population and Society, MSc Health, Community and Development, MSc Population and Development, MSc Human Rights and MSc Biomedicine, Bioscience and Society. Also available to all other MSc students, space permitting, with the approval of the course teacher and their own programme directors.

Course content: This course critically examines emerging challenges to human health in the developing world in terms of the social, political and epidemiological factors that contribute to disease emergence and evaluates the policies to address their spread. The course starts by framing the study of emerging challenges to human health within the epidemiological and health transition, and analyzes the factors that have contributed to the emergence of new diseases and the resurgence of pre-existing diseases. Specific topics covered include: HIV/AIDS, tuberculosis, malaria, and the health implications of urbanization.

Teaching: There will be a one-and-a-half hour lecture and a one-and-a half hour seminar each week during LT.

Formative coursework: Short essay(s)

Indicative reading: A detailed weekly reading list will be provided at the first Lecture. The readings for this course are from journals and select book chapters in the fields of public health and policy, epidemiology, demography, environmental health and anthropology among others. Readings will also include case studies of disease control efforts in various countries and reports, papers and articles published by international organizations, think-tanks, and the media.

Assessment: One unseen two-hour exam in the ST (80%) and coursework (20%).

DV423 Half Unit Global Political Economy of Development, I

This information is for the 2009/10 session.

Teacher responsible: Professor R Wade, V501

Availability: For MSc Development Studies, MSc Development Management, MSc Global Politics, MPA International Development, MSc Environment and Development, MSc Political Economy of Late Development, MSc Media, Communication and Development, MSc Management and MSc International Political Economy only. This course and DV424 (Global Political Economy of Development, II) are complements. The two half-unit courses should be taken in sequence.

Course content: The course examines the political economy of 'North-South' relations, focusing on how changes in international organizations and the international policy framework level affect developing countries' economic trajectories and national-level strategies for interaction with the global economy. It covers the focus on the performance of the world economy as a whole; international systems of production, trade, and finance; and the

rules or regimes which govern interaction between economies, states and firms (regimes such as Bretton Woods, and the Post Bretton Woods dollar standard); and several international organizations. In contrast to much thinking in international political economy, it looks at these things from the perspective of the low and middle-income countries (in the spirit of the Swahili proverb, "Until lions have their own historians the history of hunting will be written from the perspective of the hunter").

Teaching: Ten lectures and nine seminars in MT.

Formative coursework: Students will write one essay of 2,000 words.

Indicative reading: Core texts: John Ravenhill (ed), *Global Political Economy*, 2nd edition, OUP, 2008.

Assessment: A two-hour examination in the ST (100%).

DV424 Half Unit Global Political Economy of Development, II

This information is for the 2009/10 session.

Teacher responsible: Dr K Shadlen, V401

Availability: For MSc Development Studies, MSc Development Management, MSc Global Politics, MSc Media, Communication and Development, MSc Political Economy of Late Development, MPA International Development, MSc Management and MSc Biomedicine, Bioscience and Society only. This course and DV423 (Global Political Economy of Development, I) are complements; it is recommended (though not required) that the two half-unit courses be taken in sequence.

Course content: This course examines the *politics* of the international economy. We analyze the overarching rules and regulations that structure the international economy, and thereby provide context for development policy; and we assess the role of a range of actors (e.g. governments, firms, non-state actors) in shaping and reshaping the international economic order. We are particularly interested in understanding the ways that developing countries respond to and participate in international regimes and organizations, and how changes in global economic governance affect opportunities for economic development.

The first week, which synthesizes a variety of explanations of the role that international organizations play in global politics, establishes the theoretical spine for the course. We then examine governance in international sovereign debt and finance, public and private. We analyze the politics of debt relief for the poorest and most heavily-indebted countries, where most of the debt is owed to public creditors; and we analyze the politics of debt restructuring for middle-income countries where significant shares of the debt is owed to private/commercial creditors. The course then turns to the politics of international trade, investment, and intellectual property. This cluster of five sessions is organized around a dialogue between multilateral and regional frameworks for integration into the global economy. For this section of the course the World Trade Organization (WTO) serves as our principal point of reference. We examine the emergence of the WTO, both in terms of the substance of the Uruguay Round agreements and as an inter-governmental organization with its own set of procedures for agenda-setting, rule-making, and dispute-settlement. We then examine emerging arrangements for global governance in the areas of foreign investment and intellectual property. Finally, we focus explicitly on the resurgence of new, North-South, bilateral and regional trade agreements, focusing on the implications of such agreements for development and the factors that contribute to their proliferation. In concluding the course we assess alternatives for reforming global multilateral economic organizations, e.g. the World Bank, International Monetary Fund, and WTO. Then, taking a step back and reviewing the term's material from a "birds-eye view," we analyze contrasting trajectories of change in two development regimes, one regarding "industrial transformation" and mobility in the international division of labour, and another regarding "humanitarianism" and poverty reduction.

Teaching: Ten two-hour lectures and nine seminars LT.

Formative coursework: Students submit written work for formative assessment. Details of the exercise will be announced early in the term.

Indicative reading: A detailed reading list is presented at the

beginning of term.

Assessment: Two-hour exam (65%) and 4,000 word essay (35%).

DV425 Half Unit **Not available in 2009/10** **Managing Globalization**

This information is for the 2009/10 session.

Teacher responsible: Dr Lloyd Gruber (Room V410)

Availability: MSc Development Management, MSc Development Studies, MSc Anthropology and Development, MPA International Development, MSc Global Politics. Space permitting, other MSc students may also be able to enrol, but only with the approval of the course teacher and their own programme directors.

Course content: This course examines what (if anything) policymakers in developing countries can do to manage the continuing expansion of global trade, the multinationalization of production, and the seemingly inexorable rise in cross-border flows of financial capital. Do these forces have a life of their own? And if not – if governments are still, to some extent, in the driver's seat – what pro- or anti-globalization strategies have they employed domestically and in their external relations? Are developing countries in a position to address the economic dislocations and social tensions that globalization creates, or is a globalization backlash inevitable?

For much of the post-WWII period, the United States and European Union have been in a position, by virtue of their relative size and power, to set the global economic agenda. The course begins by asking why policymakers in these countries have pursued the particular trade, foreign investment, and foreign aid policies they have. To what extent have the choices of the “North” been dictated by societal forces (e.g., the mobilization of interest groups), international pressures (e.g., the end of the Cold War, the threat of terrorism), and/or the structure of U.S. and EU political institutions (e.g., separation of powers, the tension between domestic and supranational authority)? The course then looks at how developing countries have responded – with varying degrees of success – to globalization's challenges and opportunities. After examining domestic strategies (e.g., industrial policy), the course turns to international strategies, focusing on the formation of North-South trade arrangements and the bolstering of recent efforts by the South to reduce the North's bargaining advantage in the WTO. The last part of the course explores the future of this North-South asymmetry, concentrating on the volatility of international financial markets, the impact of trade on domestic inequality, and the uncertain relationship between globalization, democracy, and the environment.

Teaching: Ten lectures and nine seminars held in LT. Revision session in ST.

Formative coursework: A 2,000-word essay will be assigned at the beginning of the third week of the course. Students will have one week to write their essays, which will be based solely on the course materials covered to that point. Feedback will be provided within two weeks of each essay's submission.

Indicative reading: A detailed reading list will be presented with the Course Outline at the beginning of the term. Some key texts are: L. Gruber, *Ruling the World: Power Politics and the Rise of Supranational Institutions*, Princeton University Press, 2000; D. Held, et al., *Debating Globalization*, Polity Press, 2005; D. Rodrik, *Has Globalization Gone Too Far?* (Institute for International Economics, 1997); and D. Vogel, *Trading Up: Consumer and Environmental Regulation in a Global Economy* (Harvard University Press, 1995).

Assessment: Two-hour examination in the ST (80%) and a 2000 word essay (20%).

DV427 Half Unit **Public Management of Development**

This information is for the 2009/10 session.

Teacher responsible: Dr Nilima Gulrajani (Room H316)

Availability: MSc Development Management, MSc Public Policy and Administration, MSc Anthropology and Development, MPA International Development and MSc Public Management and Governance, MPA in International Development. Other MSc students can take this course, subject to programme regulations and with permission of the lecturer.

Course content: This course applies public management and organizational theory to understand dynamics in the international development industry. Analysis will concentrate within three levels, namely the domestic bureaucratic contexts within developing countries, the organizational actors working in the name of development and policy-level dynamics within the foreign aid sector. Topics covered include: Performance measurement and results-based management; Aid efficiency and effectiveness; Governance and corruption in developing countries; Accountability and regulation in aid; Professionals in aid; Organizational cultures and incentives in development bureaucracies; Social enterprises in development. Critical understanding will be fostered of the strategies advocated to organize and improve the efficiency, effectiveness, accountability, performance and quality of collaborations within and across each of these levels. By exploring the conceptual, empirical and practical foundations of these strategies, students will be well equipped to assess the organization of development assistance.

Teaching: Ten lectures and ten seminars.

Formative coursework: Students can write one unassessed 2,000 word essay or submit a mock exam.

Indicative reading: Ferlie, E., Lynn, L. E. & Pollitt, C. (Eds.) (2005) *The Oxford handbook of public management*, Oxford ; New York, Oxford University Press; Mosse, D. 2005. *Cultivating Development: An Ethnography of Aid Policy and Practice*, London, Pluto Press; Paton, B. (2003), *Managing and Measuring Social Enterprises*, London, Sage Publications; Prahalad, C. K. (2006) *The Fortune at the Bottom of the Pyramid*, New Jersey, Wharton; Riddell, R. (2007) *Does Foreign Aid Really Work?* Oxford, Oxford University Press; Tender, J. (1998), *Good Government in the Tropics*, Maryland, Johns Hopkins University Press.

Assessment: Two-hour examination (100%) in the ST.

DV428 Half Unit **Managing Humanitarianism**

This information is for the 2009/10 session.

Teacher responsible: Dr Tim Allen (Room V402)

Availability: For students taking MSc Development Management, MSc Development Studies, MSc Anthropology and Development, MSc Population and Development, MSc Environment and Development, MSc Political Economy of Late Development, MSc Human Rights, MSc Urbanisation and Development, MPA Public and Economic Policy/MPA Public Policy and Management, MSc Global Politics, MSc NGOs and Development and MSc Health, Community and Development. Students taking other degrees may only take this half unit with the permission of the DESTIN administrators.

Course content: The course looks at international, national and local responses to humanitarian disasters and civil wars, with a specific focus on efforts to ameliorate social, economic and political processes. Building on analysis of the consequences and causes of humanitarian disasters (the primary focus of DV420 – Complex Emergencies), this course focuses on the activities of humanitarian actors (including aid workers, journalists, medics, government officials, soldiers, politicians and peace negotiators). It covers both issues relating to humanitarian assistance and humanitarian intervention, and explores the overlaps and tensions between the two. It will also examine ways in which populations that are on the receiving end of humanitarian projects and programmes respond to them, and in some cases subvert or transform them into quite different directions to those anticipated. Case studies will be drawn mostly from Africa but also from the Middle East and other parts of the world.

Teaching: The course will be taught in the LT and will consist of 10 lectures of two-hours, 10 film sessions of two hours, and ten seminars of one-and-a-half hours. In addition, there will be a revision day in the ST.

Formative coursework: Students will either chose to write a practice essay under exam conditions, or an essay not exceeding 2,000 words. Essay topics will relate to class presentations, and will receive an indicative grade and feedback within two weeks of submission.

Indicative reading: Nicholas J. Wheeler *Saving Strangers: Humanitarian Intervention in International Society*, Oxford: Oxford

U.P. De Waal, A. 1997. *Famine Crimes: Politics and the Disaster Relief Industry in Africa*. London: James Currey. Gil Loescher (2001) *The UNHCR and World Politics*, Oxford University Press. David Rieff (2002) *A Bed For the Night: Humanitarianism in Crisis*, Vintage/Random House.

Assessment: A take-home examination (100%).

DV429 Half Unit Global Civil Society I

This information is for the 2009/10 session.

Teacher responsible: Sabine Selchow

Availability: Core course for the Global Civil Society stream of MSc Global Politics. Optional for MSc Anthropology and Development, MSc Development Management, MSc Development Studies, MSc Gender, Development and Globalisation, general MSc Global Politics and, depending on the available space, open to students from other departments in the school.

Course content: This course examines what (if anything) policymakers in developing countries can do to manage the continuing expansion of global trade, the multinationalization of production, and the seemingly inexorable rise in cross-border flows of financial capital. Do these forces have a life of their own? And if not – if governments are still, to some extent, in the driver's seat – what pro- or anti-globalization strategies have they employed domestically and in their external relations? Are developing countries in a position to address the economic dislocations and social tensions that globalization creates, or is a globalization backlash inevitable?

This course introduces students to the theoretical foundations of the concept of 'global civil society' and invites them to critically explore and evaluate the empirical dimension and political impact of global civil society as an important contemporary socio-political phenomenon. The course will begin by outlining the changing nature of the international political system under the impact of globalisation, and will use the example of the 1989 revolutions in Central and Eastern Europe to illustrate these changes. It will then introduce different definitions of global civil society and what these definitions imply for different actors (NGOs, social movements, civic institutions, etc). The remainder of the course will investigate the relation of global civil society to key dimensions of the modern world -the state, capitalism and democracy- both in theory and in contemporary practise. Students will discuss issues such as the impact of global civil society on global governance structures, global civil society activism and the role and responsibility of transnational corporations, and internet activism and its relation to democracy. The readings will range from classical texts by Thomas Hobbes, Georg Wilhelm Friedrich Hegel and Karl Marx to contemporary thinkers like Vaclav Havel and Jurgen Habermas as well as the NGO and social movement literature.

Teaching: The course will consist of 5 three hour lecture sessions in the MT and 5 three hour classes which will be student-led.

Formative coursework: Two non-assessed essays during term and at least one presentation; one assessed essay which can be an extension of one of the two non-assessed ones.

Indicative reading: A detailed reading list will be presented at the beginning of the term. A basic introductory text is: Kaldor, Mary (2003) *Global Civil Society: An Answer to War* Cambridge: Polity Press. Students are encouraged to explore the Global Civil Society Yearbooks available at the website of LSE's Centre for the Study of Global Governance:

www.lse.ac.uk/Depts/global/researchgcspub.htm

Assessment: The course will be assessed by one essay (3,000 – 5,000 words) (40%) (the assessed essay can be an extension of one of the two non-assessed ones and one exam (60%).

DV430 Half Unit Global Civil Society II

This information is for the 2009/10 session.

Teachers responsible: Sabine Selchow

Availability: Core course for the Global Civil Society stream of MSc Global Politics. Optional for MSc Anthropology and Development, MSc Development Management, MSc Development Studies, MSc

Gender, Development and Globalisation, general MSc Global Politics and, depending on the available space, open to students from other departments in the school.

Course content: This course engages with the concept and the socio-political phenomenon of global civil society from five different perspectives. Global civil society will be explored a) in the face of the changing nature of war, b) in the context of the normative debate about the idea of 'civility' especially in different cultural frameworks, c) in the context of the contemporary global media system, d) in regard to politics of space and e) against the backdrop of (Western) hegemony. Each perspective will be explored within a theoretical lecture and within a lecture that, based on empirical examples, shows how the theoretical underpinnings apply in a 'global' world. Students will discuss issues such as global civil society in Iraq, Afghanistan and Bosnia, celebrity activism, hegemony in the context of activism concerning sexual identity and climate change, as well as national and religious movements and streets, cities, the internet and global civil society activism. The novelty of this course is the provision of a solid theoretical and empirical basis that enables students to engage critically with this vital and increasingly popular, yet highly contested political concept. The readings will range from classical texts by Carl von Clausewitz, Immanuel Kant and Antonio Gramsci to contemporary thinkers like Jurgen Habermas and Michel Foucault as well as the broader literature on contemporary global issues. The use of primary sources (documents, Internet sources, interviews) will be encouraged.

Teaching: The course will consist of 5 three hour lecture sessions and 5 three hour classes which will be student-led.

Formative coursework: Two non-assessed essays during term and at least one presentation; one assessed essay which can be an extension of one of the non-assessed ones.

Indicative reading: A detailed reading list will be presented at the beginning of the term. A basic introductory text is: Kaldor, Mary (2003) *Global Civil Society: An Answer to War* Cambridge: Polity Press.

Students are further encouraged to explore the Global Civil Society Yearbooks available at the website of LSE's Centre for the Study of Global Governance:

www.lse.ac.uk/Depts/global/researchgcspub.htm

Assessment: The course will be assessed by one essay (3,000 – 5,000 words) (40%) (the assessed essay can be an extension of one of the two non-assessed ones) and one exam (60%).

DV431 Development Management

This information is for the 2009/10 session.

Teachers responsible: Dr. Jean-Paul Faguet V511 and Dr E A Brett

Availability: The core course for MSc Development Management and MSc Anthropology and Development students only. Optional for students on MSc Political Science and Political Economy.

Course content: Why are some countries rich and others poor? Why are some governed well and others badly? This course employs a political economy approach to examine the causes of development and non-development. It focuses on the different kinds of authority, incentives and accountability mechanisms that govern the relationships between managers and recipients in the institutions and organisations that people use to meet their political, economic and social needs. It reviews ongoing debates about the best ways of designing state agencies, private firms and NGOs in order to enable students to make practical judgements about institutional reform programmes by showing how centralised bureaucracies, markets, participatory and solidaristic agencies operate to provide essential services. It explores deep theories about the emergence of the state, and the different social, political and economic actors that work within it and vie to control it. And it examines how these forces interact to drive processes of change in different kinds of society, and especially in 'Late Developing Societies' that are attempting to make transitions to modernity by reviewing the literature that explain problems of state, economic and social failure and reconstruction in poor countries.

The course is divided into five parts: (1) Analytical assumptions, (2) Governance, (3) Private and civic provision, (4) Economic and political transformation, and (5) Managing development. On

completing the course students should be able to: (i) use theory to solve practical development problems; (ii) identify and assess relevant case study material to inform the practice of development management; and (iii) critically appraise their own practical experience as workers in development organisations or consumers of their services. The course reviews literature dealing with the principles governing the institutions and organisations through which policies, programmes and projects are implemented. It examines the variety of functions they must perform; the structures they can assume; the incentive systems which motivate them and how they relate to differing political, economic and social conditions. It considers recent literature which re-evaluates the way these problems are understood, looking in particular at recent developments in economics, public sector management, social policy and organisational ethnography. It focuses on the role of hierarchy, competition and participation in providing different kinds of services in different situations and contexts. It provides an analytical basis for making judgements about institutional reform programmes by showing how different kinds of institutions and organisations, centralised bureaucracies, markets, participatory and solidaristic agencies operate to provide services in practice.

Teaching: There will be an introductory 4 hour workshop, 17 two-hour lectures and 17 one-and-a-half hour seminars over the MT & LTs. The seminars will take the form of a discussion of the topic covered in the previous lecture and will be conducted on the basis either of a student presentation or a class exercise. Lectures will focus on the theoretical debates driving current policy practice in the development community, while seminars will relate these to practical problems of implementation, drawing on case studies, class exercises, and the personal experience of participants. Students will also take part in a group research project on topics identified by development agencies in consultation with staff. A lecture and workshops will be organised to assist student groups to formulate their proposals and negotiate their projects with their commissioning agencies.

Formative coursework: In the MT students are expected to produce one 2,000 word essay on a topic agreed with an individual tutor. In the LT students are assessed on the group project report.

Indicative reading: A detailed weekly reading list is provided at the first course meeting. Background readings include: Brett, E.A. (2009) *Reconstructing Development Theory*, Chambers, Robert, (1997) *Whose reality counts? putting the first last*, Chang, H. 2003, *Rethinking development economics*, Anthem Press; London, *Intermediate Technology*; Clague, C. 1997 *Institutions and economic development*, Baltimore, Johns Hopkins. Easterley, W. 2006 *The white man's burden*, Oxford University Press; Kohli, A. 2004 *State-directed development: political power and industrialization in the global periphery*, Cambridge, Cambridge University Press; Linz, J. & A. Stepan, *Problems of democratic transition and consolidation*, Johns Hopkins; Olson, M. 1982 *The rise and decline of nations*, Yale University Press; North, D. 1990. *Institutions, Institutional Change and Economic Performance*. Cambridge University Press. Putnam, R. D. 1993. *Making Democracy Work: Civic Traditions in Modern Italy*. Princeton: Princeton University Press; Robinson, D. & others, *Managing development: understanding inter-organizational relationships*, London, Sage, 2000. Rodrik, D. (Ed.). 2003. *In Search of Prosperity: Analytical Narratives on Economic Growth*: Princeton University Press; Schuurman, F. 1993 *Beyond the impasse*, Zed Books. Sen, A., 1999 *Development as Freedom*. Oxford University Press; Stiglitz, J. 2002 *Globalization and its discontents*, Allen Lane, 2002; World Bank, World Development Report, 2004, *Making services work for poor people*, Washington, World Bank.

Assessment: Three-hour unseen examination (70%) Project Report (30%).

DV437 Half Unit Nationalism, Democracy and Development in Contemporary India

This information is for the 2009/10 session.

Teacher responsible: Professor Stuart Corbridge, V503

Availability: For MSc Environment and Development, MSc Global Politics, MSc Development Studies, MSc Development Studies

(Research), MSc Development Management, MPA International Development, MSc Political Economy of Late Development and MSc Urbanisation and Development; also for other students on request to the teachers.

Course content: The idea of India; caste, Indian society and colonial governmentalities; nationalist struggles and the post-colonial state; planning, the agrarian question and the 'Hindu rate of growth'; economic reform; poverty and inequality; accountability, empowerment and participatory development; caste, region and subaltern politics; Hindutva and the Sangh Parivar; 'India shining'?

Teaching: 10 one and-a-half hour lectures in the MT; 10 one and-a-half hour seminars.

Formative coursework: Students will be offered a choice of essay titles in the MT and can submit a timed essay in the Summer Term.

Indicative reading: Bose, S and Jalal, A (2004) *Modern South Asia: History, Culture, Political Economy*, 2nd Edition, (London: Routledge); Brass, P. (ed.) (2009) *The Routledge Handbook of South Asian Politics* (London: Routledge); Chatterjee, P (2004) *The Politics of the Governed* (NY: Columbia UP); Corbridge, S and Harriss, J (2000) *Reinventing India: Liberalization, Hindu Nationalism and Popular Democracy* (Cambridge: Polity); Corbridge, S., Williams, G., Srivastava, M. and Veron, R. (2005) *Seeing the State: Governance and Governmentality in India* (Cambridge: CUP); Dirks, N. (2001) *Castes of Mind* (Princeton: Princeton UP); Drèze, J and Sen, A.K. (2002) *India: Development and Participation*, (Oxford: OUP); Khilnani, S (1997) *The Idea of India* (London: Hamish Hamilton); Kohli, A (ed.) (2001) *The Success of India's Democracy* (Cambridge: CUP); Nilekani, N. (2008) *Imagining India: The Idea of a Renewed Nation* (New York: Penguin); Panagariya, A. (2008) *India: The Emerging Giant* (Oxford: OUP); Varshney, A (2001) *Ethnic Conflict and Civic Life: Hindus and Muslims in India*, New Haven: Yale University Press.

Assessment: Two-hour examination (70%) and a 3,000 word essay (30%).

DV441

Development Policy and Management

This information is for the 2009/10 session.

Teachers responsible: Dr Lloyd Gruber and Dr Stephen Kosack

Availability: Compulsory for MPA in International Development and optional for MPA in Public and Economic Policy, MPA in Public Policy and Management and MPA in European Public and Economic Policy. The course is also available as an outside option, where regulations permit and with permission of the teacher responsible where regulations and numbers permit but only with permission of the teacher responsible. In the event that the course can accommodate non-MPA students, priority will go to students enrolled in Destin MSc programmes. Pre-requisites: There are no pre-requisites for this

Course content: This course explores why governments and organisations pursue the development policies they do. Whenever experts get together to debate development policy, attention usually focuses on what the relevant actors *should* be doing: Which policies *should* the leaders of developing countries be adopting (or discarding) to stimulate growth and reduce poverty? What kinds of strategies *should* policymakers in the industrialised world be implementing to expedite this process? But the people who hold positions of power in these countries do not always do what outsiders say they should, and for good – or at least understandable – reasons. Shifting the spotlight away from pure economics to on-the-ground political economy, this course examines the incentives that guide the making and management of development policy in the real world. Leaders – even dictators – face pressures of all kinds, domestic as well as international. Our task is to understand where these pressures come from and how they interact to produce the (often highly inefficient) development policies we see government and organisations in today's world actually choosing.

Upon completing the course, students can expect (1) to acquire a deeper understanding of the forces that can bias political and organisational actors toward development policies whose long-run effects are socially, politically, or economically suboptimal; (2) to apply these insights to concrete cases of development management and

mis-management; and (3) to gain experience putting collective action, institutional, and other cutting-edge political economy theories to use in solving 'real world' development problems at different levels of government – global, national, and local – and across different sectors of the economy – public, private, and non-profit.

Teaching: MT: 10 two-hour lectures (starting Week 1) and 10 one-and-a-half hour seminars (starting Week 1).

LT: 10 two-hour lectures (starting Week 1) and 10 one-and-a-half hour seminars (starting Week 1).

ST: 1 two-hour lecture.

Formative coursework: A 1,500-word essay will be assigned in the first few weeks of MT. Students will be asked to think creatively about the ideas and arguments presented to that point in the course (but will not be required to undertake any outside research). These essays will be returned – with comments – within two weeks of submission. Advice on how to frame these essays, tips for effective writing, etc., will be given in one of the first two seminar sessions.

A mock examination will be provided in LT for correction in weeks 1-2 of ST.

Assessment: One three hour exam (75%) in ST. All students will be required to take part in a 'policy application' project stretching over three weeks of the course. A specific – and current – issue of major importance to developing countries will be introduced in the first week of this exercise. Later that week, each student will be asked to prepare an individually-authored 750-word policy memo on the topic (5%). In the second week of the exercise, students will be randomly assigned into small groups and begin preparing a more detailed 2,000-word policy brief outlining and defending the group's preferred policy. The exercise will conclude the following week when each group submits its proposal and provides a short presentation of its main points (20%).

DV4B3

MPA Capstone Project (1.5 units)

This information is for the 2009/10 session.

Course code

This course is also coded EC4B3, EU4B3 and GV4B3

Teachers responsible: Dr Lloyd Gruber plus others.

Availability: This is a compulsory course for all 2nd Year MPA students.

Pre-requisites: There are no pre-requisites, but students should attend the MPA 2nd Year Induction Meeting and the Capstone Information Meeting (held in the week before MT).

Course content: Students will undertake a group project (in teams usually of 3 to 6 people) relating to a public policy problem faced by an external organization. The client will be a government department, part of a legislature or a parliamentary agency, a company operating in the public management or public policy sector, an international organization or a think tank/NGO. The group will have approximately 10 weeks of term time to work on an issue defined by the client, investigating the issues and developing a workable solution to the problem.

Teaching: Based on the project allocated, students will be allocated a supervisor, who will provide overall guidance on the project's development and assistance with client liaison. Other members of staff will also advise on methods etc. Students must additionally:

- participate fully in the 'group working' module of GV4D5 Group Working and Leadership;
- attend a capstone review session to be held in MT.

Assessment: The project work is conducted in teams, and the assessment is based on a collective group mark for each component except in exceptional circumstances.

1) A report to the client organization, usually in the form of a group presentation to a meeting at the client's offices, with an accompanying PowerPoint set. The deadline for the presentation will be set with the client organization but must take place by the end of week 8 of the Lent term. 20% of the marks are assigned by the client organization after receipt of this presentation.

2) An underlying group project report of approximately 12-15,000 words (and no more than 20,000 words) to be submitted by Thursday of week 9 of LT. The report is read by external readers and their assessment accounts for 60% of the final grade. In addition,

there are marks for two other components, assigned by the group supervisor in consultation with the other capstone teachers:

3) 10 % for scoping and project development (including coping with difficulties); and

4) 10% for group working and self-management as a team

DV4B4

MPA Dissertation

This information is for the 2009/10 session.

Course code

This course is also coded EC4B4, EU4B4 and GV4B4

Teachers responsible: Dr Lloyd Gruber plus others.

Availability: This is a compulsory course for all MPA students studying at LSE for their 2nd Year.

Course content: Students on the MPA programme must write a dissertation (of no more than 10,000 words) covering a topic in public policy, economic policy or public management of the student's choice (to be agreed with their supervisor). The MPA programme will provide detailed authoring guidance and support in producing the dissertation.

Teaching: Based on the subject chosen, students will be allocated a supervisor, who will provide guidance on this piece of work. Students must attend the MPA Dissertation Workshops held during the MT.

Assessment: 1) The dissertation title, abstract, contents page and a 5 page synopsis/introduction must be submitted by 4pm on Thursday 3rd December 2009 (Week 9 of MT). This will count for 10% of the overall dissertation mark. Students may only change their topic thereafter with the agreement of their supervisor. 2) The full dissertation of no more than 10,000 words is due by 4pm on Thursday 29th April 2010 (Week 1 of ST) and will account for the remaining 90% of the overall mark.

EC400

September Introductory Course (Economics)

This information is for the 2009/10 session.

Teachers responsible: Dr M Bray, S476 and others

Availability: This course is for MSc Economics, MSc Econometrics and Mathematical Economics, MSc Economics and Philosophy, MSc Finance and Economics, MSc Management and Economics, MRes/ PhD Economics, and for other graduate students taking EC-prefixed courses, with the permission of the course tutor.

Course content: The aim of this pre-session course is to provide students with the essential mathematical, statistical, economic and econometric background for the core Economics courses of these programmes.

The course starts with mathematics revision sessions and progresses to sections covering mathematics for microeconomics, mathematics for macroeconomics, and probability and statistics.

MSc Finance and Economics students attend lectures on quantitative methods for finance instead of the mathematics for macroeconomics.

MSc Management and Economics students attend lectures on literacy in accounting instead of the mathematics for macroeconomics.

Teaching: Approximately 25 hours lectures and 36 hours classes during September.

Indicative reading: Students will be advised of recommended readings in the Summer.

Assessment: Students will be required to complete a set of self-testing exercises during the course. At the end of the course, students will be examined in mathematics for microeconomics and macroeconomics, and in probability and statistics.

Students on MSc Management and Economics and MSc Finance and Economics are examined on statistics, and two mathematics modules (revision mathematics and mathematics for microeconomics).

All other students are examined on statistics, and three mathematics modules (revision mathematics, mathematics for microeconomics and mathematics for macroeconomics).

EC402**Methods of Economic Investigation****This information is for the 2009/10 session.****Teachers responsible:** Dr V Hajivassiliou, S564, Dr Iyengar, R425 and Professor D Quah, S877.**Availability:** The course is for MSc Economics, MSc Economics and Philosophy, MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy and for other graduate students only with the agreement and confirmation, in writing, of the MSc (Economics) course tutor. Such permission will be granted only in exceptional circumstances.**Pre-requisites:** A knowledge of calculus, linear algebra, probability and statistics are assumed to the level of the September Introductory Course. Some knowledge of elementary econometrics will obviously be useful although not absolutely essential.**Course content:** The course aims to present and illustrate the techniques of empirical investigation in economics.

- 1 Regression models with fixed regressors (simple and multiple). Least squares. Goodness of fit and hypothesis testing.
- 2 Regression models with stochastic regressors.
- 3 Asymptotic Theory and its application to the regression model.
- 4 An example of regression using experimental data estimating the impact of class size on school performance.
- 5 The partitioned regression model, multicollinearity, misspecification, omitted and added variables.
- 6 Heteroskedasticity and Generalized Least Squares.
- 7 Measurement Errors and Instrumental Variables.
- 8 An example of the omitted variable problem. The omission of ability in the determination of the rate of return of schooling.
- 9 The method of maximum likelihood.
- 10 The analysis of time series. Basic concepts; the autoregressive process; asymptotic theory.
- 11 Regression models in time series. Distributed lags; autocorrelated disturbances; estimation methods.
- 12 Model selection and hypothesis test
- 13 Simultaneous equations. Structural and reduced forms; identification, two stage least squares. Dynamic simultaneous equation systems.
- 14 Co-integration and error correction models.
- 15 Vector autoregressions.

Teaching: Lectures EC402: Lectures 20 hours MT and 25 hours LT. Classes EC402.A: 20 Sessional.**Formative coursework:** Exercises are provided each week and are discussed in classes. In order to have any chance of completing the course successfully, these exercises must be attempted. Special test exercises will be set at three points during the year. These will be carefully marked and the results made available.**Indicative reading:** J Johnston & J diNardo, *Econometric Methods* (4th edn) or W H Greene, *Econometric Analysis* (4th edn).**Assessment:** A three-hour written examination in the ST. There will be approximately seven questions. The first question (which will be compulsory and account for 60% of the marks) will contain seven short problems.**EC406****Economic Policy Analysis****This information is for the 2009/10 session.****Teachers responsible:** Professor A Manning, R451 and Dr D Sturm, R429.**Availability:** This course is for MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy students with permission of the MPA Economics tutor.**Course content:** The aim of this course is to equip students with analytical tools required for decision taking in the public and private sectors.

- 1 Applied welfare economics: including cost benefit analysis, applied general equilibrium modelling, with applications such as tax reform, trade policy, labour market policy.
- 2 Applied econometric methods of policy evaluation. This section will provide an introduction to econometric methods for evaluating

policy reform and examine the application of these methods in a wide range of contexts from developing and developed countries. 3 Applied game theory, decision analysis, bargaining theory.

Teaching: 40 hours lectures and 20 hours classes sessional.**Indicative reading:** A K Dixit & S Skeath, *Games of Strategy*, Norton, 1999; R Gibbons, *Game Theory for Applied Economists*, Princeton, 1992; E Stokey & R Zeckhauser, *A Primer for Policy Analysis*, Norton, 1978; Wooldridge, J (2003) *Introductory Econometrics: A Modern Approach*, Prentice Hall, Second Edition.; Angrist, J. and Krueger, A. (1999) "Empirical strategies in Labor Economics" in Ashenfelter, O. and Card, D. *Handbook of Labor Economics* Volume III; R Blundell & M Dias Costa, 'Evaluation Methods for Non-Experimental Data', *Fiscal Studies*, 21(4), 427-68, 2000; A Deaton, *The Analysis of Household Surveys: A Microeconomic Approach to Development Policy*, Johns Hopkins, 1997.**Assessment:** A three-hour written examination in ST.**EC411****Microeconomics for MSc Students****This information is for the 2009/10 session.****Teachers responsible:** Professor G Levy, S479 and Professor M Pesendorfer, S878**Availability:** This course is for MSc Economics, MSc Finance and Economics, MSc Economics and Philosophy, MSc Econometrics and Mathematical Economics (Two Year Programme), MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy and for other graduate students only with the agreement and confirmation, in writing, of the MSc Economics course tutor. Such permission will be granted only in exceptional circumstances.**Pre-requisites:** Students should have completed an undergraduate economics degree or equivalent. Knowledge of multivariate calculus is assumed.**Course content:** The aim of the course is to develop the basic tools for analysing problems of resource allocation used by economists working in research, government and business. The course deals with positive and normative problems. It aims to include modern developments without being overly mathematical, and to develop a capacity to apply economic concepts to real-world problems. The aim of the course is to develop the basic tools for analysing problems of resource allocation used by economists working in research, government and business. The course deals with positive and normative problems. It aims to include modern developments without being overly mathematical, and to develop a capacity to apply economic concepts to real-world problems.

The first part of the course focuses on classical theories of consumer and producer behaviour and on the theory of competitive equilibrium. We will begin with a careful analysis of the optimisation problems of price-taking consumers and firms. We will then analyse market interaction and the formation of prices in the framework of perfect competition. We will conclude with a basic introduction to decision making under certainty and game theory.

The second part of the course focuses on models of imperfect competition and information economics. We begin with an analysis of models of monopoly, oligopoly, product differentiation, and public goods. Then, we study markets with imperfect and incomplete information including search, adverse selection, auctions, signalling, screening, and moral hazard. Special emphasis will be given to economic applications.

Teaching: Lectures EC411: 20 x two-hours MT and LT. Classes EC411.A: 20 Sessional.**Formative coursework:** There will be mock examinations at the end of MT and the beginning of ST.**Indicative reading:** The course will draw on a variety of texts, the main ones being: H R Varian, *Microeconomic Analysis* (3rd edn), Norton; J R Green, A Mas-Colell & M D Whinston, *Microeconomic Theory*, Oxford.

More detailed readings will be given at the beginning of the course and some notes will be provided where textbook coverage is inadequate.

Assessment: A three-hour written examination in the ST.

EC413**Macroeconomics for MSc Students****This information is for the 2009/10 session.****Teachers responsible:** Professor D Quah, S877, Professor C Pissarides, S677 and Dr C Julliard.**Availability:** This course is for MSc Economics and MSc Economics and Philosophy. With the approval of the Programme Director, MSc Finance and Economics and MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy students with the required background may be permitted to take this course. Other graduate students may attend only with the agreement and confirmation, in writing, of the MSc (Economics) course tutor. Such permission will be granted only in exceptional circumstances.**Pre-requisites:** Students should have completed an economics degree or equivalent. Knowledge of differential calculus is assumed.**Course content:** The aim of the course is to give a wide-ranging survey of modern macroeconomics.**Business Cycle and Asset Pricing Facts** Household behaviour: the life-cycle permanent-income model, precautionary saving, liquidity constraints, and empirical testing.

Overlapping generation models: fiscal policy analysis, ricardian equivalence, government debt and social security reform.

Asset pricing models: the consumption-based capital asset pricing model and the static capital asset pricing model.

Investment and Tobin's Q**Monetary Policy in Theory and in Practice** Dynamics: explicit forward-looking behaviour. Inflation, the term structure of interest rates, stock markets, exchange rates.

Economic growth: the Solow model; the Ramsey-Cass-Koopmans model.

Endogenous technology, intellectual property rights, human capital.

Growth and distribution: Inequality

Teaching: Lectures EC413: 40 MT and LT.

Classes EC413.A: 20 Sessional.

Formative coursework: Exercises are discussed in each class. There will be a one-and-a-half-hour mock examination at the end of the MT and another at the beginning of the ST.**Indicative reading:** There are no texts that correspond exactly to the course. M Obstfeld & K Rogoff, *Foundations of International Macroeconomics*, MIT Press, 1996 and O Blanchard & S Fischer, *Lectures in Macroeconomics*. Useful background for more technical material is N Stokey & R Lucas, *Recursive Methods in Economic Dynamics*. Primary reading, however, will be journal articles. A full list will be available at the start of the course.**Assessment:** A three-hour written examination in the ST. 50% of the marks are given for seven short questions, and the remainder for two (out of four) long questions.**EC421****International Economics****This information is for the 2009/10 session.****Teachers responsible:** Professor S Redding, R423 and Dr G Benigno, R426**Availability:** This course is for MSc Economics, MSc Econometrics and Mathematical Economics and other graduate students (MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy) only with the permission of the course lecturer.**Pre-requisites:** Students should have completed a course in intermediate level microeconomics, including calculus.**Course content:** A graduate course in international economics consisting of i) the fundamentals of trade theory and its application to policy and ii) international macroeconomics.**Trade theory:** comparative advantage and the gains from trade. Theories of comparative advantage. International trade in a world with many goods and factors of production. Integrated equilibrium, factor price equalization, and the relationship between relative goods and factor prices. Factor endowments, the international location of production, and patterns of international trade. Empirical tests of trade models. General equilibrium trade policy.**International macroeconomics:** Intertemporal trade and the

current account balance. Dynamics of small open economies.

The real exchange rate and the terms of trade. Uncertainty and international financial markets. Monetary model of exchange rate determination: flexible and sticky prices. Introduction to currency crises models.

Teaching: Lectures 40 hours sessional, classes 20 sessional.**Indicative reading:** A full reading list will be distributed at the beginning of the course. Some important items are: A Dixit & V Norman, *Theory of International Trade*, Cambridge, 1980; R Feenstra, *Advanced International Trade: Theory and Evidence*, Princeton, 2004; E Helpman & P Krugman, *Market Structure and Foreign Trade*, MIT, 1985; P Krugman & E Helpman, *Trade Policy and Market Structure*, MIT, 1989; G Grossman & K Rogoff (Eds), *Handbook of International Economics*, North Holland, 1995; P Krugman, M Fujita & A Venables, *The Spatial Economy*, MIT, 1999; M Obstfeld & K Rogoff, *Foundations of International Macroeconomics*, MIT Press, 1996.**Assessment:** A three-hour written examination in the ST.

Additionally, students taking MSc Economics, and MSc Econometrics and Mathematical Economics will be required to submit an extended essay at the beginning of the ST; for such students the written examination and the extended essay will each count for half of the marks.

EC423**Labour Economics****This information is for the 2009/10 session.****Teachers responsible:** Dr R Iyengar, R425 and Dr B Petrongolo, R435**Availability:** This course is for MSc Economics, MSc Economics and Mathematical Economics and other graduate students only with the permission of the course lecturer.**Pre-requisites:** Students should have completed an intermediate level microeconomics, macroeconomics and econometrics course.**Course content:** An advanced course in labour economics issues, including theory, evidence and policy. The aim of the course is to familiarise students with main theoretical and empirical issues in current labour economics, and to provide them with the tools for developing independent research interests. The course has a strong applied focus. For each major topic covered we will derive testable implications, provide insights into the research methodology, discuss the advantages and limitations of existing empirical work, and draw policy conclusions.

Topics include:

- Wage determination, compensating differentials, race and gender gaps, and wage inequality
- Human capital, returns to schooling, signalling and training
- Incentives in the labour market
- Job search frictions and monopsony
- Labour market institutions: minimum wages, unemployment compensation, employment protection, unions
- The economics of crime

Teaching: A weekly two-hour lecture, and a weekly one-hour class, during MT and LT.Interested students are also welcome to the weekly meetings of the **Labour Economics Seminar** (Fridays, 11.30-13.00) and of the **Labour Economics Workshop** (Tuesdays, 12.45-14.00)**Formative coursework:** One written assignment at the end of each term.**Indicative reading:** Most of the reading is from journal articles. A detailed reading list is available at <http://econ.lse.ac.uk/courses/ec423/>**Assessment:** A three-hour written examination in the ST.

Additionally, students taking MSc Economics or MSc Econometrics and Mathematical Economics will be required to submit an extended essay at the beginning of the ST; for such students the written examination and the extended essay will each count for half of the marks.

EC424**Monetary Economics****This information is for the 2009/10 session.****Teachers responsible:** Professor A Marcet, S678 and Dr G Benigno, R426**Availability:** This course is for MSc Economics, MSc Economics or MSc Econometrics and Mathematical Economics and for other graduate students (MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy) only with the permission of the course lecturer.**Pre-requisites:** Students should have completed a course in intermediate level microeconomics and macroeconomics. Mathematical background to the level of the course taught in September is assumed.**Course content:** The course aims to develop the student's ability to undertake research in monetary economics by studying a number of current issues both theoretical and applied.

We first introduce some basic monetary models that can be used for the monetary issues in the long run. Those issues include determination of inflation, optimal inflation rate, interaction between fiscal and monetary policy, and instrument for monetary policy (nominal interest rate vs monetary aggregate). Next, we turn to business cycles. We identify the effects of monetary policy by studying vector auto-regression models. Then we extend out basic models to analyse business cycles and monetary policy. This strand of literature is called 'New Keynesian monetary models' Price stickiness is introduced as a source of the real effects of monetary policy. Finally, we study optimal monetary policy. Credit frictions models are also covered.

In analysing open economy macroeconomics issues, Mundell-Flemming framework is deeply entrenched as the dominant paradigm, in both policy circles, and, to a large extent, academic circles. Meanwhile the implications one gets from that paradigm are too simplistic, overlooking multitudes of important factors, ignoring important channels of policy transmission, and lacking any measure of welfare to properly evaluate policies. We review the models and findings of "New Open Macroeconomics", starting with rigorous micro-based models of exchange rate determination. We proceed to the analysis of optimal monetary policy in open economy context; the *pro et contra* of forming a currency union; properties of alternative exchange rate systems; financial crises. Special attention is paid to the empirical issues in monetary economics, such as dealing with simultaneity in macroeconomic variables, interpreting VARs, and using FAVARs. To circumvent data scarcity/identification problems.

Teaching: Lectures/classes EC424: 40 hours lectures, 20 hours classes Sessional.

There will be both some essays and, probably, a mock examination at the beginning of the LT. This will not count towards the final examination results.

Indicative reading: A reading list will be handed out by the lecturers at the beginning of their sessions.**Assessment:** A three-hour written examination in the ST. Additionally, students taking MSc Economics or MSc Econometrics and Mathematical Economics will be required to submit an extended essay at the beginning of the ST; for such students the written examination and the extended essay will each count for half of the marks.**EC426****Public Economics****This information is for the 2009/10 session.****Teachers responsible:** Professor F Cowell, R520, Dr J Leape, Y211, Professor T Atkinson and Dr H Kleven, R518**Availability:** This course is for MSc Economics, MSc Econometrics and Mathematical Economics, MSc International Health Policy, MSc International Health Policy (Health Economics), LLM and for other graduate students (MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy) only with the permission of the course lecturers.**Pre-requisites:** Students should have completed an intermediate level course in microeconomics.**Course content:** A graduate course in (i) the principles of public economics and (ii) selected topics in public economics.**Principles of public economics** Welfare analysis; concepts of fairness, equity and efficiency; social welfare. Policy design. Taxation; household and firm behaviour; optimal taxation. Public goods, social insurance. Analysis of social choice and government behaviour.**Selected topics in public economics** such as microeconometrics of taxation; inequality and poverty; international issues in taxation; compliance problems; inheritance and wealth taxation; public economics and fiscal governance; regulation of public utilities; political economics.**Teaching:** Lectures: 20 x two-hours MT and LT.

Classes: 20 x one-hour MT and LT.

Attention is also drawn to **Issues in Taxation Seminar** (Dr Leape and Dr Ian Roxan) LL900: eight Monthly, Sessional.**Indicative reading:** Most of the readings will be in the form of journal articles, but some use will also be made of the following texts: A Auerbach & M S Feldstein (Eds), *Handbook of Public Economics*, Vols I-III, North-Holland; A B Atkinson & J E Stiglitz, *Lectures on Public Economics*, McGraw-Hill, 1980; G Myles, *Public Economics*, Cambridge University Press, 1995.**Assessment:** A three-hour written examination in the ST. Additionally, students taking MSc Economics, and MSc Econometrics and Mathematical Economics will be required to submit an extended essay at the beginning of the ST; for such students the written examination and the extended essay will each count for half of the marks.**EC427****The Economics of Industry****This information is for the 2009/10 session.****Teachers responsible:** Professor J Sutton, R519, Professor M Pesendorfer, S878 and Dr P Schiraldi, S680**Availability:** This course is for MSc Economics, MSc Econometrics and Mathematical Economics and for other graduate students (MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy) only with the permission of the course lecturer.**Pre-requisites:** Students should have a strong background in intermediate level microeconomic theory.**Course content:** A graduate course in Industrial Organization, which aims to provide students with a working knowledge of current theory, and to develop the applications of that theory in the area of Competition Policy (Anti-trust).

Topics include: Pre-requisites in Game Theory, An introduction to current developments in Oligopoly Theory. A formal analysis of conduct in concentrated industries (cartel stability, limit pricing, predatory pricing, etc), empirical implementation of oligopoly models. Explaining industrial structure: some theoretical and empirical perspectives. Economies of scale, etc R & D and advertising. Vertical restraints. The theoretical foundations of competition policy (anti-trust). A detailed study of selected cases, drawn from the UK, the EEC and the US (Class assignments will be based on an analysis of these cases).

Teaching: Thirty-five hours of lectures and 20 hours of classes/seminars in the MT and LT.**Indicative reading:** Two books which provide a basic framework are J Tirole, *Theory of Industrial Organization*, MIT Press, 1989 and J Sutton, *Technology and Market Structure*, MIT Press, 1998. A full reading list will be supplied at the beginning of the course.**Assessment:** A three-hour written examination in the ST. Additionally, students taking MSc Economics or MSc Econometrics and Mathematical Economics will be required to submit an extended essay at the beginning of the ST; for such students the written examination and the extended essay will each count for half of the marks.

EC428**Development and Growth****This information is for the 2009/10 session.****Teachers responsible:** Professor M Ghatak, R530, Professor T Besley, R527 and Dr G Padro i Miquel, R521**Availability:** This course is for MSc Economics, MSc Econometrics and Mathematical Economics, MSc Development Studies, MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy and for other graduate students only with the permission of the course lecturer.**Pre-requisites:** Intermediate level microeconomics and macroeconomics, a knowledge of standard empirical techniques used in economics, and some practice in applied economics is required. Prior training in development economics is not a pre-requisite.**Course content:** The course provides an advanced treatment of development economics, including theory, evidence and policy. The aim of the course is to develop students' research abilities by examining a large number of current theoretical and applied topics drawn from the forefront of development economics research. The course has a strong applied focus. For each major topic covered we want to derive testable implications from the theory, subject these to econometric testing, comment on the robustness of the results obtained and draw out policy conclusions. The course is divided into three parts.

(i) Patterns of Growth, Development and Change: Neoclassical models of capital accumulation. Endogenous growth models. Industrialization and the big push. Economic inequality and growth. Institutional change. Political economy and the role of government.

(ii) Structural Features of Low-income Economies. Formal and informal risk-sharing institutions. Saving behaviour. Financial institutions and allocation of credit. Problems of agricultural development. Relationships between landlords and tenants. Poverty and under-nutrition. Intra-household allocation and gender bias. Property rights and institutional reform. Social networks and collective action. Industrial organisation.

(iii) Policy Analysis: Land reforms. Investments in human capital. Media and public policy. Alternative institutional mechanisms for provision of public goods.

Teaching: Lectures EC428.1: 18 x two-hours MT and LT.

Classes EC428.1A: 10 MT and LT.

Attendance at the Seminar EC428.2: 20 MT and LT is expected.

Formative coursework: Occasional written assignments will be expected throughout the MT and LT.**Indicative reading:** Most of the reading is from journal articles which appear on reading lists distributed at the start of each part of the course. However, the following references may serve as an introduction to material included in the syllabus. *Handbook of Development Economics*, Volumes I and II edited by Chenery and Srinivasan, Volume III and IV edited by Behrman and Srinivasan, Amsterdam, North-Holland, 1994; D Ray, *Development Economics*, Princeton UP, 1998.**Assessment:** A three-hour written examination in the ST. Additionally, students taking MSc Economics or MSc Econometrics and Mathematical Economics will be required to submit an extended essay at the beginning of the ST; for such students the written examination and the extended essay will each count for half of the marks.**EC430 Not available in 2009/10
Capital Markets****This information is for the 2009/10 session.****Teacher responsible:** TBA**Availability:** This course is for MSc Economics, MSc Econometrics and Mathematical Economics and for other graduate students only with the permission of the course lecturer.**Pre-requisites:** Students are expected to have a good background in intermediate level microeconomic theory and knowledge of basic empirical techniques used in economics. Students must have taken, or be taking at the same time, a graduate level microeconomics course at the level of EC411 or above. Prior familiarity with finance at the level of R A Brealey & S Myers, *Introduction to Corporate**Finance* is desirable but not required.**Course content:** The course analyses the behaviour of investors and firms in capital markets, the implications for the equilibrium prices in these markets, and the role of these markets in providing incentives and control mechanism for corporations.

Topics include: Portfolio choice; equilibrium asset pricing; options; asset markets with asymmetric information; rational expectation models; market efficiency; the Modigliani-Miller theorem; the taxation of firms, capital structure and dividend policy; agency, asymmetric information and incomplete contracts models in corporate finance; mergers and acquisitions.

Teaching: Lectures EC430.1: 20 x one-and-a-half hours in MT and LT. Classes EC430.1A: 20 x one-hour sessions.**Assessment:** A three-hour written examination in the ST.

Additionally, students taking MSc Economics or MSc Econometrics and Mathematical Economics will be required to submit an extended essay at the beginning of the ST. For such students the written examination and the extended essay will each count for half of the marks.

EC436 Half Unit**The Economics of Regional and Urban Planning****This information is for the 2009/10 session.****Teacher responsible:** Professor C M E Whitehead, S364**Availability:** MSc Regional and Urban Planning Studies.

Optional for LSE-Sciences Po Double Degree in Urban Policy, MSc Development Management, MSc Development Studies, MSc Local Economic Development and MSc City Design and Social Science. Other graduates may register for or attend with permission.

Pre-requisites: Students should normally have completed an introductory course in economics. Students without this background will be required to attend the micro-economic section of EC100**Economics A** together with the EC436.A classes.**Course content:** To provide an economic framework in which to analyse the structure of economic activity within the urban and regional context; the impact of this structure on urban form; the role of government at the local level and local economic policy applications.

The course aims to provide an economic framework in which to analyse the structure of economic activity within the urban and regional context; the impact of this structure on urban form; the role of government at the local level and local economic policy applications.

Topics include: The determinants of industrial, commercial and residential location. The interaction between activities within a spatial context. The economics of land markets and of the development process. The determinants of rents and densities. Economic models of urban structure. Sources of market failure in the urban economy. The rationale of government intervention. Techniques of intervention in the urban and environmental context. The role of the public sector: pricing, allocation, production and investment decisions. Urban and regional economic policy issues.

Teaching: 13 lectures and seven one-and-a-half hour seminars in the MT, and two revision seminars in the ST.There will also be 10 classes in the MT and LT mainly for those without a previous economic background. The course will be supplemented by a visiting speaker Seminar Series EC450 **Urban and Transport Economics**.**Indicative reading:** D DiPasquale & W C Wheaton, *Urban Economics and Real Estate Markets*; J F McDonald, *Fundamentals of Urban Economics*; R W Vickerman, *Urban Economics*; H Armstrong & J Taylor, *Regional Economic Policy and its Analysis*; M Fujita, *Urban Economic Theory*; J Stiglitz, *Economics of the Public Sector*; M Common, *Environmental and Resource Economics*; H Dunkerley (Ed), *Urban Land Policy: Issues and Opportunities*. More detailed readings will be provided during the course.**Assessment:** A two-hour unseen examination taken in June.

EC440**Micro and Macro Economics (for Public Policy)****This information is for the 2009/10 session.****Teachers responsible:** Dr G Michaels, R438 and Dr G Fischer, R537**Availability:** This is a compulsory course for MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy. It is also available on MSc Political Science and Political Economy.**Course content:** An introductory graduate course providing an economics background suitable for high-level public policy-making. The emphasis is on acquiring sound models and methods suitable for appraising policy-making issues and applicable in a wide variety of contexts. The first term (MT) covers microeconomics and the second term (LT) covers macroeconomics.**MT: Microeconomics:** Weeks 1-5 Demand and Supply. Consumers' optimization: the demand for goods and the supply of labour. Firms' optimization: the supply of goods and the demand for labour. Competitive and Monopolistic Firms. Applications: Estimating the elasticity of demand; The evaluation of policy programs; Incentive Contracts and Productivity; Patents, Monopolistic Rents and Innovation. Week 6 Exchange and markets: Partial and general equilibrium analysis of markets. Price determination. Auctions and contracts (simple introduction to imperfect information models). Weeks 7-10 Government: The idea of market failure. Public goods and externalities. The notion of social welfare. Models of government decision making. Governments and income redistribution.**LT: Macroeconomics:** Week 1: Growth and poverty. Week 2: Institutions and economic performance. Week 3: Regulation and economic performance. Week 4: Human capital and growth. Week 5: Productivity and innovation. Week 6: Unemployment. Week 7: Finance and economic performance. Week 8: Openness and economic performance. Week 9: Economic fluctuations. Week 10: Stabilization and reform.**Teaching:** Lectures EC440: 20 x two hours sessional. Classes EC440.A 20 hours sessional.**Indicative reading:** A full reading list will be distributed at the beginning of the course.**Assessment:** A three-hour written examination in the summer term.**EC441****Microeconomics for MRes Students****This information is for the 2009/10 session.****Teachers responsible:** Professor A Prat, R522 and Professor M Piccione, S477**Availability:** This course is for the MRes/PhD Economics and PhD Finance. It is also available, subject to regulations and with the permission of the course proprietor, to students on MSc Economics and MSc Econometrics and Mathematical Economics.**Pre-requisites:** A good undergraduate knowledge of economic theory and calculus is required.**Course content:** The aim of the course is to:

- i. introduce the basic analytical tools that are necessary to conduct research in any field in economics.
- ii. give the students a full understanding of the classic Microeconomic Theory and of the modern developments of Microeconomic Theory
- iii. enable students to address a microeconomic problem by structuring it as a mathematical model and to obtain useful economic predictions through the use of mathematical tools. Topics include: Consumer theory, producer theory, general equilibrium, welfare, choice under uncertainty, game theory, economics of information, agency theory, contracts, topics in mechanism design.

Teaching: Lectures EC441: 60 hours MT and LT. Classes EC441.A: 30 hours sessional.**Formative coursework:** Exercises are set for each class. There will in addition be a test at the end of the MT and a one-and-a-half-hour mock examination at the start of the ST.**Indicative reading:** The main texts are Mas-Colell, Whinston & Green, *Microeconomic Theory*, OUP and D Fudenberg & J Tirole, *Game Theory*, MIT Press. Other sources include: D M Kreps, *A Course in Microeconomic Theory*, Harvester Wheatsheaf; H RVarian, *Microeconomic Analysis* (3rd edn), Norton; M J Osborne & A Rubinstein, *A Course in Game Theory*, MIT Press; G A Jehle & P J Reny, *Advanced Microeconomic Theory*, Longman.**Assessment:** A three-hour written examination in the ST.**EC442****Macroeconomics for MRes Students****This information is for the 2009/10 session.****Teachers responsible:** Professor C Pissarides, S677, Professor A Marcet, S678 and Professor G Bertola**Availability:** This course is for the MRes/PhD in Economics. It is also available, subject to regulations and with the permission of the course proprietor, to students on MSc Economics and MSc Econometrics and Mathematical Economics.**Course content:** The course will cover topics in advanced macroeconomics with emphasis on techniques and recent theoretical advances: economic growth, business cycles, consumption and saving, asset pricing, investment, search and matching.

- 1 Economic growth: Solow Growth Model, Optimizing Behaviour, Endogenous Technological Change, Imitation and Convergence, Growth and Development Accounting, Appropriate Technology.
- 2 Dynamic Stochastic General Equilibrium Models: Real Business Cycles, Imperfect Competition, Price Stickiness, Monetary Shocks.
- 3 Consumption and Saving: Permanent Income Models, Life-Cycle Models.

- 4 Asset Pricing and Investment: Asset Pricing Models, Investment.
- 5 Search and Matching: The Matching Model, Efficiency Wages, Growth and Unemployment.

- 6 Inequality and the Macro-economy: Heterogeneous agents, borrowing constraints, and sorting.

Teaching: Lectures EC442: 60 hours MT and LT.

Classes EC442.A: 30 hours sessional.

Formative coursework: Exercises are set for each class. There will in addition be a test at the end of the MT and a one-and-a-half-hour mock examination at the start of the ST.**Indicative reading:** A good general textbook that is mostly below the level of the course is: D Romer, *Advanced Macroeconomics*, McGraw-Hill *Advanced Series in Economics*, New York, 1996. For the growth part the textbook is R J Barro & X Sala-i-Martin, *Economic Growth*, McGraw-Hill, 1997. Other useful texts include: L Ljungqvist & T Sargent, *Recursive Macroeconomic Theory*, MIT Press, 2000, N Stokey & R E Lucas, *Recursive Methods in Economic Dynamics*, Harvard University Press, 1989. More economic applications, with some required readings can be found in: M Obstfeld & K Rogoff, *Foundations of International Macroeconomics*, MIT Press, 2000; P Aghion & P Howitt, *Endogenous Growth Theory*, MIT Press 1998; A Deaton, *Understanding Consumption*, Clarendon Lectures, Oxford University Press, 1992; C A Pissarides, *Equilibrium Unemployment Theory*, MIT Press 2000.

References for recent theoretical advances published in the journals will be given during the course.

Assessment: A three-hour written examination in the ST.**EC443****Econometrics for MRes Students****This information is for the 2009/10 session.****Teachers responsible:** Dr V Hajivassiliou, S564, Dr M Schafgans, S583, Dr M Seo, S585 and Dr T Komarova, S875**Availability:** This course is for the MRes/PhD in Economics. It is also available, subject to regulations and with the permission of the course proprietor, to students on MSc Economics.**Pre-requisites:** Students should have completed an undergraduate level course in econometrics and statistical theory. Linear algebra and multivariate calculus will be used frequently.**Course content:** The course is divided in four parts, two in Michaelmas and two in Lent: The first part [Probability and Statistics] will provide a basic knowledge of probability theory and mathematical statistics necessary for the rest of the course. It encompasses an Introduction to measure theoretic probability; random variables, distributions and densities; expectations and conditional expectations; families of distributions and transformations; methods of estimation and optimality; hypothesis

testing; introduction to asymptotic theory; law of large numbers and central limit theorem; and asymptotics for optimisation estimators. Parts two and three [Econometric Methods] begin with the static linear regression model, estimation and testing; Violations of classical assumptions including measurement error, omitted variables, simultaneity, missing data; Non-linear regression models; Instrumental variables and the Generalized Method of Moments; Time Series: AR and MA models and dynamic regression models. In the Lent term the econometric methods lectures proceed to cover: Longitudinal (panel) data models. Fixed and Random effects Models; Correlations between Regressors and Errors: Measurement error, Simultaneity, and Serially Correlated Errors with Lagged Dependent Variables; Models with Limited Dependent Variables; Single Equation theory for Non-stationary variables; Unit Roots; Simultaneous Equations for Non-stationary variables; Co-integration; ARCH and GARCH models; and Dynamic linear and non-linear panel data models.

In Part four [Computational Methods and Applications], the course provides computer-aided instruction to apply econometric methods in practice. Several of the problem sets will include computer exercises, which will use the GAUSS and/or MATLAB programming languages. These are powerful programming languages that are used throughout the Department and the profession for advanced applied econometric research.

Teaching: Lectures EC443: 60 hours MT and LT.
Classes EC443.A: 30 hours sessional.

Formative coursework: Exercises are set for each class. There will in addition be a test at the end of the MT and a one-and-a-half-hour mock examination at the start of the ST.

Reading list: Lecture notes will be made available through the departmental Web site. Please note there is no set book for this course but that the text: P A Ruud, *An Introduction to Classical Econometric Theory*, Oxford University Press, 1999, covers most of the same material at a similar level.

Also recommended are: W H Greene, *Econometric Analysis*, 3rd edn, Prentice Hall; R Davidson & J MacKinnon, *Estimation and inference in econometrics*, Oxford University Press, 1993; T Amemiya, *Advanced Econometrics*, Harvard University Press, 1985; J Johnston, *Econometric Methods*, 3rd edn, McGraw Hill; G Judge *et al*, *A course in econometrics*, Wiley, 1988; G Maddala, *Econometrics*, McGraw Hill, 1977.

Some books on statistics which may also be useful are: Mood, F Graybill & D Boos, *Introduction to the Theory of Statistics*, McGraw Hill; G Casella & R L Berger, *Statistical Inference*, Duxbury Press; J A Rice, *Mathematical Statistics and Data Analysis*, 2nd edn, Duxbury Press.

Assessment: A three-hour written examination in the ST.

EC450

Urban and transport Economics Seminars

This information is for the 2009/10 session.

Teachers responsible: Dr A Thornley, S420 and Professor C M E Whitehead, S364

Course content: Interdisciplinary seminars addressing issues of current concern and debate within urban development transport and planning. The focus will be on contemporary regional and urban problems and the invited speakers from within the LSE and outside will either be engaged in relevant current research or be practising planners or policy-makers from central or local government, research agencies or consultancy.

Teaching: 15 (one-and-a-half hour) seminars in the MT and LT.

Assessment: There is no Assessment in this course but the Content will contribute towards the course GY454 Urban Policy and Planning and EC436 The Economics of Regional and Urban Planning.

EC453

Political Economy

This information is for the 2009/10 session.

Teachers responsible: Professor A Prat, R538, Professor G Levy, S479, Dr R Razin, S480 and Professor T Persson

Availability: This course is for MSc Economics, MSc Econometrics and Mathematical Economics, MSc Political Science and Political

Economy, MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy and other Graduate students only with the permission of the course lecturer.

Pre-requisites: Intermediate level microeconomics, macroeconomics and econometrics.

Course content: An advanced treatment of Political Economy, covering theory, evidence and current issues. The course material will expand the capacity of students to think about policy relevant issues at the intersection between economics and political science. Politics as information aggregation; politics as a principal agent problem. Political Economy and Public Finance.

Constitutional rules and policy outcomes; bureaucracy. Political development.

Media; lobbying.

Campaign finance; political parties.

Direct democracy; turnout in elections.

Ethnic policies; international conflicts.

Teaching: 18 two-hour lectures MT and LT. Ten one-hour classes MT and LT.

Formative coursework: Some work with data sets provided by the instructors. At least one written assignment for handing in.

Indicative reading: Most of the reading is from journal articles; lists will be supplied at the start of each term. Two books supply the basic framework: T Besley, *Principled Agents? Selection and Incentives in Politics*, Oxford University Press, 2005 and T Persson & G Tabellini, *Political Economics: Explaining Political Outcomes*, MIT Press, 2000.

Assessment: A three-hour written examination in the ST.

Additionally, students taking MSc Economics or MSc Econometrics and Mathematical Economics will be required to submit an extended essay at the beginning of the ST; for such students, the written examination and the extended essay will each count for half of the marks.

EC454

Development Economics

This information is for the 2009/10 session.

Teachers responsible: Professor Robin Burgess, R524 and Dr O Bandiera, R526

Availability: Compulsory for MPA in International Development and optional for MPA in Public and Economic Policy, MPA in Public Policy and Management and MPA in European Public and Economic Policy.

Course content: An introductory graduate course providing the necessary development economics skills for high level public policy making. The focus is on acquiring the necessary theoretical and empirical skills to engage in the rigorous analysis of public policies in developing countries. Topics at the forefront of development economics will be covered. These include political economy, trade liberalization, growth, access to finance, technology adoption, education, health, infrastructure, property rights, land reform, gender, environment, mass media and political accountability. The emphasis will be on combining theory and data to evaluate the effectiveness of policies in these different areas.

Teaching: 20 hours of lectures and 10 hours of seminars in MT, and 20 hours of lectures and 10 hours of seminars in LT.

Formative coursework: Students to complete weekly exercises based on course readings with one of these exercises being marked in a given term.

Indicative reading: A reading list will be distributed at the start of the course.

Assessment: One three hour exam (100%)

EC455

Quantitative Approaches and Policy Analysis

This information is for the 2009/10 session.

Teachers responsible: Dr G Padro i Miquel, R521 and Dr D Sturm, R429.

Availability: This course is compulsory for the first year of the MPA Public and Economic Policy/MPA Public Policy and Management/MPA European Public and Economic Policy and MPA International Development. It is an alternate compulsory core course for students

on the MSc Political Science and Political Economy and is an option course for other graduate students with the permission of the course lecturer.

Pre-requisites: The course has no formal pre-requisites. A familiarity with basic statistical concepts and basic calculus are very useful. These topics are reviewed during the pre-sessional course of the MPA programme (MI402). Students not participating in the pre-sessional course need to provide evidence of comparable prior knowledge.

Course content: The course introduces students to the quantitative evaluation of public policies with the help of regression based evaluation methods, cost-benefit analysis and computable general equilibrium modelling.

The first six weeks of the course introduce students to basic multiple regression analysis including hypothesis testing, modelling of non-linear relationships, and dummy variables. From week 7 of LT the course covers a number of regression based evaluation methods to assess the casual effectiveness of policy interventions. These include the use of randomized experiments, natural or quasi-experiments, panel data, difference-in-differences estimation, instrumental variables, matching and regression discontinuity designs. The final part of the course provides an overview over cost-benefit and cost-effectiveness analysis and an introduction to the use of computable equilibrium models to assess policy interventions.

Teaching: There are 20 two-hour lectures and 20 one-hour classes. The classes are based on empirical applications, which students have to work through with the statistical package STATA.

Indicative reading: Particularly useful textbooks are James Stock & Mark Watson, *Introduction to Econometrics*; and Jeffrey Wooldridge, *Introductory Econometrics*. The material in the textbooks will be complemented with recent research papers and chapters from other books. A full reading list will be distributed at the beginning of the course.

Assessment: Students have to complete a data analysis exercise by the end of the seventh week of LT which counts for 25% of the overall mark. A group project, to be developed and presented, counts for 10% of the overall mark. A final three-hour examination counts for the remaining 65% of the overall mark.

EC475 Quantitative Economics

This information is for the 2009/10 session.

Teachers responsible: Dr V Hajivassiliou, S564 and Professor JP Nicolini

Availability: This course is for MSc Econometrics and Mathematical Economics and for other graduate students with the permission of the course lecturer.

Pre-requisites: A knowledge is expected of econometric theory and applied econometrics corresponding to **Principles of Econometrics** or **Methods of Economic Investigation**. Students must be prepared to read journal articles with a difficult mathematical and statistical content.

Course content: The micro part of the course focuses on the application of econometric techniques to modelling the behaviour of individual economic agents (households and firms). Emphasis is given to the numerical solution and estimation of structural models from the consumption, portfolio choice and asset pricing literature using microeconomic data. The macro part of the course covers numerical methods for solving macroeconomic models and empirical techniques to uncover macroeconomic variables from (mostly financial) data.

The emphasis will be on the connection between economic theory and empirical evaluation. The lecture course covers a wide range of topics in applied micro-econometrics and macroeconomics with a view to illustrating the interplay between models, data and methods.

Teaching: Lectures: 10 x two-hours microeconomics, 10 x two-hours macroeconomics.

Seminars: 10 hours microeconomics, 10 hours macroeconomics. The seminars will cover the same topics as the lectures and aims to introduce students to the best examples of applied econometrics. The students are required to present papers or act as discussants.

Participation and contribution will be noted.

Indicative reading: Articles will be assigned at the start of the course. The course will also draw on Ljungqvist & Sargent, *Recursive Macroeconomic Theory* (2004).

Assessment: A three-hour written examination in the ST.

EC476 Contracts and Organisations

This information is for the 2009/10 session.

Teachers responsible: Professor M Ghatak, R530, Professor B Szentes, S464 and Professor J Hardman Moore, S676

Availability: This course is for MSc Economics, MSc Econometrics and Mathematical Economics, PhD Accounting and for other graduate students with the permission of the course lecturer.

Course content: The aim of the course is to provide a comprehensive introduction to the economics of moral hazard and adverse selection in strategic settings.

The first part of the course covers the static theory of moral hazard and incentive contracts (static principal-agent models, moral hazard in teams and multi-task incentive contracts) and the dynamic theory of incentive contracts (efficiency of long-run relationships, short-term versus long-term contracts and renegotiation). The second part of the course discusses empirical methods to estimate the determinants of incentive contracts and the effect of contracts on performance. Empirical evidence on both contract design and the impact of incentives will be analysed. The third part of the course covers static mechanism design and self-selection contracts (revelation principle for Bayesian-Nash and dominant strategy equilibria, static screening contracts) with applications to non-linear pricing, optimal auctions and regulation, the theory of mechanism design with multiple agents (multiple agents screening and common agency), and the theory of dynamic mechanism design (commitment and renegotiation).

Teaching: Lectures EC476: 20 x two-hours MT and LT. Seminars 20 x 1 hour MT and LT.

Indicative reading: No one book covers the entire syllabus; a list of references will be provided at the start of the course. The following textbooks provide a treatment of part of the material presented in the course: Jean-Jacques Laffont, *The Economics of Uncertainty and Information*, MIT Press; D Fudenberg & J Tirole, *Game Theory*, MIT Press; Jean-Jacques Laffont & Jean Tirole, *A Theory of Incentives in Procurement Regulations*, MIT Press; Bernard Salanié, *The Economics of Contracts: A Primer*, MIT Press.

Assessment: A three-hour written examination in the ST.

Additionally, students taking MSc Economics will be required to submit an extended essay at the beginning of the ST; for such students the written examination and the extended essay will each count for half of the marks.

EC484 Econometric Analysis

This information is for the 2009/10 session.

Teacher responsible: Professor J Hidalgo, S578

Availability: This course is for MSc Econometrics and Mathematical Economics, MSc Statistics, MSc Applicable Mathematics and for other graduate students with the permission of the course lecturer. Students on MRes/PhD Economics may take the course with the permission.

Course content: This course gives an advanced treatment of the theory of estimation and inference for econometric models.

Part (a) Matrix background; asymptotic statistical theory: modes of convergence, asymptotic unbiasedness, stochastic orders of magnitude, central limit theorems, applications to linear regression. Part (b) Non-linear-in variables systems: maximum likelihood and instrumental variables estimates, optimal instrumental variables estimates for static and dynamic models, and models with autocorrelated disturbances. Simultaneous equations systems, identification, estimation, asymptotic behaviour of estimators and hypothesis testing. Wald, generalised likelihood ratio and Lagrange multiplier hypothesis tests, asymptotic null and local behaviour and consistency.

Teaching: Lectures EC484: 60 hours MT and LT. Classes EC484.A 30 hours MT and LT.

Indicative reading: No one book covers the entire syllabus; a list of references will be provided at the start of the course, and lecture notes and relevant articles will be circulated.

Assessment: A three-hour written examination in the ST.

EC485

Topics in Advanced Econometrics

This information is for the 2009/10 session.

Teachers responsible: Professor O Linton, S486, Professor J Hidalgo, S578 and others

Availability: This course is for MSc Econometrics and Mathematical Economics and for other graduate students with the permission of the course lecturer.

Course content: The aim of the course is to introduce the student to topics at the frontier of econometric research of importance both at a theoretical and empirical level. The course consists of four series of ten lectures on specialised topics in econometrics. These lectures change from year to year. Presently they include: long memory time series; non-parametric and semi-parametric estimation; simulation-based estimation; non-linear time series.

Teaching: Lectures EC485: 40 hours MT and LT.

Indicative reading: No one book covers the entire syllabus; lists of references will be provided and lecture notes circulated.

Assessment: A three-hour written examination in the ST.

EC486

Econometric Methods

This information is for the 2009/10 session.

Teachers responsible: Dr P Schiraldi, S680 and Professor S Pischke, R448

Availability: This course is for MSc Management and Economics students only.

Course content: This course aims to present the theory and practice of empirical research in economics. Beyond the theory, the course will put a substantial amount of effort in having the students work with State and other econometric software in analyzing actual data sets, reproducing and criticising results in previous work and learning the actual practice of econometrics as undertaken by the best applied economists, both in general (in MT) and specifically within the IO field (in the LT).

This course aims to present the theory and practice of empirical research in economics. Beyond the theory, the course will put a substantial amount of effort in having the students work with State and other econometric software in analyzing actual data sets, reproducing and criticising results in previous work and learning the actual practice of econometrics as undertaken by the best applied economists, both in general (in MT) and specifically within the IO field (in the LT).

Topics include: (MT) Ordinary Least Squares: Goodness of fit and hypothesis testing. Multicollinearity, misspecification, omitted and added variables. Heteroskedasticity and Generalized Least Squares. Measurement Errors and Instrumental Variables. Maximum likelihood. The analysis of time series. Model selection and hypothesis test Simultaneous equations. Structural and reduced forms; identification, two stage least squares. Applications in microeconomics (Labour Economics, Public Policy, IO, etc). LT Econometric methods in Industrial Organization.

Teaching: 20 hours lectures and 10 seminars each term.

Formative coursework: Students are required to complete answers to problem sets and case studies on a week by week basis.

Indicative reading: No one book covers the entire syllabus; a reading list of chapters and journal articles will be supplied at the start of term.

Assessment: A three hour exam in ST

EC487

Advanced Microeconomics

This information is for the 2009/10 session.

Teachers responsible: Professor L Felli, S478 and Dr E Eyster, S475

Availability: This course is for students on MSc Econometrics and Mathematical Economics, MSc Finance and Economics (Research)

and MSc Applicable Mathematics. It is also available for students on MSc Economics and MSc Finance and Economics, and to other graduate students with the permission of the teachers responsible and their MSc course tutor/programme director.

Course content: The aim of this course is to:

- (i) introduce and develop the analytical tools of graduate level Microeconomics with a special emphasis on mathematical models;
- (ii) provide the students with a firm grounding in classic Microeconomic Theory and in modern developments in Microeconomic Theory.

Topics include: Consumer theory, producer theory, general equilibrium, welfare, choice under uncertainty, game theory, oligopoly, economics of information, topics in mechanism design, topics in behavioural economics.

Teaching: Lectures: 40 hours MT and LT

Classes: 20 hours

Formative coursework: Problem sets will be discussed in class and one marked assignment will be given in MT and LT. There will also be mock examinations at the end of the MT and at the beginning of ST.

Indicative reading: The main text is Mas-Colel, Whinston & Green, *Microeconomic Theory*, OUP. Other sources include: D M Kreps, *A Course in Microeconomic Theory*, Harvester Wheatsheaf; Fudenberg and Tirole, *Game Theory*, MIT Press.

Assessment: A three-hour written exam in the ST.

EC4B3

MPA Capstone Project (1.5 units)

This information is for the 2009/10 session.

Course code

This course is also coded DV4B3, EU4B3 and GV4B3

Teachers responsible: Dr Daniel Sturm, R429 plus others.

Availability: This is a compulsory course for all 2nd Year MPA students.

Pre-requisites: There are no pre-requisites but students should attend the MPA 2nd year Induction Meeting and the Capstone Information Meeting (held in the week before MT).

Course content: Students will undertake a group project (in teams usually of 3 to 6 people) relating to a public policy problem faced by an external organization. The client will be a government department, part of a legislature or a parliamentary agency, a company operating in the public management or public policy sector, an international organization or a think tank/NGO. The group will have approximately 10 weeks of term time to work on an issue defined by the client, investigating the issues and developing a workable solution to the problem.

Teaching: Based on the project allocated, students will be allocated a supervisor, who will provide overall guidance on the project's development and assistance with client liaison. Other members of staff will also advise on methods etc. Students must additionally:

- participate fully in the 'group working' module of GV4D5 Group Working and Leadership (first five weeks of MT);
- attend a capstone review session to be held in LT.

Assessment: The project work is conducted in teams, and the assessment is based on a collective group mark for each component except in exceptional circumstances.

1) A report to the client organization, usually in the form of a group presentation to a meeting at the client's offices, with an accompanying PowerPoint set. The deadline for the presentation will be set with the client organization but must take place by the end of week 8 of the Lent term. 20% of the marks are assigned by the client organization after receipt of this presentation.

2) An underlying group project report of approximately 12-15,000 words (and no more than 20,000 words) to be submitted by Thursday of week 9 of LT. The report is read by external readers and their assessment accounts for 60% of the final grade. In addition, there are marks for two other components, assigned by the group supervisor in consultation with the other capstone teachers:

- 3) 10 % for scoping and project development (including coping with difficulties); and
- 4) 10% for group working and self-management as a team.

EC4B4 MPA Dissertation

This information is for the 2009/10 session.

Course code

This course is also coded GV4B4, DV4B4 and EU4B4.

Teachers responsible: Dr D Sturm, R429, plus others.

Availability: This is a compulsory course for all MPA students studying at LSE for their 2nd Year.

Course content: Students on the MPA programme must write a dissertation (of no more than 10,000 words) covering a topic in public policy, economic policy, or public management, of the student's choice (to be agreed with their supervisor). The MPA programme will provide detailed authoring guidance and support in producing the dissertation.

Teaching: Based on the subject chosen, students will be allocated a supervisor, who will provide guidance on this piece of work. Students must attend the MPA Dissertation Workshops held during the MT.

Assessment: 1) The **dissertation title, abstract, contents page and a 5 page synopsis/introduction** must be submitted by 4pm on Thursday 3rd December 2009 (Week 9 of MT. This will count for 10% of the overall dissertation mark. Students may only change their topic thereafter with the agreement of their supervisor. 2) The **full dissertation** of no more than 10,000 words is due by 4pm on Thursday 29th April 2010 (Week 1 of ST) and will account for the remaining 90% of the overall mark.

EH401 Half Unit Historical Analysis of Economic Change

This information is for the 2009/10 session.

Teachers responsible: Dr Gareth Austin, C314 and Dr Debin Ma, C313.

Availability: Compulsory course for MSc Economic History and MSc Economic History (Research). Also available to students taking LSE-Sciences Po Double Degree in Development Economics and Economic History. Other students may not attend without consent of the first-named course teacher.

Course content: The course provides basic awareness of central themes and key methodological and theoretical issues in economic history; introduces students to important analytic tools used by economic historians, with an emphasis on their practical application in economic history research; and examines major ways in which economic historians collect, analyse and interpret evidence. The training is expected to inform dissertation work.

The course covers two main areas. 1) Theory and Research: this section introduces theoretical approaches to major issues in economic history, and considers the practical application in historical analysis of concepts from economics (primarily) and related disciplines. The specific topics evolve but an illustrative list includes: processes of economic growth; economic development; culture and economic behaviour; the rational-choice institutionalist paradigm; imperfect information and incentive structures; modern macro-economic ideas (especially on money and finance); welfare outcomes. 2) Historical Methodology: this section introduces methodological issues in combining social science frameworks with historical materials. It considers problems of knowledge and explanation in economic history, and introduces quantitative and qualitative approaches to obtaining, analysing and interpreting evidence.

Teaching: MT only: two-hour lecture and one-hour class weekly.

Formative coursework: Students are required to make one class presentation and also to submit one paper on an additional topic during the term.

Indicative reading: D. North, *Institutions, Institutional Change and Economic Performance* (1990); A. Greif, *Institutions and the Path to the Modern Economy* (2006); K. Pomeranz, *The Great Divergence: China, Europe and the Making of the Modern World Economy* (2000); R. Allen, *The British Industrial Revolution in Global Perspective* (2009); D. Rodrik (Ed), *In Search of Prosperity* (2003); E. Helpman, *The Mystery of Economic Growth* (2004); T. Rawski (Ed), *Economics and the Historian* (1996); J. Tosh, *The Pursuit of History* (2nd Edition, 1991); D. Little, *Varieties of Social Explanation* (1991).

Assessment: For students taking MSc Economic History, a two-hour written examination in the ST counts for 100% of the marks. Students taking MSc Economic History (Research) are assessed by a term paper which relates concepts examined in EH401 to the student's dissertation project. The paper should not exceed 3,000 words. The submission date will be specified at the start of the course.

EH402 Half Unit Research Design and Quantitative Methods in Economic History

This information is for the 2009/10 session.

Teachers responsible: Dr Peter Howlett, C514

Availability: Compulsory course for MSc Economic History (Research).

Course content: This course is concerned with how economic historians have used quantitative methods and with how researchers design and structure a research project. In terms of quantitative methods the emphasis is on the applied and practical rather than the theoretical and will range from the use of simple summary descriptive statistics to multiple regression.

The course will start with a consideration of broad issues in research design, this might include, for example, models, narrative and case studies. The rest of the course will then be concerned with quantitative issues, the problems of analysing and interpreting quantitative historical evidence. It will consider topics such as sampling and statistical distributions, correlation, simple and multiple regression, specification problems, hypothesis testing, logit and probit analysis, non-parametric tests, and modern time series analysis, although the content may vary slightly from year to year. The course will also provide students with training in using an econometrics software package. An important component of the course is the deconstruction of historical articles that have used quantitative techniques.

Teaching: LT only. Three hours per week. One-and-a-half hours computing session, one-and-a-half hours classes weekly.

Formative coursework: Students are required to do weekly exercises and to submit one paper during the term.

Introductory reading

C. H. Feinstein and M. Thomas, *Making History Count* (2002); P. Hudson, *History by Numbers* (2002); C. H. Lee, *The Quantitative Approach to Economic History* (1977); G. Hawthorn, *Plausible Words* (1991).

Assessment: Two-hour examination in the ST.

EH404 Half Unit India and the World Economy

This information is for the 2009/10 session.

Teacher responsible: Dr Tirthankar Roy, 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 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: 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 International Migration, 1500-2000: from slavery to asylum

This information is for the 2009/10 session.

Teacher responsible: Dr Chris Minns, 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.

EH412 Half Unit Research Topics in Economic History

This information is for the 2009/10 session.

Teachers responsible: Dr Roman Studer (MT only) and Professor Larry Neal (LT only)

Availability: Optional separate half-unit in LT for MSc Economic History, MSc Economic History (Research), MSc Global History, LSE-Sciences Po Double Degree in Development Economics and Economic History and MA Global Studies: A European Perspective. Students taking other masters degrees may be admitted, space and timetable permitting, and with the approval of their department and the course teacher.

Course content: The course will reflect current faculty research work, dealing with topical research questions and materials (primary and secondary historical materials). The particular topics available each year will be announced at the start of the academic year.

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

Formative coursework: Students will be expected to produce two written papers for each half-unit course.

Indicative reading: A detailed reading list will be provided at the beginning of each half-unit course.

Assessment: The method of assessment will be announced before the two half-unit courses begin in the academic year concerned. For each half-unit it will be either a two-hour written examination in the ST or an assessed essay of not more than 3,000 words.

EH413 Half Unit African Economic Development in Historical Perspective

This information is for the 2009/10 session.

Teacher responsible: Dr Gareth Austin, C314.

Availability: Optional half-unit course for MSc Economic History, MSc Economic History (Research), MSc Global History, MSc Political Economy of Late Development, LSE-Sciences Po Double Degree in Development Economics and Economic History and MA Global Studies: A European Perspective. Other students require the permission of the course teacher and their own tutor.

Course content: The course provides a concise introduction to Africa's economic development from the Atlantic slave trade to the present. The course will examine approaches to African economic history: theories and historiography. Precolonial era: resources and technology, culture and economic behaviour, markets and states, slavery and slave trading. Colonial era: political economy of colonial rule and decolonization; 'peasant' colonies: dynamics and developmental limitations of the cash-crop 'revolution'; settler colonies: the 'rise and fall of the African peasantry' debate, and ramifications for manufacturing. Post-1939 and post-independence: the rise and fall of 'state-led' development policies (from marketing boards to Structural Adjustment); economic performance and distributional coalitions. C.1900-present: capitalism and apartheid in South Africa; poverty, welfare and inequality in tropical Africa.

Teaching: MT 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.

EH414 Half Unit Theories, Paths and Patterns of Late Development

This information is for the 2009/10 session.

Teachers responsible: Dr Debin Ma, C313 and Dr Thirthankar Roy, C315

Availability: Compulsory half-unit course for MSc Political Economy of Late Development.

Course content: Through an appraisal of appropriate theories, and the exploration of concrete themes, the course seeks to explain the distinct growth trajectories of 'late-developing' countries. The course uses the techniques of long-run growth analysis to inform modern approaches to development policy and practice, and current controversies about obstacles to development.

The principal themes include: concepts of growth and contending theories of late development; endowments, comparative advantage and institutions; states, markets and growth; patterns of agrarian transformation; colonialism and capitalism; state capacity and economic convergence; the political economy of poverty and inequality; classes, interest groups and welfare outcomes; geography and the geo-politics of development. Throughout particular emphasis is given to the long-run and to the comparative.

Teaching: 2-hour meetings weekly, with a flexible combination of lectures and seminars in the Michaelmas Term.

Formative coursework: Students will produce one written paper (3,000 words) and are expected to collaborate in joint presentations.

Indicative reading: Key texts: A. Gerschenkron *Economic Backwardness in Historical Perspective* (1962); A. Amsden *Asia's Next Giant* (1989) and *Beyond Late Development* (2003). Basic works: M. Baldassarri, L. Paganetto & E.S. Phelps (eds.) *International Differences in Growth Rates: market globalization and economic areas* (1994); H-J Chang (ed.) *Rethinking Development Economics* (2003); J. Diamond *Guns, Germs and Steel: the fates of human societies* (2005); S.L. Engerman & K.L. Sokoloff *Factor Endowments, Inequalities and Paths of Development among New World Economies* (2002); C.H. Feinstein *An Economic History of South Africa* (2005); J. Harris, J.E. Hunter & C.M. Lewis (eds.) *The New Institutional Economics and the Third World* (1995); A.G. Frank *Re-ORIENT: global economy in the Asian age* (1997); D. Landes *The Wealth and Poverty of Nations* (1999); A. Przeworski *Democracy and Development: political institutions and material well-being in the world, 1950-1990* (2000); T. Rawski & L. Li (eds.) *Chinese History in Perspective* (1992); T. Roy *The Economic History of India, 1857-1947* (2000); J. Stiglitz *Globalization and its Discontents* (2002); M.J. Todaro & S.C. Smith *Economic Development* (2002).

Assessment: Two-hour written examination in the Summer Term.

EH417 Half Unit Not available in 2009/10 Political Economy of Late Industrialisation

This information is for the 2009/10 session.

Teacher responsible: Professor C.M. Lewis, C320

Availability: Optional half-unit course for MSc Political Economy of Late Development, MSc Global History and for MSc Economic History, MSc Economic History (Research), LSE-Sciences Po Double Degree in Development Economics and Economic History and MA Global Studies: A European Perspective. The course is available to other students subject to the permission of the course teacher and their Tutor.

Course content: The course explores processes of post-1930s industrial expansion in various parts of Africa, Asia, the Near East and Latin America. The approach is comparative and evaluates the origins and outcomes of industrialisation strategies.

The course begins with a brief survey of ideas shaping policies of 'catch-up industrialisation', and factors determining the sequencing of particular strategies. Substantive topics include: the consolidation of pro-manufacturing alliances; the political economy of funding industrial growth; the roles of private, state and transnational capital; regional and geopolitical influences on the pace and character of industrial growth; the determinants of specific 'models' of industrialisation – import-substituting and export-orientated; business and state 'entrepreneurial capacity'; labour relations and

welfare outcomes.

Teaching: The course will be taught in the Michaelmas Term by means of 10 weekly, two-hour seminars.

Formative coursework: Students will produce one written paper (3,00 words) and are expected to collaborate in joint presentations.

Indicative reading: A. Amsden *The Rise of "The Rest": challenges to the West from late industrialising economies* (2001); A. Bugra *State and Business in Modern Turkey* (1994); V. Chibber *Locked In Place: state-building and late industrialisation in India* (2003); P. Evans *Embedded Autonomy: states and industrial transformation* (1995); T. Forrest *The Advance of African Capital: the growth of Nigerian private enterprise* (1994); A. Giroud *Transnational Corporations, Technology and Economic Development: backward linkages in South-East Asia* (2003); G. Gereffi & D.L. Wyman (eds.) *Manufacturing Miracles: paths of industrialization in Latin America and East Asia* (1990); M.. Mesquita Moreira *Industrialisation, Trade and Market Failure: the role of government intervention in Brazil and South Korea* (1995); P.H. Smith, K. Horisaka & S. Nishijima (eds.) *East Asia and Latin America: the unlikely alliance* (2003); D. Sutherland *China's Large Enterprises and the Challenge of Late Industrialisation* (2003).

Assessment: Two-hour written examination.

EH418 Half Unit Not available in 2009/10 Research Issues in African Economic History

This information is for the 2009/10 session.

Teacher responsible: Dr Gareth Austin, C314

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

Pre-requisite: Students must have taken EH413 African Economic Development in Historical Perspective.

Course content: The interaction of theory, politics and empirical research in the development of the subject; global economic history and the study of Africa; Sources and methods: archival, oral and published sources; resources and problems in the construction and use of quantitative data; Specific historical topics, the list of which will change from year to year, but may include factor endowments and choice of production technique (in agriculture and manufacturing, including ecological aspects); rational-choice and culturalist approaches to the history of markets and property rights (including land tenure, slavery, free labour, and the gender division of work and wealth); the influence of interest groups and collective identities (including ethnicity) on the formation of institutions and policies (notably in the post-colonial era).

The course introduces the sources and considers the methods used in the economic history of Sub-Saharan Africa; reviews the evolution of knowledge and debate; and considers the state of the field, theoretical approaches and priorities for further research.

Teaching: LT only: weekly two-hour seminar.

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

Indicative reading: F. Cooper, 'Africa and the World Economy', in F. Cooper at al., *Confronting Historical Paradigms* (1993); R. H. Bates, *Essays on the Political Economy of Rural Africa* (1983); P. Collier and J. Gunning, 'Explaining African economic performance', *Journal of Economic Literature* 37 (1999), pp. 64-111; P. Lovejoy & D. Richardson, 'Trust, pawnship, and Atlantic history: the institutional foundations of the Old Calabar slave trade', *American Historical Review* 104 (1999), pp. 333-55; N. Wariboko, 'A Theory of the Canoe House Corporation', *African Economic History* 26 (1998), pp. 141-72; G. Austin, *Labour, Land and Capital in Ghana* (2005), chs 1, 2, 20; E. Mandala, 'Capitalism, kinship and gender in the Lower Tchiri (Shire) valley of Malawi, 1860-1960: an alternative theoretical framework', *African Economic History* 13 (1984), pp. 137-69; N. Nattrass, 'Controversies about capitalism and apartheid in South Africa', *Journal of Southern African Studies* 17 (1991), pp.

654-77; T. Forrest, *The Advance of African Capital: the Growth of Nigerian Private Enterprise* (1994); J-P. Platteau, 'The evolutionary theory of land rights as applied to Sub-Saharan Africa: a critical assessment', *Development and Change* 27 (1996), pp. 29-86; F. Cooper, 'What is the concept of globalization good for? An African historian's perspective', *African Affairs* 100: 399 (2001), pp. 190-213; M. Sheridan, 'The environmental consequences of independence and socialism in North Pare, Tanzania, 1961-88', *Journal of African History* 45 (2004), pp. 81-102; J. Destombes, 'From long-term patterns of seasonal hunger to changing experiences of everyday poverty: north-eastern Ghana, c.1930-2000' *Journal of African History* 47: 3 (2006).

Assessment: A term paper of no more than 3,000 words. The submission date will be specified at the start of the course.

EH422

Topics in Quantitative Economic History

This information is for the 2009/10 session.

Teachers responsible: Professor Albrecht Ritschl, C415 and Dr Roman Studer

Availability: Optional for MSc Economics, MSc Economic History, MSc Economic History (Research), MPhil Economic History and LSE-Sciences Po Double Degree in Development Economics and Economic History. Other graduate students may attend by permission, space and timetable permitting. The course is particularly appropriate for those students who are considering following a quantitative economic history PhD thesis in the future.

Pre-requisites: Students enrolled for this course are expected to have completed the equivalent of undergraduate courses in econometrics and intermediate economic theory.

Course content: The course is organised on a topic basis, with subjects chosen to illustrate particular theoretical, quantitative or methodological issues. Such topics could include: long run comparative economic growth; human capital issues in economic history; the macroeconomics of the inter-war years; the political economy of trade; industrial economic history; technological change; quantitative approaches to the evolution of markets; the new economic history of institutional change; analysing historical welfare issues. The aims are to: examine the techniques used by economic historians and to assess their validity and whether they help to further our understanding of the particular historical issue to which they have been applied; and to teach students how to evaluate the relevance of historical hypotheses and the historical applicability of models from economic and other social scientific theory. Students are able to investigate in detail the analysis contained in important journal articles using appropriate computer packages.

Teaching: 20 two-hour lectures/ seminar in the MT and LT; some of this Teaching will take the form of computing workshops.

Formative coursework: Three or four papers or presentations during the session.

Indicative reading: M Bordo, A Taylor, J Williamson (2003), *Globalization in Historical Perspective*; Y S Brenner, H Kaelble & M Thomas (eds) (1991), *Income Distribution in Historical Perspective*; Clark, G (2007), *A Farewell to Alms*; R Findlay, K O'Rourke (2009), *Power and Plenty*; N Ferguson (2009), *The Ascent of Money*; M Obstfeld, A Taylor (2004), *Global Capital Markets*; C Feinstein, P Temin, G Toniolo (1997), *The European Economy Between the Wars*; B van Ark & N Crafts (eds), *Quantitative Aspects of Postwar European Economic* (1996).

Assessment: The final examination mark is made up of two components: an assessed piece of work and a written examination. The format of both components and their weight within the final examination mark is dependent upon which masters programme the student is following. For Economic History students: a 3,000 word essay (30%) plus a three-hour written examination (70%); for Economics students: an extended essay of maximum length 6,000 words (50%) plus a two-hour written examination (50%).

EH423 Half Unit

Japan and Korea as Developing Economies

This information is for the 2009/10 session.

Teacher responsible: Professor Janet Hunter, C420

Availability: The course is optional on MSc Economic History, MSc Economic History (Research), MSc Global History, MSc Political Economy of Late Development and MA Global Studies: A European Perspective. The course is also available as an outside option where regulations allow and with permission of the course teacher.

Course content: The course will focus on selected issues of economic development that are of importance in contemporary debates and theories, and see how these issues were played out in Japan and Korea from the late 19th century to the latter half of the 20th century. The main themes discussed will be: natural endowments and climatic impact; changes in the agricultural sector; the growth of market production; issues of state policy; colonialism and imperialism; integration into the international economy; the impact of disasters; income levels and consumption; gender and development; culture and economy.

Teaching: Twenty hours of seminars in the LT and two hours of seminars in the Summer Term.

Formative coursework: Students will be expected to produce two essays of up to 2,000 words during the course.

Indicative reading: A.H.Amsden, *Asia's Next Giant: South Korea and Late Industrialisation* (1989); Y-I.Chung, *Korea Under Siege, 1876-1945: Capital Formation and Economic Transformation* (2006); P.G.Francks, *Japanese Economic Development* (2nd. edition, 1999); C.Mosk, *Japanese Economic Development: Markets, Norms, Structures* (2008); M.Tanimoto, *The Role of Tradition in Japan's Industrialisation* (2006); L.L.Wade & B-S.Kim, *The Economic Development of South Korea: the Political Economy of Success* (1978).

Assessment: A two-hour exam in the Summer Term (100%).

EH446

Economic Development in East and Southeast Asia

This information is for the 2009/10 session.

Teacher responsible: Dr Kent G Deng, C213

Availability: For MSc Economic History, MSc Economic History (Research), MSc Political Economy of Late Development, MSc Global History, MA/MSc History of International Relations, MSc Development Studies, MSc China in Comparative Perspective, MSc History of Empires, LSE-Sciences Po Double Degree in Development Economics and Economic History and MA Global Studies: A European Perspective. Students taking MSc Global Politics and other master's degrees may be admitted, space and timetable permitting, and with the approval of their department and the course teacher.

Pre-requisites: There are no pre-requisites: knowledge of Asian history of the relevant period and region would be an advantage.

Course content: The course deals with conditions and paths of economic development in East Asia (excluding Japan) and Southeast Asia in the past centuries. The first part of the course looks at the debate on Asian economic history, endowments available, and institutions technology and economies that evolved independently in Asia to support a large population with reasonable standards of living. The second part of the course examines reasons for the lack of indigenous modern growth in Asia, conditions and timing of miracle growth of the Asian Tigers, ASEAN and Mainland China after World War Two, and impact of such growth of the world economy.

Topics covered include: traditional economic patterns in the region by the 17th century; the impact of the early European maritime traders; the impact of the later Europeans traders backed by industrialisation; attempts and success of the Western colonisation; resistance to the change from the core area in East Asian Mainland. Reforms and modernisation in Asia; Asia and globalisation.

Teaching: 20 seminars of two-hours each in the MT and LT. Written essays are circulated in advance.

Formative coursework: Two essays (3,000 words each) are expected during the course. The first is due at the end of the 9th week (in the MT) and the second, the 17th week (in the LT).

Indicative reading: A detailed reading list and topics for seminars

is distributed at the beginning of the course. Preliminary readings include: A Booth, 'The Economic Development of Southeast Asia: 1870-1985' *Australian Economic History Review*, 31 (1); G Snooks et al *Exploring Southeast Asia's Economic Past* (1991); I Brown, *Economic Change in Southeast Asia* (1997); Kenneth Pomeranz, *The Great Divergence* (2000); J M Hobson *The Eastern Origins of Western Civilisation* (2004); P. Dicken et al., *Globalisation and the Asia Pacific* (1999); S. Kim, *East Asia and Globalization* (2000); K.T. Lee, *Globalisation in the Asia Pacific Economy* (2002); and Rui H and P. Nolan, *Globalisation, Transition and Development in China* (2004).

Assessment: A three-hour written examination in the ST.

EH447 Half Unit

Great Depressions in Economic History

This information is for the 2009/10 session.

Teacher responsible: Professor Albrecht Ritschl, C415

Availability: MSc Economic History, MSc Economic History (Research), MSc Global History, LSE-Sciences Po Double Degree in Development Economics and Economic History and MA Global Studies: A European Perspective. The course is also available as an outside option where regulations permit and with the permission of the teacher responsible for the course.

Pre-requisites: Knowledge of economics at the level of second-year undergraduate macroeconomics is recommended.

Course content: Fundamental stylised facts on the post-1929 depression. The monetarist paradigm and its offshoots. The financial accelerator view. The role of the Gold Standard: a view from Europe. Labour market/supply side interpretations. A revival of the Keynesian position? Other recessions compared: 1920, 1947.

The aim of this course is to:

- (i) introduce students to the history of the Great Depression of the 1930s, with comparisons to other deep recessions in economic history;
- (ii) provide students with a basic knowledge of the main theoretical interpretations and their relative merits
- (iii) give students a preview of the analytical techniques used in interpreting the historical evidence.

Teaching: 10 x two-hour seminars in MT

Formative coursework: Reading assignments will be discussed in class and one 3,000 word marked assignment will be set in the MT.

Indicative reading: Bernanke, Ben (2000), *Essays on the Great Depression*, Princeton: Princeton University Press; Eichengreen, Barry (1992), *Golden Fetters. The Gold Standard and the Great Depression 1919-1939*, Oxford: Oxford University Press; Kehoe, Timothy J. and Edward C. Prescott, eds. (2007), *Great Depressions of the Twentieth Century*, Minneapolis: Federal Reserve Bank of Minneapolis; Kindleberger, Charles P. (1973), *The World in Depression, 1929-1939*, Berkeley: University of California Press; Temin, P. (1989), *Lessons from the Great Depression*, Cambridge, Mass: MIT Press.

Assessment: 2-hour written examination in the ST.

EH462

Latin American Development in the Twentieth Century: From Liberalism to Neo-Liberalism

This information is for the 2009/10 session.

Teacher responsible: Professor Colin Lewis, C320

Availability: For MSc Economic History, MSc Economic History (Research), MSc Global History, MSc Political Economy of Late Development, MA Area Studies (Latin America), MA/MSc History of International Relations, MSc History of Empires, LSE-Sciences Po Double Degree in Development Economics and Economic History and MA Global Studies: A European Perspective. Students taking MSc Global Politics and other master's degrees may be admitted, space and timetable permitting, and with the approval of their department and the course teacher.

Course content: The course considers the social welfare implications of development strategies applied since 1900. Namely, the liberal 'export model' of the early decades of the century, important-substituting developmentalist programmes of the mid-century period, neo-authoritarian adjustment policies of the 1970s,

heterodox attempts at stabilisation in the 1980s and current neo-liberal projects.

The course will be largely thematic in structure. The first part will address methodological issues such as defining and measuring growth, development, poverty and welfare. This will be followed by an examination of key themes. These will include the political context within which economic policy was applied; the determinants – and ideological under-pinnings – of growth and development; institutional arrangements relating to social security, health care and education; political participation and civil rights; changing patterns of employment; wages and income distribution; absolute and relative levels of poverty. The geographical focus of the course will be on the Argentine, Brazil, Chile, Colombia and Mexico.

Teaching: Two-hour weekly seminars in the MT and LT.

Formative coursework: Three papers during the session.

Indicative reading: C Abel & C M Lewis (Eds), *Welfare, Poverty and Development in Latin America* (1993) and *Exclusion and Engagement: Social Policy in Latin America* (2002); J Buxton & N Phillips (Eds), *Case Studies in Latin American Political Economy* (1999); V Bulmer-Thomas, *Economic History of Latin America* (2004); S Haber (Ed), *Political Institutions and Economic Growth in Latin America: Essays in Policy, History and Political Economy* (2000); Engerman & K Sokoloff, *Factor Endowments, Institutions and Differential Paths of Growth among New World Economies* (2003); J L Love & N Jacobson, *Guiding the Invisible Hand: economic liberalism and the state in Latin American history*; C Mesa-Lago, *Social Security and Prospects for Equity in Latin America* (1991); K Sikkink, *Ideas and Institutions: Developmentism in Brazil and Argentina* (1991); W C Smith & R P Korzeniewicz (Eds), *Politics, Social Change and Economic Restructuring in Latin America* (1997); R Thorp, *Progress, Poverty and Exclusion* (1998); J S Tulchin & A M Garland (Eds), *Social Development in Latin America: the politics of reform* (2000).

Assessment: Coursework will account for 30% of the marks (25% for MA students), the balance being allocated to a three-hour written examination in the ST.

EH463 Half Unit

The Long-Run Analysis of Firms and Industries

This information is for the 2009/10 session.

Teacher responsible: Dr Gerben Bakker, C322

Availability: For MSc Economic History, MSc Economic History (Research), MSc Accounting, Organisations and Institutions and LSE-Sciences Po Double Degree in Development Economics and Economic History. Students taking other master's degrees may be admitted, space and timetable permitting, and with the approval of their department and the course teacher. This course is capped www.lse.ac.uk/collections/studentServicesCentre/courseChoice/coursecapping.htm.

Pre requisite: There are no prerequisites, but some knowledge and an interest in business and finance are advantageous.

Course content: This course comparatively explores the history of strategies, business organisations and industries since the nineteenth century. Different approaches to analyse this evolution are discussed, as well as the history of thinking about management and organisational structure and how this affected history itself. Introductory lecture(s) set the scene, discuss key concepts and various economic approaches to analyse the evolution of organisations. Subsequently the course looks at the origins of legal forms of organisation – such as the corporation, the private limited liability company and the cooperative – at the development of organisational structures, at the history of thinking about them, and at evolution of industries.

Teaching: The class meets for two-hours each week, for one term. Introductory lecture(s) are followed by student-led seminars.

Formative coursework: Students are expected to produce one essay during the term and to sit a short mock examination paper at the end of term.

Indicative reading: G. Boyce and S. Ville, *The Development of Modern Business* (2002); C. J. Schmitz, , *The growth of big business in the United States and Western Europe, 1850-1939* (1993); S. Douma and H. Schreuder, *Economic Approaches to Organizations*

(2002); A. Huczynski and D. Buchanan, 'Organizational Structures', part 4 in *Organizational Behaviour* (2001 or later edition); D. A. Wren, *The History of Management Thought* (5th ed. 2004); O. E. Williamson, *The economic institutions of capitalism. Firms, markets, relational contracting* (1985); A. D. Chandler, *Strategy and Structure: Chapters in the History of the American Industrial Enterprise* (1962); J. Sutton, *Technology and Market Structure: Theory and History* (1998); F. Knight, *Risk, Uncertainty and Profit* (1921); J. A. Schumpeter, "Can Capitalism Survive?" in his *Capitalism, Socialism and Democracy* (1942); L. Hannah, 'Marshall's "Trees" and the Global "Forest"' in N. Lamoreaux, D. Raff and P. Temin, *Learning by Doing in Markets, Firms and Nations* (1999); J. M. Karpoff, "Public versus Private Initiative in Arctic Exploration: The Effects of Incentives and Organizational Structure," *Journal of Political Economy* 109 (2001); E. Hilt, "Incentives in Corporations: Evidence from the American Whaling Industry," *Journal of Law and Economics* 49 (2006); M. J. Lynskey and S. Yonekura, *Entrepreneurship and Organization* (2002).

Assessment: A two-hour written examination in the ST.

EH464 Half Unit Not available in 2009/10 **The Historical Context of Business**

This information is for the 2009/10 session.

Teacher responsible: Dr Tim Leunig, C321

Availability: For MSc Economic History, MSc Economic History (Research), MSc Accounting, Organisations and Institutions and LSE-Sciences Po Double Degree in Development Economics and Economic History. Students taking other master's degrees may be admitted, space and timetable permitting, and with the approval of their department and the course teacher. This course is capped.

Pre requisite: There are no prerequisites, but some knowledge and an interest in business and economic development are advantageous. Many students will also take EH463, but these courses are designed such that students can take only one of the two courses without being at any disadvantage.

Course content: This course explores the evolution and variation of the conditions under which business has operated in different parts of the world. It concentrates on but is not exclusively concerned with the nineteenth and twentieth centuries. An introductory lecture sets the scene and ensures that students understand key concepts. The next two sessions look at how core building blocks of the business world evolved in response to new opportunities. We then look at how different conditions in different places and at different times have shaped businesses in different ways before concluding with three sessions that look at particular conditions that have proven challenging for business and for government.

Teaching: The class meets for two hours each week, for one term. Following an introductory lecture, there are nine student-led seminars.

Formative coursework: Students are expected to produce one essay during the term and to sit a short mock examination paper at the end of term.

Indicative reading: Readings include, S Broadberry, *Productivity Race*; Y Cassis, *Big business: European Perspective*; J Kay, *Foundations of Corporate Success*; N Lamoreaux & D Raff (Eds), *Co-ordination and Information*; M G Blackford, *The Rise of Modern Business in GB, US and Japan*; R Reich *The Work of Nations*; O Williamson 'The Modern Corporation: Origins, evolution, attributes' *Journal of Economic Literature* 1981; Porter, M *The Competitive Advantage of Nations*, Harvard Business Review 1990, CK Harley 'Substitution for prerequisites: endogenous institutions and comparative economic history' in R Sylla and G Toniolo *Patterns of European Industrialisation: the nineteenth century*.

Assessment: A two-hour written exam in the ST.

EH466 Half Unit **Labour and Work in Preindustrial Europe**

This information is for the 2009/10 session.

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**

This information is for the 2009/10 session.

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, MSc Biomedicine, Bioscience and Society 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%).

EH475**The Rise and Decline of Economic Policy in Twentieth-Century Europe****This information is for the 2009/10 session.****Teachers responsible:** Dr Max Schulze, C515 and Mr Dudley Baines, C522**Availability:** For MSc Economic History, MSc Economic History (Research), MSc Accounting, Organisations and Institutions and LSE-Sciences Po Double Degree in Development Economics and Economic History. Students taking other master's degrees may be admitted, space and timetable permitting, and with the approval of their department and the course teachers. This includes MPA Public and Economic Policy/MPA Public Policy and Management students.**Course content:** The economic role of the state before the First World War. Reconstruction after World War I and World War II. Exchange rate and monetary policy, 1900-1990. Crisis management 1931 and 1973. Macro policy in the depression of the early 1930s. The relation of economic theory and policy, 1930s-1990s. Trade and protection, multilateralism versus bilateralism, 1900-1990. The state and resource allocation in wartime. Comparative regional policy since 1945. Economic consequences of welfare policies. Policy responses to demographic change. Did the European economies converge? Labour mobility, formal and informal labour markets. The course examines the changing role of the state in the development of the European economies using a long run perspective. It will focus on problems of economic management both in peacetime and wartime; policy constraints in both closed and open economies; processes of economic growth, convergence and integration; welfare and regional policies and the policy implications of the growth of global markets.**Teaching:** 20 seminars or lectures of two-hours each in the MT and LT. There will be pre-circulated papers for the seminars.**Formative coursework:** A minimum of three essays and one class presentation.**Indicative reading:** F B Tipton & R Aldrich, *An Economic and Social History of Europe*, 2 vols (1890-1939; From 1939 to the present) (1987); L A Craig & D Fisher, *The Integration of the European Economy, 1850-1913* (1997); G Hardach, *The First World War* (1987); D Winch, *Economics and Policy. A Historical Study* (1969); C P Kindleberger, *A Financial History of Western Europe* (1984); W R Garside (Ed), *Capitalism in Crisis. International Responses to the Great Depression* (1992); W Nurkse & W A Brown, *International Currency Experience. Lessons of the Inter-War Period*, League of Nations (1944); C H Feinstein (Ed), *Banking, Currency and Finance in Europe Between the Wars* (1995); C H Feinstein, P Temin & G Toniolo, *The European Economy Between the Wars* (1997); B Eichengreen, *Golden Fetters. The Gold Standard and the Great Depression* (1992); P Clarke, *The Keynesian Revolution in the Making* (1988); M Harrison (Ed), *The Economics of World War II* (1998); A S Milward, *War, Economy and Society, 1939-45* (1977); A Boltho (Ed), *The European Economy: Growth and Crisis* (1988); D Ellwood, *Rebuilding Europe. Western Europe, America and Post-War Reconstruction*, (1992); M S Schulze (Ed), *Western Europe: Economic and Social Change Since 1945* (1999).**Assessment:** A three-hour written examination in the ST.**EH477****History of Economics: From Moral Philosophy to Social Science****This information is for the 2009/10 session.****Teacher responsible:** TBA**Availability and restrictions:** This course is for MSc Economic History, MSc Economic History (Research), MSc Economics, LSE-Columbia University Double Degree in International and World History, MSc Economics and Philosophy, MSc Philosophy of the Social Sciences and LSE-Sciences Po Double Degree in Development Economics and Economic History. Other graduate students may take this course only with the permission of the course lecturer and if space and timetables permit.**Course content:** The course aim is to understand the changing nature and content of economics as it turned from a branch of

moral philosophy in the 18th century to a technical social science at the end of the 20th century.

The course will explore the long-term changes in certain key concepts in economics, in its change from moral philosophy to social science. The primary texts on these themes, chosen from a variety of European and American authors, will provide material for study of the changes in methods, concepts and theories of economics. Secondary literature will be used to help understand and assess the changing role of economics both as a science and as an art intended for state action.

Teaching: 40 hours over MT and LT, mixture of lectures and seminars. (Those students without previous study in the history of economics should also attend the lectures for EC311).**Formative coursework:** Students will be expected to produce seminar papers and written work.**Indicative reading:** Reading lists will be given out at the beginning of the course. Henry Spiegel's *The Growth of Economic Thought* provides a general background text.**Assessment:** A three-hour written examination in the ST. Additionally, students taking MSc Economics will be required to submit an extended essay at the beginning of the ST; for such students the written examination and the extended essay will each count for half of the marks.**EH479 Half Unit****Dissertation in Global History****This information is for the 2009/10 session.****Teacher responsible:** Dr Tirthankar Roy, C315**Availability:** Compulsory half-unit course for MSc Global History. Also available for students on MA Global Studies: A European Perspective.**Course content:** The subject of the dissertation should relate broadly to one of the global history taught courses taken by the student. It may be a critical survey of a well-defined problem in the literature or an empirical case-study within a global history framework. It must demonstrate adequate knowledge of appropriate literature in Global History and an ability to handle problems of evidence and explanation.**Selection of title:** The title must be approved by the student's supervisor. A provisional title should be agreed by mid-LT.**Arrangements for supervision:** EH481 gives essential training for the dissertation. Starting in the first term, students will receive advice on the choice of topic and how to tackle it, both from the Department (in the form of a document) and, individually, from their tutor and from the teacher of the most relevant taught course. There will be meetings during the course of the year. The student must submit a one page summary and draft work for comment by Week 9 of the Summer Term. Supervisors will not normally provide comments on drafts submitted after that date.**Assessment:** The dissertation should be no longer than 10,000 words, excluding tables, references and bibliography. Marks will be deducted for late submission or excessive length.**EH481 Half Unit****Economic Change in Global History: Approaches and Analysis****This information is for the 2009/10 session.****Teachers responsible:** Dr Tirthankar Roy, C315 and Professor Patrick O'Brien**Availability:** Compulsory course for MSc Global History. Also available for students on 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 teachers.**Course content:** The 'project' of global history; comparison and connection; tools for global economic history: ideas from economic history, rational-choice economics and political economy, and from Marxism and 'world systems' theory; the industrial revolution as a conjuncture in global history; empires and globalization; meaning and evolution of the 'world economy'; states and state systems; culture and economic change; the natural environment and global

history; the post-modern challenge to metanarrative; strategies for writing global history.

The course will introduce central themes and analytical tools in global history, focussing on the history of material progress and stasis, and considering the comparisons and connections between the histories of different regions of the world.

Teaching: Taught during the MT. Weekly two-hour lectures and one-hour classes.

Formative coursework: Students will be expected to produce two written papers during the course.

Indicative reading: K Pomeranz, *The Great Divergence* (2000); J Diamond, *Guns, Germs and Steel* (1998); E Jones, *Growth Recurring: Economic Change in World History* (1988, 2000); D Landes, *The Wealth and Poverty of Nations* (1998); A Frank, *Re-Orient: Global economy in the Asian Age* (1998); D North, *Institutions, Institutional Change and Economic Performance* (1990); C Bayly, *The Birth of the Modern World 1780-1914: Global Connections and Comparisons* (2004); A G Hopkins (ed), *Globalization in World History* (2002); D Smith, D Solinger & S Topik (eds), *States and Sovereignty in the Global Economy* (1999); J Osterhammel and N Petersson (eds), *Globalization: A Short History* (2005); B Gills and W. Thompson (eds), *Globalization and Global History* (2006).

Assessment: A two hour examination in the ST.

EH482

Pre-Modern Paths of Growth: East and West Compared, 1000-1800

This information is for the 2009/10 session.

Teachers responsible: Dr Kent Deng, C213 and Dr Oliver Volckart, C215

Availability: Compulsory course for MSc Global History. Optional for MSc China in Comparative Perspective and MA Global Studies: A European Perspective. Students taking other master's degrees may be admitted, space and timetable permitting, with the approval of their department and the course teachers.

Course content: This course surveys long-term processes of growth and development in pre-modern Europe, China and Japan. The course raises fundamental questions about the nature of pre-industrial societies and economies. First, it asks if stagnation and poverty were normal conditions in pre-industrial societies and growth an aberration. What kind of growth and development did 'Malthusian' societies experience? Second, it addresses debates over European industrialisation. Why was Britain first? Was British success from the late 18th century the result of unique social, institutional, or cultural features? Was it the outcome of a centuries-long, cumulative process of change, that relied as much on inputs from the rest of Europe as much as specifically domestic features? Or was it the result of a 'fortunate conjuncture'? Third, it makes an in-depth comparison of three major geo-economic regions (Europe, China and Japan) over seven centuries. It discusses recent research that suggests that parts of pre-modern Asia were as developed (in terms of living standards, agricultural productivity, commerce) as the more advanced regions of modern Europe, and asks if there were more than one 'premodern paths of growth'.

In the MT we focus on Europe; during the LT, on China and Japan. The approach throughout is thematic. Themes include: agriculture, population, urbanisation, technology, urban and rural industry, economic effects of legal, political and constitutional structure; political economy and taxation; warfare; trade and market integration, causes and effects of European expansion.

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

Formative coursework: All students are expected to write four essays: one by the end of the fifth week of the MT, one by the end of the ninth week of the MT, one by end of the fifth week of the LT, and one by the end of the ninth week of the LT.

Indicative reading: M Olson, 'Big bills left on the sidewalk: why some nations are rich, and others poor', *Journal of Economic Perspectives*, 10:2 (1996); E L Jones, *Growth Recurring: economic change in world history* (1988; 2nd edn, 2002); M Mann, *The Sources of Social Power*, Vol I (1987); D North & R Thomas, *The*

Rise of the Western World (1973); K G Persson, *Pre-industrial Economic Growth* (1988); I Wallerstein, *Historical Capitalism* (1983); P Anderson, *Lineages of the Absolutist State* (1974); T Aston & C Philpin (Eds), *The Brenner Debate: agrarian class structure and economic development in pre-industrial Europe* (1985); S R Epstein, *Freedom and growth. The rise of states and markets in Europe 1300-1750* (2000); J De Vries, *The Economy of Europe in an age of crisis, 1600-1750* (1976); G Deng, *The Premodern Chinese Economy* (1999); T C Smith, *The Agrarian Origins of Modern Japan* (1959); K Pomeranz, *The Great Divergence: China, Europe, and the making of the modern world economy* (2000); A G Frank, *ReORIENT: Global economy in the Asian age* (1998).

Assessment: A three-hour written examination.

EH483

The Development and Integration of the World Economy in the 19th and 20th Centuries

This information is for the 2009/10 session.

Teachers responsible: Professor Albrecht Ritschl, C415, Dr Tirthankar Roy, C315 and Mr Dudley Baines, C522

Availability: Optional course for MSc Global History, MSc Economic History, MSc Economic History (Research) and LSE-Sciences Po Double Degree in Development Economics and Economic History and MA Global Studies: A European Perspective Students taking MSc Accounting, Organisations and Institutions and MSc Global Politics may be admitted with the approval of their department and the course teachers if numbers allow.

Course content: The course analyses the course of modern economic growth and its relationships with globalisation since the First Industrial Revolution.

The course will include most or all of the following components:

- a) Catching-up, forging ahead and falling behind: analysis of reasons for success and failure in economic growth in different economic eras giving special emphasis to the role of factor and trade flows in the process of development and to the impact of institutional change.
- b) Demographic transitions in the long run: "modernization" and fertility change; "western" vs. "eastern" family patterns and their implications for development; disease regimes, public health and economic development; impacts of immigration and emigration.
- c) Agriculture and the environment: agriculture and industrialization; climate, endowments, institutions and agricultural development; rationale and implications of changing patterns of agricultural trade.
- d) Aspects of technological change and diffusion, and technology transfer.
- e) Why, after all, are countries different in a globalizing world?: considers the dimensions of divergence (including the effects of wars) and explores alternative hypotheses including institutions, cultural factors, natural resources and examines in detail claims of path dependency.

Teaching: 20 one-hour lectures and 20 one-hour seminars in MT and LT.

Formative coursework: Three papers during the course, the third of which counts towards the final Assessment (see below).

Indicative reading: B Arthur (Ed), *Increasing Returns and Path Dependence in the Economy* (1994); M Bordo, A Taylor, J Williamson (2003), *Globalization in Historical Perspective*; J Diamond, *Guns, Germs and Steel* (1997); S Engerman & K Sokoloff, *Factor Endowments, Institutions and Differential Paths of Growth among New World Economies* (1994); R Findlay, K O'Rourke (2009), *Power and Plenty*; B Foster, *The Vulnerable Planet: A Short Economic History of the Environment* (1993); J Goody, *The East in the West* (1996); Wang Gungwu (Ed), *Global History and Migrations* (1997); I Inkster, *Science and Technology in History* (1981); E L Jones, *Growth Recurring* (1988); M Livi-Bacci, *A Concise History of World Population* (1997); P Mathias & J Davis (Eds), *Agriculture and Industrialization from the 18th Century to the Present Day* (1996); M Obstfeld, A Taylor (2004), *Global Capital Markets*; D Puga, 'Urbanization Patterns: European vs. Less Developed Countries', *Journal of Regional Science* (1998); A van der Woude, A Hayami & J de Vries (Eds), *Urbanisation in History* (1990); World Bank, *Global Integration and Decentralization in an Urbanizing World* (1999).

Assessment: An assessed essay to be handed in during the year the course is taken counts for 30% of the final mark. The remaining 70% is determined by a three-hour written examination.

EH485 Half Unit

Scientific, Technical and Useful Knowledge from Song China to the Industrial Revolution

This information is for the 2009/10 session.

Teacher responsible: Professor Patrick O'Brien

Availability: Optional course for students taking MSc Global History, LSE-Columbia University Double Degree in International and World History, MSc Economic History, LSE-Sciences Po Double Degree in Development Economics and Economic History and Also available for students on 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: The course compares the discovery, storage and diffusion of scientific, technical and other forms of 'useful knowledge' in pre-industrial Europe and Asia in the long term. Contrasts in these respects were crucial in explaining the eventual divergence in economic performance between continents. This course will address the meta questions of where, when and why contrasts emerged and why the discernible successes of European science and technology were not emulated more rapidly in Asia. Topics to be covered include: the flowering of science and technology in Song China. Arab science and technology. Indian and European industrial and agrarian technology in the Middle Ages. Universities and other institutions for the discovery and validation of useful knowledge. Military and nautical technologies. The scientific revolution in Europe. Connections between science and technology. The decline of Chinese science. The Arab heritage in science and technology. Religion and science. Culture and political constraints on the accumulation of scientific knowledge. Notions of rationality in Europe and Asia. The status of scientists and technologists. Incentives to innovation.

Teaching: Taught during the LT. 2-hour meetings weekly, with a flexible combination of lectures and seminars. Students will be expected to contribute presentations to the class.

Formative coursework: Students will be expected to produce two written papers during the course.

Indicative reading: T Huff, *The Rise of Early Modern Science: Islam, China and the West* (1993); C Cohen, *The Scientific Revolution: An Historical Inquiry* (1994); J Needham, *The Grand Titration: Science and Society in East and West* (1979); A Pacey, *Technology in World Civilization: A Thousand-Year history* (1990); J Mokyr, *The Lever of Riches* (1990); N Rosenberg, *Inside the Black Box* (1992); J Goody, *The East in the West* (1996); J Gernet, *A History of Chinese Civilization* (1996); D Bodde, *Chinese Thought, Society and Science* (1991); J E McClellan & H Dorn, *Science and Technology in World History*; D C Linberg & R S Westman (Eds), *Reappraisals of the Scientific Revolution* (1990); P S Ropp (Ed), *The Heritage of China* (1990); P Stearns et al (Ed), *World Civilizations: the Global Experience* (1996); C Ronan, *Science: its History and Development in World Cultures* (1982); M Adam, *Machines as the Measure of Men: Science, Technology and Ideologies of Western Dominance* (1989).

Assessment: A two-hour written examination.

EH486 Half Unit **Not available in 2009/10** Shipping and Sea Power in Asian Waters, c1600-1860

This information is for the 2009/10 session.

Teacher responsible: Dr Kent G Deng, 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), 25B50; 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.

EH487 Half Unit

International Economic Institutions since World War I

This information is for the 2009/10 session.

Teacher responsible: Professor Nicholas Crafts, C522

Availability: Optional course for students taking MSc Global History, MSc Economic History, MSc Economic History (Research), MSc Accounting, Organisations and Institutions, LSE-Sciences Po Double Degree in Development Economics and Economic History and MA Global Studies: A European Perspective. Students taking other masters degrees may be admitted, space and timetable permitting, and with the approval of their department and the course teacher.

Course content: The course analyses the evolution since World War II of the roles of international institutions designed to manage world trade and the international monetary system paying particular attention to the IMF, the World Bank, the GATT and WTO. The analysis of the post-war world is set against the background of the trade wars and breakdown of the Gold Standard in the inter-war period prior to the establishment of these institutions.

The approach is chronological with attention being given both to efficiency and equity aspects of the institutional arrangements. Inter-war developments are examined in terms of the absence of co-operation and a hegemonic power with an emphasis on the costs of the Great Depression and the results in terms of the reversal of earlier globalization trends. The Bretton Woods era of a new financial and trading architecture is discussed in terms of an evaluation of the success of the new institutions against the background of their initial job descriptions and of the much better world economic performance in the period. The changing rationales for the IMF and the World Bank and challenges to the GATT in the difficult economic environment of the 1970s and 1980s are examined. The debates of the time and implications for

the continuation of the post-war return to globalization are both considered. Finally, the questions of the likelihood and Content of further liberalization of trade and capital flows under WTO and IMF auspices are discussed in the context of an Assessment of what is genuinely new about late 20th compared with late 19th century globalization.

Teaching: Taught during the LT. 2-hour meetings weekly, with a flexible combination of lectures and seminars in which student papers will be presented and discussed.

Formative coursework: Students will be expected to produce two written papers during the course, one of which will count towards the examination (see below).

Indicative reading: A Krueger, 'Whither the World Bank and the IMF?', *Journal of Economic Literature* (1998); O Kirshner (Ed), *The Bretton Woods-Gatt System Retrospect and Prospect after 50 Years* (1996); B Eichengreen, *Globalizing Capital* (1996); M Thomas (Ed), *The Disintegration of the World Economy between the World Wars* (2 vols) (1996); S Ostry, *The Post Cold War Trading System* (1997); H James, *International Monetary Co-operation since Bretton Woods* (1996); M Bordo, B Eichengreen & D Irwin, 'Was There Really an Earlier Period of Globalization Comparable to Today?', *Brookings Papers on Economic Activity* (1999); P Kenen (Ed), *Managing the World Economy* (1994).

Assessment: A two-hour written examination.

EH491 Half Unit Dissertation in the Political Economy of Late Development

This information is for the 2009/10 session.

Teachers responsible: Dr Debin Ma, C313 and Dr Tirthankar Roy, C315

Availability: Compulsory half-unit course for MSc Political Economy of Late Development.

Course content: The dissertation must present the results of an enquiry into a carefully defined problem in the field, whether by a critical survey of existing literature, or by the use of primary evidence. It must demonstrate adequate knowledge of relevant theoretical and empirical literature in Economic History and Development Studies, and an ability to handle problems of evidence and explanation.

Supervision: EH414 Theories, Paths and Patterns of Late Development gives essential training for the dissertation. Starting in the first term, students will receive advice on the choice of topic and how to tackle it, both in the form of a document from the Economic History Department and individual advice from their respective supervisors. There will be a meeting for all students concerned in the first half of the Summer Term, at which they will be given general advice on the dissertation. The student must submit a draft by the last Monday of that term. The draft will form the basis of a paper which the student must present to a dissertation workshop held later that week. Verbal feedback will be provided by teachers and fellow students. The student will also receive detailed written comments on this draft.

Assessment: The dissertation should not exceed 10,000 words, excluding tables, references, and bibliography. The title must be approved in advance by the student's supervisor. The dissertation will not be returned to the student, who should therefore make a copy before submission.

EH496-7 Dissertation- MSc Economic History (Research)

This information is for the 2009/10 session.

Availability: Compulsory for, and exclusive to, MSc Economic History (Research).

Teacher responsible: Professor Albrecht Ritschl, C415

Course content: The dissertation must draw upon the research training provided through the core courses for the MSc (Research) and the generic courses taken by the student, and present the results of an original enquiry into a carefully defined problem. Students are expected to show an ability to draw on relevant social scientific concepts, an understanding of the advanced literature in one or more areas of economic history, and of the nature of

historical explanation and analysis. Where appropriate, students are also expected to show the ability to use relevant quantitative techniques for data collection and analysis. The dissertation is intended as preparation for a research degree. Students expecting to continue on the MPhil/PhD programme within the Department may write their MSc dissertation on a different topic from that on which they plan to research at MPhil/PhD level.

Assessment: The final dissertation, which must be handed in by 1 September 2009, is equivalent to two full modules, and will be awarded two separate percentage marks. The first of these marks will be based on the formulation of the dissertation topic, its historical and historiographical context (including critical literature survey), and the student's research design and discussion of methods and primary resource materials. The second mark will relate to the execution of the project, the quality of analysis of evidence, its creativity and originality, and the overall contribution or achievement of the project. The dissertation should not exceed 15,000 words, excluding tables, references and bibliography. Presentation must be in accordance with appropriate academic conventions as laid down in the MSc Handbook. Work that fails to meet appropriate academic standards of presentation, including English language, will be subject to a maximum deduction of 15% from the first percentage mark. Marks will be deducted for late submission in accordance with the guidelines laid down in the MSc student handbook.

Arrangements for supervision: Starting in the first term, students will receive advice on how to choose a topic, and how to tackle it, both from the Department (in written form), and, individually, from their tutor and from the teacher of any relevant taught course. To strengthen the link between research training and the dissertation, students will also receive comments on their assessed paper for EH401. There will also be a dissertation meeting for all students shortly after the taught course examinations. The student must submit a draft of the dissertation by the last Monday of the ST. This draft will form the basis of the paper which the student must present to a dissertation workshop held later that week, at which verbal feedback will be provided to teachers and fellow students. A nominated member of staff will also offer written comments on this draft providing it is submitted by the designated time.

Selection of title: The subject and title of the dissertation must be approved by the student's tutor.

EH499 Dissertation- MSc Economic History

This information is for the 2009/10 session.

Teachers responsible: TBA

Availability: Compulsory for, and exclusive to, MSc Economic History.

Course content: The dissertation may be a critical survey of a well-defined problem in economic history or historiography, or an empirical case-study. The topic should relate broadly to one of the economic history courses taken by the student.

Selection of title: The title must be approved by the student's tutor.

Arrangements for supervision: EH401 gives essential training for the dissertation. Starting in the first term, students will receive advice on the choice of topic and how to tackle it, both from the Department (in the form of a document), and, individually, from their tutor and from the teacher of the most relevant taught course. There will be meetings during the course of the year. Students must submit a draft for comment by Week 9 of the Summer Term.

Assessment: The dissertation should not exceed 10,000 words, excluding tables, references, and bibliography. The title must be approved in advance by the student's supervisor. Marks will be deducted for late submission. The dissertation will not be returned to the student, who should therefore make a copy before submission.

EU409**Basic Economic Concepts for European Political Economy****This information is for the 2009/10 session.****Teacher responsible:** Dr V Monastiriotis, J205**Availability:** Compulsory for MSc European Political Economy students with little economic background. Students from other departments are welcome if space permits.**Course content:** A five-week intensive course, which assumes no previous knowledge of economics. The aim of the course is to provide students with a background in economic theory sufficient for MSc courses within the European Institute. Students with some knowledge of basic theory are welcome to sit in, but in lectures priority is given to ensuring that non-economists reach the required standard.

1. Introduction: economic rationality; scarcity and opportunity cost; markets.

2. Microeconomics: choices of households and firms; perfect and imperfect competition; the role of government.

3. Macroeconomics: full employment and unemployment macroeconomics; national accounts; monetary and fiscal policy; open economy.

Teaching: 20 hours of lectures, four hours per week for the first five weeks of the MT.**Indicative reading:** J Stiglitz & J Driffill, *Economics*, Norton, 2000 (or later editions); P Krugman & M Obstfeld, *International Economics*, Addison Wesley, 2003.**Assessment:** There is *no* examination for this course. A Moodle course provides tailored case studies and material for self-assessment.**EU410****Interdisciplinary Research Methods and Design****This information is for the 2009/10 session.****Teachers responsible:** Dr S Glendinning, J107, Dr C Gordon, J5, Dr R Hancke, J209 and Dr J White, J109.**Availability:** Compulsory for all European Institute masters students.**Course content:** This lecture series offers an introduction to research methods and design for all students taking masters degrees in the European Institute. Themes discussed include: methods in the social sciences; methods in the humanities; common problems of research design; advice on writing coursework essays and dissertations; advice on critical reading and interpretation of texts; the logic of case-studies and comparative research.**Teaching:** One two-hour session MT (week 2), four one-hour sessions MT (weeks 4, 6, 8, 10) and five one-hour sessions LT (weeks 2, 4, 6, 8, 10).**Indicative reading:** Bob Hancké, *Intelligent Research Design: A guide for beginning researchers in the social sciences*, Oxford UP 2009; J Caporaso & D Levine, *Theories of Political Economy*, Cambridge, 1992; R Goodin & H-D Klingemann (Eds), *A New Handbook of Political Science*, Oxford, 1996.**Assessment:** There is *no* examination for this course.**EU417 Half Unit Not available in 2009/10**
Italy in the European Union**This information is for the 2009/10 session.****Teacher responsible:** Dr R Leonardi, J108**Availability:** For MSc Politics and Government in the European Union, MSc European Political Economy, MSc European Studies: Ideas and Identities, MSc History of Nationalism and MPA Public, Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy and LSE-Sciences Po Double Degree in European Studies.**Course content:** The European thrust of Italian politics in the postwar period; democratisation and nation-building after WWII; political competition and the ideological debate between government and opposition in the 1945-47 period of the future structure of the Italian state and its relations with other European countries; the contribution of Italian European federalist thinkers;

the Europeanisation of public policies in Italy: monetary union, cohesion, agriculture, competition, transport, foreign and security policies.

Teaching: 10 lectures and 10 seminars in MT, and two lectures and two seminars in first and second weeks of ST.**Formative coursework:** Students are required to write two 2,000 essays during the course. The first essay is formative and does not count towards the final mark. The second essay counts for 25% of the overall mark.**Indicative reading:** Raffaella Nanetti, *Politics in Europe*, 2007; Maurizio Cotta and Luca Verzichelli, *Political Institutions in Italy* (2007); Robert Leonardi & Marcello Fedele (Eds), *Italy: Politics and Policy*, Vol 2, 2003.**Assessment:** A two-hour unseen written examination in June (75%) and a 2,000 word essay to be submitted during the course (25%).**EU419 Half Unit Not available in 2009/10**
Socio-economic Cohesion Policies in the EU**This information is for the 2009/10 session.****Teacher responsible:** Dr R Leonardi, J108**Availability:** For MSc European Political Economy, MSc European Social Policy, MSc Politics and Government in the European Union, LSE-Sciences Po Double Degree in Urban Policy, MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy, MSc European Studies: Ideas and Identities, MSc Regional and Urban Planning Studies and LSE-Sciences Po Double Degree in European Studies.**Course content:** Discussion of economic and political integration theories; the empirical reality of economic and social convergence in Europe since the 1950s; the concept of cohesion; the impact of the Single European Act and the Maastricht, Amsterdam and Nice treaties on the definition and implementation of cohesion policies; EMU and the regions; governmental performance at the sub-national level; the role of institutional and administrative capacity in the management of Structural Funds; multi-level governance and implementation of cohesion policies; the role of social capital in development strategies; networks as instruments of cohesion; European spatial planning; urban policy; Implications of enlargement to 10 and then to 2 new member states; the implications of the Lisbon Strategy of cohesion.**Teaching:** 10 seminars in the LT and two seminars in the third and fourth weeks of the ST.**Formative coursework:** Students are required to write two 2,000 essays during the course. The first essay is formative and does not count towards the final mark. The second essay counts for 25% of the overall mark.**Indicative reading:** R Leonardi, *The Cohesion Policy of the European Union*; W Molle, *European Cohesion Policy*; I Bache, *The Politics of Regional Policy in the European Union*; L Hooghe, *Cohesion Policy and European Integration*; M Rhodes, *The Regions and the New Europe*; EC Commission, *Fourth Cohesion Report*.**Assessment:** A two-hour unseen written examination in June (75%) and a 2,000 word essay to be submitted during the course (25%).**EU420 Half Unit**
European Union Law and Government**This information is for the 2009/10 session.****Teacher responsible:** Professor D Chalmers, J218**Availability:** Optional for MSc European Political Economy, MSc European Studies: Ideas and Identities, MSc Politics and Government in the European Union, LLM, MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development, MSc European Social Policy and LSE-Sciences Po Double Degree in European Studies.**Pre-requisites:** A solid knowledge of the role and functions of EU institutions is required.**Course content:** This course offers a theoretically informed study of the central institutions and legal processes of EU government. Central theories of decision-making and legal theories within EU studies are considered. These are then applied to analyse the central relationships within both EU government and administration and

the EU legal system, so that students come away with an informed view of not just the balance of power, but also of the role of interests and ideas in the political institutions in Brussels and the European court system.

Teaching: 10 lectures and 10 seminars in MT; one lecture and one seminar in ST.

Formative coursework: Two unassessed essays (2,000 words each).

Indicative reading: K Alter, *Establishing the Supremacy of EC Law*; Majone, *Dilemmas of European Integration*; Bergström, *Comitology*; Walker (ed.) *Sovereignty in Transition*; M Westlake, *The Council of the European Union*; N Nugent, *The European Commission*; L Hooghe, *The European Commission and the Integration of Europe*; R Corbett, F Jacobs & M Shackleton, *The European Parliament*.

Essential preliminary reading: D Chalmers, *EU Law*.

Assessment: One two-hour, written examination in the ST (75%) and a 2,000 word essay (25%).

EU421 Half Unit Policy-Making in the European Union

This information is for the 2009/10 session.

Teacher responsible: Dr S Hagemann

Availability: Optional for MSc European Political Economy, MSc European Studies: Ideas and Identities, MSc Politics and Government in the European Union, MSc Public Management and Governance, MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development, MSc Public Policy and Administration, MSc Public Policy and Administration (Research), MSc European Social Policy and LSE-Sciences Po Double Degree in European Studies. Available to students on other MSc programmes subject to agreement by the teacher responsible.

Pre-requisites: A solid knowledge of the role and functions of EU institutions is required.

Course content: This course offers the theoretically informed study of the EU policy-making across a selection of key issue areas. The principal aim of the course is to provide a detailed knowledge of how national and EU institutions interact in European policy making. To achieve this the course is divided into two parts. The first introduces principal theories of policy making along three core policy dimensions: agenda setting, decision making and policy implementation. In the second part the conceptual insights gained will be used to analyse a number of substantive policy areas. These will typically include: the single market, social and environmental policies, cohesion policies, Common Agricultural Policy, Economic and Monetary Union, Justice and Home Affairs and EU foreign policy.

Teaching: 10 lectures and 10 seminars in LT; one lecture and one seminar in ST.

Essential preliminary reading: H Wallace, W Wallace and M Pollack (Eds), *Policy-Making in the European Union*, Fifth edition

Indicative reading: S S Andersen & K A Eliassen (Eds), *Making policy in Europe*; L Cram, *Policy-making in the European Union*; A Héritier, *Policy-making and diversity in Europe*; S Leibfried & P Pierson (Eds), *European Social Policy*; J J Richardson, *European Union: Power and Policy-making*; A M Sbragia (Ed), *Euro-politics*; B Steunenberg & F van Vught (Eds), *Political institutions and public policy*.

Assessment: One two-hour, written examination in the ST.

EU423 Half Unit Not available in 2009/10 Greece and the European Union

This information is for the 2009/10 session.

Teachers responsible: Professor K Featherstone, J202 and Dr V Monastriotis, J205

Availability: Primarily for students taking MSc European Political Economy, MSc European Studies: Ideas and Identities, MSc Politics and Government in the European Union, MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy, MSc History of Nationalism and LSE-Sciences Po Double Degree in European Studies, but open to students from other MSc degrees.

Course content: The purpose of this course is to provide students with an analytical understanding of the relations that exist between Greece and the rest of the European Union, drawing on

historical perspectives as well as on concepts from political science, international relations, and political economy. Topics include: the idea of Greece in Europe and of Europe in Greece from the 19th century to the present; external intervention in domestic Greek politics; the process of Greece's accession to the European Union; 'Europeanisation' and domestic adaptation to membership in politics, the economy and society; the performance of Greece in the EU; current and future domestic challenges.

Teaching: One weekly two-hour seminar.

Indicative reading: J. S. Koliopoulos and Th. M. Veremis, *Greece: The Modern Sequel*, 2002; D. Close, *Greece Since 1945: A History*, 2002; K Featherstone, *Politics and Policy in Greece*, 2005; R Clogg, *A Concise History of Greece*; J Campbell & P Sherrard, *Modern Greece*, 1968; K R Legg & J M Roberts, *Modern Greece: A Civilization on the Periphery*, Westview Press; K R Legg, *Politics in Modern Greece*, 1969; N Mouzelis, *Modern Greece: Facets of Underdevelopment*, 1978; N Mouzelis, *Politics in the Semi-Periphery: Early Parliamentarism and Late Industrialization in the Balkans and Latin America*, Macmillan, 1986; C M Woodhouse, *Modern Greece: A Short History*, 1991.

Assessment: One two-hour written examination in June.

EU424 Half Unit The Idea of Europe

This information is for the 2009/10 session.

Teachers responsible: Dr S Glendinning, J107 and Mr M Fraser, J110

Availability: Core course for MSc European Studies: Ideas and Identities and students following the MSc European Studies: Ideas and Identities on the LSE-Sciences Po Double Degree in European Studies. Optional for MSc European Political Economy, MSc European Studies (Research), MSc Politics and Government in the European Union and MSc History of Nationalism.

Course content: Europe has never been indifferent to its own meaning and significance. In this course we explore some key ideas in the developing movement of a distinctively European self-understanding and identity. The course will introduce and critically explore the classic idea of Europe as not just a specific geographical region or regional economic power but as the 'spiritual leader' of a global mission, a 'vanguard' for human civilisation. Although our studies will focus on themes and texts which have informed a "Eurocentric" perspective we will keep in view that Europe today has reached a point at which it is no longer so comfortable with the idea of the global authority of the 'European spirit'. Among other topics we examine the origins of Europe in Ancient Greece and Christendom; the idea of the territorial and historical ends of Europe; the distinction between 'civilisation' and 'barbarism'; the emergence of European rationalism; and the development of the idea of universal human rights.

Teaching: 10 weekly one-hour lectures (MT) and 10 weekly one-and-a-half hour seminars (MT).

Formative coursework: Two 2,500 word unassessed essays

Indicative reading: Norman Davies, *'Introduction' to Europe: A History*; Anthony Pagden (ed) *The Idea of Europe*; Roger Scruton, *The West and the Rest*; Immanuel Kant, 'Perpetual Peace' in his *Political Writings*, G.W.F. Hegel, *The Philosophy of History*; Isaiah Berlin, *The Crooked Timber of Humanity*; Paul Valéry, 'Notes on the Greatness and Decline of Europe' in his *History and Politics*; Hannah Arendt, *The Origins of Totalitarianism*.

Assessment: One two-hour written examination in June.

EU425 Half Unit Interest Representation and Economic Policy-Making in Europe

This information is for the 2009/10 session.

Teacher responsible: Dr Marco Simoni, L304

Availability: MSc European Political Economy, MSc Politics and Government in the European Union (both streams), MSc European Studies: Ideas and Identities, MSc Political Sociology, MPA European Public and Economic Policy and LSE-Sciences Po Double Degree in European Studies. The course is available as an outside option. The course is capped at 15 students.

Pre-requisites: Students should be familiar and comfortable with reading and understanding econometrics and formal models.

Course content: The focus of this course is on the representation of interests in Europe, and their role in Economic policy-making. Students will analyse the main theoretical issues and selected empirical questions on how interests are differently organised across countries and at the EU level, on the interplay between interest representation and electoral politics, and on the policy outcome after interest intermediation. The objective is to understand the dynamics of economic policy-making in comparative perspective, with an emphasis on the globalisation period.

Teaching: Ten two-hour lecture/seminar sessions in the LT

Formative coursework: One presentation per student on a case study of his/her choice, plus two 1,500 words essays.

Indicative reading: Streeck, W. and Schmitter, P. (1991) 'From National Corporatism to Transnational Pluralism', *Politics and Society*, 19, 133-164; Patterson, Lee Ann (1997) "Agricultural Policy Reform in the European Community: A Three-Level Game Analysis." *International Organization* 51 (1): 135-65; Streeck, W. and Kenworthy, L. (2005) 'Theories and Practices of Neocorporatism'. In Janoski, T., Alford, R. R., Hicks, A. M. and Schwartz, M. A. (eds) *The Handbook of Political Sociology*, Cambridge: Cambridge University Press, pp. 441-460; Scharpf, F. W. (1991). *Crisis and choice in European social democracy*. Ithaca, N.Y, Cornell University Press; Cusack, T. R. (1997). "Partisan politics and public finance: Changes in public spending in the industrialized democracies, 1955-1989." *Public Choice* 91: 374-395; Iversen, T. and D. Soskice (2006). "Electoral Institutions and the Politics of Coalitions: Why Some Democracies Redistribute More Than Others." *American Political Science Review* 100(2): 165-181; Avdagic, S. and Colin Crouch (2006) "Organized Economic Interests: Diversity and Change in an Enlarged Europe." In *Developments in European Politics*, Paul Heywood, Erik Jones, Martin Rhodes, and Ulrich Sedelmeier (Eds.) Basingstoke and New York: Palgrave, 2006, p. 196-215.

Assessment: One two-hour written examination in ST.

EU429 Half Unit The Political Economy of Southwest and Mediterranean Europe

This information is for the 2009/10 session.

Teacher responsible: Dr J Costa-I-Font, J316

Availability: For MSc European Political Economy, MSc European Studies: Ideas and Identities, MSc Politics and Government in the European Union and LSE-Sciences Po Double Degree in European Studies. Available as an outside option to students on MSc Political Science and Political Economy and other Masters programmes.

Course content: This course provides political economy analysis of a set of relevant institutional reforms in South West Europe and the development of a Mediterranean dimension. Key issues examined include the following: democratisation in Spain, Portugal and Greece; economic and social liberalisation; state and constitutional design; fiscal and political federalism; national and regional diversity; macroeconomic equilibrium; welfare state consolidation; electoral and political competition along with Europeanization. The course covers the following set of areas: The Southern models of transition and consolidation of democracy; Economic and social liberalization; centre-periphery relations; the federalist debate and national question; the case studies of Catalonia and the Basque Country; the structure of meso-level government; constitutional design and the southern models of governance; South West model of electoral mobilization; political cleavages in Portugal, Italy and Spain; the development and consolidation of the Welfare State in Spain, Portugal and Italy; south European Social Model; decentralization in Spain and Italy; macroeconomic stabilization: unemployment and inflation; microeconomic equilibrium; labour markets and migration; European and monetary integration; the Euro-Mediterranean and Barcelona Process.

Teaching: 10 two-hour combined lectures/seminars (LT) plus two two-hour revision sessions (ST).

Indicative reading: Colomer, Josep Maria (2002) *Political Institutions in Europe*, 2nd ed London, Routledge; Colomer, Josep Maria (1995) *Game Theory and the Transition to Democracy: the*

Spanish model, Aldershot, Edward Elgar; Kenneth Maxwell (1995) *The Making of Portuguese Democracy* (New York: Cambridge Univ. Press). Börzel, Tanja A (2002) *States and Regions in the European Union: institutional adaptation in Germany and Spain Themes in European governance*, New York, Cambridge University Press. Corkill, D. (1999), *The Development of the Portuguese Economy: a case of Europeanization*, London, Routledge.

Assessment: Two-hour unseen written examination in June.

EU430 Half Unit Europeanization: The Comparative Politics of Domestic Change

This information is for the 2009/10 session.

Teacher responsible: Professor K Featherstone, J202

Availability: MSc European Political Economy, MSc European Studies: Ideas and Identities, MSc Politics and Government in the European Union, MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public, Economic Policy and LSE-Sciences Po Double Degree in European Studies and other relevant programmes by agreement. This course is capped at 30 students.

Course content: The course provides students with an understanding of the processes of domestic change as a result of European integration. The patterns of domestic adjustment are examined at the level of institutional settings, political behaviour and policy content. By focusing on responses to the EU in new and old member states, applicant states and neighbouring states, the Europeanization perspective complements existing courses on regional integration and the European Union.

The main course themes include: what is Europeanization?

Varieties of institutionalist approaches; Europeanization beyond the EU: theoretical approaches; Europeanization, Euroscepticism, electoral behaviour and party system dynamics; Europeanization and central executives; Europeanization and national parliaments; Europeanization and the role of subnational actors; national compliance with EU law.

Teaching: One weekly two-hour seminar in the MT.

Indicative reading: Graziano, P. and Vink, M.P. (eds) (2006) *Europeanization: New Research Agendas*, Palgrave Macmillan; Bulmer, S. and Lesquesne, C. (eds) (2005) *The Member States of the European Union*, Oxford: Oxford University Press; K Featherstone & C Radaelli (Eds), *The Politics of Europeanization*; Oxford University Press, (2003); K Goetz & S Hix (Eds), *Europeanised Politics? European Integration and National Political Systems*, Frank Cass, (2001); M Green Cowles, J Caporaso & T Risse (Eds), *Transforming Europe: Europeanization and Domestic Change*, Ithaca, Cornell UP; F. Schimmelfennig and U. Sedelmeier (eds) (2005) *The Europeanization of Central and Eastern Europe*, Ithaca: Cornell University Press; Zubek, R. (2008) *Core Executive and Europeanization in Central Europe*, Palgrave Macmillan.

Assessment: One two-hour examination in ST.

EU434 Half Unit The Political Economy of Southeast Europe

This information is for the 2009/10 session.

Teacher responsible: Dr V Monastiriotis, J205

Availability: Optional course for MSc European Political Economy, MSc Politics and Government in the European Union, MSc European Studies: Ideas and Identities, MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public Economic Policy, MSc Local Economic Development, LSE-Sciences Po Double Degree in Urban Policy and LSE-Sciences Po Double Degree in European Studies programmes. Other masters students may take this course with the permission of the teacher responsible. This course is capped at 15 students.

Pre-requisites: A basic understanding of economics is desirable but not necessary.

Course content: The course examines the processes of transition, regional cooperation and European association in the SEE region and draws on theories of regionalism, economic integration and transition to assess the extent and prospects of economic

integration and development in Southeast Europe. It explores the production structures and capabilities the region; the country disparities in macro-economic performance; developments in trade, migration and investment flows in the region; the design and compatibility of national economic policies and institutions; the coordination of policies at the European and regional levels; and the structural problems of economic transition, integration and convergence. Attention is paid to Greece as the historical EU partner in SE Europe and its role for the economic development and European integration of the region. The course relates the above issues to the question of policy harmonisation and Europeanisation of the region, in relation to the current and future waves of enlargement of the EU.

Teaching: 10 lectures (weekly, MT); 10 seminars (weekly, MT); one revision seminar (ST).

Formative coursework: Two 1,500 word essays.

Indicative reading: Molle W. (2001), *The Economics of European Integration: theory, practice, policy* (4th edition), Ashgate; Petrakos G. and Totev S. (eds) (2001), *The Development of the Balkan Region*, Aldershot; Anastasakis O. and Bojicic-Dzelilovic V. (2002), *Balkan Regional Cooperation and European Integration*, Hellenic Observatory, LSE; Bartlett W. (2007), *Europe's Troubled Region: Economic Development, Institutional Reform, and Social Welfare in the Western Balkans*, Routledge.

Assessment: One two-hour written examination in June.

EU435 Half Unit History and Theory of European Integration

This information is for the 2009/10 session.

Teacher responsible: Dr J White, J109

Availability: MSc Politics and Government in the European Union, MSc European Studies (Research), MSc International Relations, MSc International Relations (Research), MSc Management and MSc International Relations Theory. Available to others by approval of the teacher responsible. Also available to students taking MSc International Relations or MSc International Political Economy as part of the LSE-Sciences Po Double Degree in Affaires Internationales and LSE-Sciences Po Double Degree in European Studies programmes.

Course content: The course seeks to give students an understanding of the dynamics of European integration over the past 50 years; the relevance and value of different theoretical explanations of the integration process; and the role of the EU institutions in the integration process. Topics include: the structuring of modern Europe; theorising European integration; neo-functionalism, federalism, and intergovernmental approaches; contemporary theoretical debates. Origins and history of European integration from the 1950s to today, including major treaty reforms, enlargements and evolving policy objectives. The key institutions of the European Union: the European Commission, the Council of Ministers, the European Council, the European Parliament, and the European Court of Justice.

Teaching: 10 lectures in MT; 10 seminars in MT. Revision lecture in ST.

Formative coursework: Substantial seminar presentations are allocated at the first meeting of the seminar. Two 2,000-word essays are set and marked by the seminar teacher.

Indicative reading: No single book is exactly coterminous with the syllabus. The following are useful introductions: Desmond Dinan, *Ever Closer Union?* (3rd edn), Palgrave, 2005; Ben Rosamond, *Theories of European Integration*, Macmillan, 2000; Brent Nelson & Alexander Stubb, *The European Union: Readings on the Theory and Practice of European Integration* (3rd edn), Lynne Rienner, 2003; A Moravcsik, *The Choice for Europe: Social Purpose & State Power from Messina to Maastricht*, London, UCL Press, 1998; John Peterson & Michael Shackleton, *The Institutions of the European Union* (2nd edn), Oxford 2006.

Assessment: An unseen, two-hour written examination in the ST (100%).

EU436 Law and Governance of the Single European Market

This information is for the 2009/10 session.

Teacher responsible: Professor D Chalmers, J218

Availability: Optional for MSc Politics and Government in the European Union, MSc European Political Economy, MSc Regulation, MSc Regulation (Research), MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy, LLM and LSE-Sciences Po Double Degree in European Studies. This course is capped at 30 students.

Pre-requisites: A solid knowledge of either EU law or EU politics.

Course content: An in-depth critical analysis of the central institutions and legal norms that make up as the Single European Market as well as an analysis of the legal organisation and governance of key goods, services and labour markets within the Single European Market.

I. The Competencies and Institutions of the Single European Market. 'Old Approach to Harmonisation'; mutual recognition; standardisation; the 'New Regulatory Agencies'; the Single European Market and Economic Constitutionalism

II. The Legal Organisation of European Markets for Products.

This section will analyse the governance of a number of product markets. Typically, it will look at EU regulation of food markets, chemicals, the auto industry, the energy market, and pharmaceuticals.

III. The Legal Organisation of European Markets in Services. This will consider the governance of markets such as broadcasting, the professions, sport, e-commerce and insurance.

IV. The EC Legal Regulation of Labour Movements. EC regulation of trans-national movement by different forms of labour. This will include professionals, posted workers, and repression of 'illegal' labour movements.

Teaching: One one-hour lecture and one one-hour seminar per week.

Formative coursework: Two essays per term (2,000 words each).

Indicative reading: Joerges & Dehousse (eds) *Good Governance in Europe's Integrated Market* (2002, Hart); M. Egan, *Constructing a European Market* (Oxford, OUP, 2001); C. Barnard & J. Scott (eds) *The Law of the Single European Market: Unpacking the Premises* (2002, Hart, Oxford); Schepel, *The Constitution of Private Governance* (2005, Hart); Grilles, *The battle of the single European market: achievements and economic thought 1985-2000* (2003, Kegan); Jabko, *Playing the Market: A Political Strategy for Uniting Europe 1985-2005* (2006, Cornell).

Assessment: A three-hour written examination (75%) and a 2,000 word essay (25%).

EU437 Half Unit Europe Beyond Modernity

This information is for the 2009/10 session.

Teacher responsible: Dr S Glendinning, J107

Availability: MSc European Studies: Ideas and Identities; MSc European Political Economy; MSc Politics and Government in the European Union and MSc International Relations. Also available to students taking MSc International Relations or MSc International Political Economy as part of the LSE-Sciences Po Double Degree in Affaires Internationales and LSE-Sciences Po Double Degree in European Studies programmes.

Course content: This course engages with the deepest roots and fundamental trajectory of the contemporary European life-world as identified by three major thinkers of the nineteenth and twentieth centuries: Nietzsche, Heidegger and Derrida. Taking up and problematising the Levinasian claim that 'Europe is the Bible and the Greeks', the course explores the idea that Europe is a cultural and political movement in deconstruction, a movement which might be summarized by Nietzsche's madman's pronouncement concerning that God is dead. As Derrida, a leading theorist of this conception puts it, 'one should, more prudently, say 'Greek, Christian and beyond' to conceive the formation of the European heritage. This suggestion not only makes it possible to acknowledge many other important cultural sources in this heritage (Judaic and Islamic at

the very least) but also, and above all, directs us towards what, in Nietzsche's wake, can be identified as 'the passage *beyond*' – the movement in which the European tradition 'tends of itself to break with itself'. There is no suggestion that the heritage and future of Europe are disconnected in this 'passage beyond', and none of the authors explored in this course seek to reject the European heritage or want simply to destroy it. On the contrary, and always in its name, the attempt is made in their writings to effect a *renewal* of the European life-world which could propel it in a new direction out of (i.e. both 'from' and 'beyond') its own fundamental sources. The key political themes in this renewal will be explored in relation to Carl Schmitt's conception of *the political* and the Greco-Christian conception of *the cosmopolitical* – two themes that are themselves deeply rooted in the heritage that is the basic focus of the course.

Teaching: 10 one-hour lectures (LT); 10 one-and-a-half-hour seminars (LT); 1 one-and-a-half-hour revision session (ST).

Formative coursework: Two 1,500 word essays; seminar presentation.

Indicative reading: Robert Pippin, *Modernism as a Philosophical Problem*; Jean-François Lyotard, *The Postmodern Condition*; Richard Rorty, *Contingency, Irony and Solidarity*; Friedrich Nietzsche, *Beyond Good and Evil*; Martin Heidegger, *The Question Concerning Technology*; Carl Schmitt, *The Concept of the Political*; Jacques Derrida, *The Politics of Friendship*.

Assessment: One two-hour written examination in ST.

EU438 Half Unit

Turkey: Political Economy and European Integration

This information is for the 2009/10 session.

Teacher responsible: Professor S Pamuk, J208

Availability: MSc European Political Economy, MSc Politics and Government in the European Union, MSc European Studies: Ideas and Identities, MSc International Relations; MSc International Political Economy; MSc Economic History; MSc Global History; MPA Public and Economic Policy/MPA Public Policy, Management/MPA International Development/MPA European Public and Economic Policy and MA Global Studies: A European Perspective. The course is also available to students taking the LSE-Sciences Po Double Degree in Affaires Internationales and LSE-Sciences Po Double Degree in European Studies programmes. Also available as an outside option where regulations permit and with the permission of the teacher responsible.

Course content: This course focuses on Turkey's political economy and its interaction with the European integration process. Topics include: Recent Political History and Institutions; Economy and Economic Policy since World War II; Economy and Politics since 1990; Neo-Liberal Reforms; Agriculture, Employment and Social Policy; Rise of New Economic Elites; Politics and Economics of EU Integration; Selected Issues in Turkey's European Integration; Domestic Politics and EU Integration.

Teaching: Ten one-hour lectures and ten one-and-a-half-hour seminars, LT; two one-hour revision sessions, ST.

Formative coursework: Students are required to complete one 1,500 word essay.

Indicative reading: . Pamuk, "Economic Change in Twentieth Century. Is the Glass More than Half Full?", in R. Kasaba (ed.), *Cambridge History of Modern Turkey*, 2008, pp. 266-300; ç. ökten, "Privatization in Turkey: What has been achieved?", in S. Altug and A. Filiztekin (eds.), *The Turkish Economy*, Routledge, 2006, pp. 227-51; F. Adaman and M. Arsel, "European Union and Turkey: who defines environmental progress?" *International Journal of Middle East Studies*, Vol. 40, 2008, pp. 541-43; S. Verney, "National Identity and Political Change on Turkey's road to EU Membership", *Journal of Southern Europe and the Balkans*, vol. 9, no. 3, 2007, pp. 213-221; K. Dervi , M. Emerson, D. Gros and S. ülgün "The Economics of Turkey's Candidacy", in *European Transformation of Modern Turkey*, 2004, pp. 65-107; K. Ulusoy, "The Europeanisation of Turkey and its impact on the Cyprus problem", *Journal of Southern Europe and the Balkans*, Vol. 10, 2008, pp. 309-329; N. Canefe and T. Bora, "Intellectual Roots of anti-European Sentiments in Turkish Politics: the case of radical Turkish nationalism", *Turkish Studies*, vol. 4, no. 1, 2003; J. Casanova, "The Long, Difficult, and Tortuous Journey of Turkey into Europe and the Dilemmas of

European Civilization" *Constellations*, Vol. 13, No. 2, 2006, pp. 234-47.

Assessment: A two-hour examination in the ST (75%) and a 1,500 word essay (25%).

EU439 Half Unit

Political and Fiscal Integration and Disintegration in EU Member States

This information is for the 2009/10 session.

Teacher responsible: Dr J Costa-I-Font, J316

Availability: This is an optional course on MSc European Political Economy, MSc Politics and Government in the European Union, MSc European Studies: Ideas and Identities, MSc European Social Policy, MSc Political Science and Political Economy, MSc Local Economic Development, MSc European Studies, MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy and LSE-Sciences Po Double Degree in European Studies. This course is capped at 15 students.

Course content: With the expansion of processes of economic integration in the European Union the traditional economic role of the state requires redefinition. Monolithic states progressively become more flexible structures to respond to constituents demands. This is especially the case of those policy areas that are highly relevant for European citizens such as language, culture and welfare. This course attempts to describe these phenomena and its detailed effects on the institutional structure of states. At the same time, given the European Union institutional structure is moving towards some form of federalism, the course discusses how theories of political and fiscal federalism can help to understand these phenomena. The constitutional design of the European Union brings up a large set of theoretical questions on the institutional design to be addressed from the perspective of constitutional political economy. The course is intended to provide an understanding of the political economy of both fiscal and political decentralisation process with a European perspective. The course examines the economic and fiscal incentives and competitive mechanisms of state integration. Finally, it addresses the effects of economic, social and political heterogeneity in the organisation of European Union member states and well as in the European Union itself. Topics include: Introduction to State and Institutional Design. Political, Economic and Fiscal Integration. Constitutional Political Economy of Europe. Economics of Nationalism. Elite Decision Making. Fiscal Federalism and Europe. Leviathan Paradox and Government Size. Competition, Coordination and Cooperation in a Federation. Vertical and Horizontal Competition National Identity and Public Goods. Economic Incentives for State Formation.. Incentives in State Design: Conflict and Cooperation. Experiences of Political and Fiscal Decentralisation in Europe. Language, Culture and Welfare Policies in the European Union member states.

Teaching: 10 one-hour lectures (LT), 10 one-and-a-half hour seminars (LT) and two revision sessions (ST)

Formative coursework: Two essays of up to 1,500 words each

Indicative reading: Alberto Alesina with Francesco Giavazzi (2006) *The Future of Europe: Reform or Decline*, MIT Press; Albert Breton (1996), *Competitive Governments. An Economic Theory of Politics and Public Finance*, New York: Cambridge University Press; Alberto Alesina with Enrico Spolaore (2003). *The Size of Nations*, MIT Press, Cambridge, MA.

Assessment: Two-hour written examination (100%).

EU440 Half Unit

Greece and South-East Europe: Government, Economy and Foreign Policy

This information is for the 2009/10 session.

Teacher responsible: Dr S Economides, J207

Availability: Optional course for MSc European Political Economy, MSc European Studies: Ideas and Identities, MSc Politics and Government in the European Union, MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy, MSc

History of Nationalism and LSE-Sciences Po Double Degree in European Studies.

Course content: An examination of Greece and South East Europe from a politics and international relations perspective, with particular emphasis on post-1989 developments. Topics include: Historical Legacies; Disintegration of Yugoslavia; the Western Balkans after Yugoslavia; the EU and the Eastern Balkans; Greece and European Foreign Policy; Greece's Policy in the Balkans; Turkey and the EU; Cyprus and the EU; EU Enlargement and South-eastern Europe; Regional Co-operation.

Teaching: 10 Lectures (weekly, LT); 10 Seminars (weekly, LT).

Indicative reading: G Allison & K Nicolaides (Eds), *The Greek Paradox*, MIT Press, 1997; I Banac, *The National Question in Yugoslavia*, Cornell University Press, 1984; D Barchard, *Turkey and the European Union*, Centre of European Reform, 1998; G Castellan, *A History of the Balkans*, Tr N Bradley, Columbia University Press, 1992; C Cviic, *Remaking the Balkans*, Printer for Institute International Affairs, 1995; K Featherstone & K Ifantis (Eds), *Greece in a Changing Europe*, Manchester University Press, 1996; T Geshkoff, *Balkan Union: A Road to Peace in Southeastern Europe*, Columbia University Press, 1940; E Loewendal, *"Promises to Keep": The Reality of Turkish-EU Relations*, Action Centre for Europe, 1998; P Shoup (Ed), *Problems of Balkan Security: Southeastern Europe in the 1990s*, Wilson Centre Press, 1990; M Todorova, *Imagining the Balkans*, Oxford University Press, 1997; S Woodward, *Balkan Tragedy*, Brookings Institute, 1995.

Assessment: One two-hour written examination in June.

EU443 Half Unit European Models of Capitalism

This information is for the 2009/10 session.

Teachers responsible: Dr R Hancke, J209 and Dr C Van Wijnbergen, J210

Availability: For MSc European Political Economy, MSc European Studies: Ideas and Identities, MSc Management, MSc Public Policy and Administration, MSc Public Policy and Administration (Research), MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy, MSc China in Comparative Perspective and LSE-Sciences Po Double Degree in European Studies. Students on MSc Global Politics who wish to take this course must seek approval from the teachers responsible.

Course content: The course consists of two parts. In the first part we will discuss the basic arguments and methodological considerations of the Varieties of Capitalism literature and conduct a comparative analysis of the core issue areas in the political economy of contemporary capitalism: how capital, labour and product markets are structured. The second part will build on these thematic treatments to discuss the structure of and dynamics of the main Western, Southern and Central European models of capitalism. In week 2 of the summer term, there will be a review lecture and seminars.

Teaching: One one-hour lectures (week 1, LT); 10 two-hour seminars (weeks 1-10 LT).

Indicative reading: Peter A Hall & David Soskice (Eds), *Varieties of Capitalism: The Institutional Foundations of Competitiveness*. Oxford University Press, 2001; Hancké, Bob, Martin Rhodes and Mark Thatcher (eds.) 2007. *Beyond Varieties of Capitalism: Conflict, contradiction and complementarities in the European Economy*. (Oxford UP 2007) (henceforth HRT); Crouch, Colin, *Capitalist Diversity and Change*, Oxford University Press, 2005; Hancké, Bob (ed.), 2009, *Debating Varieties of Capitalism: A Reader*, Oxford UP.

Assessment: One two-hour written examination in June, in which two questions out of eight have to be answered.

EU446 Half Unit Patterns of Economic Integration in Europe: Institutions and Politics of EMU

This information is for the 2009/10 session.

Teacher responsible: Dr V Monastiriotis, J205

Availability: For MSc European Political Economy, MSc Politics and Government in the European Union, MSc Political Science and

Political Economy, MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy, MSc Management and LSE-Sciences Po Double Degree in European Studies. Other masters students may take this course with the permission of the teacher responsible.

Pre-requisites: A basic understanding of economic concepts is essential which is why the attendance of EU409 in MT is highly recommended.

Course content: The purpose of this course is to analyse the process of European monetary integration and its implications for the institutions of economic governance in the EU. We first consider the political and economic rationale for the establishment of EMU and then examine the new institutions of macro-economic governance and their political economy (e.g., how the resolve or enhance problems of free-riding, political exchange, information asymmetry, etc). Following, we analyse how EMU changes institutional frameworks in the current and prospective member-states, with emphasis on structural reforms in the labour market and the European welfare state(s), as well as the management of the global financial crisis. Indicative questions addressed in this course include: how and why did the EU develop the EMU project?; what is distinctive about the mode of governance for EMU?; what are the challenges for member states in adjusting to the discipline of the 'Euro-zone'?; what issues arise for the EU in managing relations between member states in the Euro-zone and those outside?; how does the Euro affect the ability of member states to adjust to periods of crisis and to external shocks?

Teaching: Lectures 10 (weekly LT); Seminars 10 (weekly LT), one revision lecture and one seminar in ST (first and second weeks respectively).

Formative coursework: Two 1,500-word essays

Indicative reading: Tsoukalis L. (1997), *The New European Economy Revisited*, Introduction (3rd edn), OUP (essential preliminary reading); Dyson K. and Featherstone K. (1999), *The Road to Maastricht*, OUP; Crouch C. (ed), *After the euro*, OUP; Dyson K. (ed) (2008), *The Euro at Ten: Europeanization, Power, and Convergence*, OUP; Pisani-Ferry J. and Posen A. (2009), *The Euro at Ten: The Next Global Currency?*, Peterson Institute for International Economics; Buti M., Deroose S. and Gaspar E. (eds) (2010, forthcoming), *The Euro: the first decade*, Cambridge University Press.

Assessment: Students will answer two questions out of eight during a two-hour examination in June.

EU447 Half Unit Democracy, Ideology and the State

This information is for the 2009/10 session.

Teacher responsible: Dr J White, J109

Availability: For MSc European Studies: Ideas and Identities, MSc European Studies (Research), MSc European Political Economy, MPA Public and Economic Policy/MPA Public Policy, Management/MPA International Development/MPA European Public and Economic Policy and LSE-Sciences Po Double Degree in European Studies. This course is capped at 40 students.

Course content: This course investigates various ways in which the State's authority to act – its legitimacy, in brief – has been underpinned in Europe, both ideologically and institutionally, in the modern period. It looks at how the State has been used to give expression to the democratic principle, and the ways this has been undermined or rejected. The module aims to provide students with a deep analytical understanding of the changing role of the State in European society. There will be three parts: A) Theorising the political (including sessions on: the State; collective self-rule and the liberal-democratic compromise; ideology, partisanship and the idea of democracy), B) Democracy in post-War Europe (parties and the structuring of political conflict; the emergence and crisis of the Welfare State; 1968, 1989 and the rediscovery of 'civil society'), and C) Contemporary European trends (ideological convergence and the politics of risk and security; political participation and populism in western and post-Communist Europe; the challenge of transnational integration: 'governance', 'output legitimacy' and the diffusion of state power). The course will conclude with an overview on possible trajectories to come (post-ideological, post-democratic

and post-statal? – Europe today and beyond).

Teaching: Ten two-hour lectures/seminars (MT)

Formative coursework: A 2,500 word unassessed essay.

Indicative reading: Quentin Skinner (1989), 'The State', in Ball and Hanson (eds.) *Political Innovation and Conceptual Change*; Peter Wagner (2008), *Modernity as Experience and Interpretation*; James Tully (2002), 'The Unfreedom of the Moderns', *Modern Law Review* 63; Margaret Canovan (2005), *The People*; Michael Freedman (1996), *Ideologies and Political Theory*; Claus Offe (1996), *Modernity and the State: East and West*; Chantal Mouffe (2005), *On the Political*; Frank Furedi (2005), *Politics of Fear: Beyond Left and Right*; Nina Eliasoph (1998), *Avoiding Politics*; Peter Mair (2006), 'Ruling the Void? The Hollowing of Western Democracy', *New Left Review* 42.

Assessment: A two-hour written examination in June.

EU448 Half Unit Minorities and Migration in Europe

This information is for the 2009/10 session.

Teacher responsible: Dr J Jackson Preece, J206

Availability: MSc European Political Economy, MSc Politics and Government in the European Union, MSc European Studies: Ideas and Identities, MSc History of Nationalism and LSE-Sciences Po Double Degree in European Studies. Students from other departments may attend this course if space permits.

Course content: This course offers a comparative analysis of national minorities and migration in Europe. The key theme of the course is to treat the two phenomena as interconnected policy issues. The sub-division into security- and justice-based approaches, characteristic of both the study of migration and the study of minorities, provides an obvious linkage. The security-based approach focuses on the potential for conflict and the need to control migration and minorities, while the justice-based approach emphasises the need for integration, rights and inclusion. The first part of the course will map the wider historical and political contexts of migration and minorities, namely the context of empire, war, and uneven economic development. The second part of the course concentrates on the impact of migration and minorities on state-building, political mobilisation, welfare and international institutions. The course concludes with an overview of recent policy trends and their representation within the EU. The empirical examples will be drawn from a range of European countries, including the postcommunist transition countries.

Teaching: Ten two-hour seminars (MT). Two revision lectures in ST.

Formative coursework: One essay (2,000-2,500 words).

Indicative reading: Christina Boswell, *European Migration Policies in Flux: Changing Patterns of Inclusion and Exclusion*, Chatham House Papers, Oxford: Blackwell, 2003; Andrew Geddes, *The Politics of Migration and Immigration in Europe*, London: Sage, 2002; Jennifer Jackson-Preece, *National Minorities and the European Nation-State System*, Oxford: Oxford University Press, 1998; David A. Korn, *Exodus Within Borders: An Introduction to the Crisis of Internal Displacement*, Washington, D.C.: Brookings Institution Press, 1999; Gallya Lahav, *Immigration and Politics in the New Europe: Reinventing Borders*, Cambridge: Cambridge University Press, 2004; Will Kymlicka and Wayne Norman (eds), *Citizenship in Diverse Societies*, Oxford: Oxford University Press, 2000; Will Kymlicka and Magda Opalski (eds), *Can Liberal Pluralism be Exported?: Western Political Theory and Ethnic Relations in Eastern Europe*, Oxford: Oxford University Press, 2001; Tove H. Malloy, *National Minority Rights in Europe*, Oxford: OUP, 2005; Michael Marrus, *The Unwanted: European Refugees From the First World War Through The Cold War*, Oxford: OUP, 1985; Gwendolyn Sasse and Eiko Thielemann, *Migrants and Minorities in Europe*, *Journal of Common Market Studies*, Special Issue, Vol 43, No. 4, 2005; Saskia Sassen, *Guests and Aliens*, New York: The Free Press, 1999; Gabriel von Toggenburg (ed), *Minority Protection and the Enlarged European Union: The Way Forward*, Budapest: OSI/LGI, 2004. Yasmin. Soysal, *Limits of Citizenship: Migrants and Postnational Membership in Europe*, Chicago: University of Chicago Press, 1994.

Assessment: A two-hour examination in the ST.

EU449 Half Unit The Political Economy of Transition and EU Accession in Central and Eastern Europe

This information is for the 2009/10 session.

Teacher responsible: Dr C Gordon, J5

Availability: Optional course for MSc European Political Economy, MSc Political Science and Political Economy, MSc Management, MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy, MSc Politics and Government in the European Union and LSE-Sciences Po Double Degree in European Studies. Available to other students subject to the availability of places, and with the permission of the teacher responsible.

Pre-requisites: EU409 **Basic Economic Concepts for European Political Economy** or equivalent.

Course content: The course applies concepts of economics, political economy and political science to its investigation of post-communist transition in Central and Eastern Europe from centrally planned economic management and authoritarian government to market economies, representative democracy and European Union accession. The lectures aim to provide analytical frameworks and an overview of the major research findings and debates about systemic transformation and EU accession. The seminars link key concepts with the experiences of the new member states in Central and Eastern Europe and other countries in the post-communist region.

Teaching: Lectures: EU449 **The Political Economy of Transition and EU Accession in Central and Eastern Europe** (10 x one-hour LT plus one-hour revision lecture ST).

Formative coursework: Two essays.

Indicative reading: N Barr (ed.) (2005) *Labor Markets and Social Policy in Central and Eastern Europe: The Accession and Beyond*, Washington DC: The World Bank; H. Grabbe (2006) *The EU's Transformative Power: Europeanization through Conditionality in Central and Eastern Europe*, Basingstoke: Palgrave; J Kornai (1992), *The Socialist System: The Political Economy of Communism*, Princeton University Press; G Roland (2000) *Transition and Economics: Politics, Markets and Firms*, Cambridge MA: The MIT Press; G Schopflin (1993) *Politics in Eastern Europe 1945-1992*, Blackwell; Alfred Stepan and Juan Linz (1996) *Problems of Democratic Transition and Consolidation: Southern Europe, South America and Post-Communist Europe*, London: Johns Hopkins University Press; Sharon L. Wolchik and Jane L. Curry (eds) (2008) *Central and East European Politics: From Communism to Democracy*, London: Roman and Littlefield; World Bank (2002) *Transition: The First Ten Years: Analysis and Lessons for Eastern Europe and the Former Soviet Union*, Washington DC: The World Bank.

Assessment: A two-hour written examination in June.

EU450 European Union: Contemporary Issues

This information is for the 2009/10 session.

Teacher responsible: Mr M Fraser, J110

Availability: Compulsory for all European Institute MSc and Research students.

Course content: This fifteen week programme of guest lectures from top policymakers in the European Commission, European Parliament, Council of Ministers and national administrations, along with analysts and commentators from think tanks, academia, the media and the private sector, helps ensure that EI students are able to assess the significance of the latest European developments.

Teaching: 15 lectures/seminars, EU450, (MT weeks 6-10, LT weeks 1-10).

Assessment: There is *no* examination for this course.

EU452 European Political Economy

This information is for the 2009/10 session.

Teacher responsible: Dr R Hancké, J209

Availability: Compulsory on MSc European Political Economy, MPA European Public and Economic Policy and students following the MSc European Political Economy on the LSE-Sciences Po Double Degree in

European Studies. Optional on MSc European Studies (Research).

Course content: This course forms the core course of the MSc European Political Economy. It tries to understand how the relation between state and economy in both Western Europe and Central and Eastern Europe has evolved over the post-war period. The course aims to provide students with both a deep analytical understanding of and a systematic treatment of empirical issues related to the evolution of the European political economy.

Topics include: State and economy in Europe; Economic theory and policy in Europe; The political economy of European integration; The political economy of reform in post-communist Europe; The political economy of EU enlargement; Monetary union; the creation of a Single Market; the Lisbon process; the democratic paradoxes of the EU.

Teaching: Twenty one-hour lectures and 20 one-and-a-half-hour seminars plus one revision lecture and seminar in the ST.

Formative coursework: Two individual essays, one group essay plus a mock examination.

Indicative reading: Nicholas Barr (Ed.), *Labor Markets and Social Policy in Central and Eastern Europe: The Accession and Beyond* (World Bank, 2005); Colin Crouch (Ed), *After the Euro* (Oxford University Press, 2000); Kenneth Dyson and Kevin Featherstone, *The Road to Maastricht* (Oxford University Press, 1999); Barry Eichengreen, *The European economy since 1945: coordinated capitalism and beyond* (Princeton University Press, 2007); Paul De Grauwe, *The Economics of Monetary Union* (Oxford University Press 2005, 6th ed.); Gérard Roland, *Transition and Economics: politics, markets and firms* (Cambridge MA: The MIT Press 2000); Helen Wallace, William Wallace and Mark A. Pollack (Eds.), *Policy-making in the European Union* (Oxford University Press 2005, 5th ed.); Stephen White, Judy Batt and Paul G. Lewis, *Developments in Central and East European Politics 3*, (Palgrave, 2003).

Assessment: A three-hour written examination in June.

EU453 Half Unit Not available in 2009/10 The Political Economy of European Social Policy and Welfare State Reform

This information is for the 2009/10 session.

Teacher responsible: Dr W Schelkle, J106

Availability: Optional for MSc European Political Economy, MSc Politics and Government in the European Union, MSc Political Science and Political Economy and MPA Public and Economic Policy/MPA Public Policy, Management/MPA International Development/MPA European Public and Economic Policy and LSE-Sciences Po Double Degree in European Studies. Available to other students subject to the availability of places, and with the permission of the teacher responsible.

Course content: The aim of the course is to apply concepts of political economy to social policy integration in the EU and the coordination of reforms in European welfare states. The aim of the lectures will be to set the theoretical context, summarize the findings of quantitative comparative case studies and outline what seem to be quantitatively European experiences. The seminars will apply these concepts to qualitative case studies of welfare state reforms in member states, asking in particular what role social policy legislation and coordination at the EU level played.

The course will provide students with the conceptual and empirical background to answer the following questions: Why did the economic crises of the 1970s apparently spark a political crisis of the welfare state as it originated in the New Deal? Has this led to retrenchment, restructuring or troublesome inertia in European welfare states? What drives or stalls the reform dynamics in member states? What does EU social policy comprise; is the Single Market Programme and fiscal surveillance part of it? Are the different policy (Luxembourg, Lisbon, Cardiff etc) processes consistent, reinforcing or impeding each other? Is the EU slowly but steadily developing into a social union?

Teaching: Ten one-hour lectures (LT), ten one and-a-half-hour seminars (LT) and one revision session (ST).

Formative coursework: Two formative essays, each between 1,500 and 2,000 words.

Indicative reading: Barr, N. (2004): *The Economics of the Welfare State*, 3rd ed., Oxford: Oxford UP; Esping-Anderson, G. (1999):

The Social Foundations of Postindustrial Economies, Oxford and New York: Oxford UP; Falkner, G., O. Treib, M. Hartlepp and S. Leiber (2005): *Complying with Europe? The Impact of EU Minimum Harmonisation and Soft Law in the Member States*, Cambridge: Cambridge UP; Leibfried, S (2005): 'European Social Policy: Left to Judges and the Market?', in: H. Wallace, W. Wallace and M. Pollack, *Policy-Making in the European Union*, ch. 10; Pierson, P. (ed) (2001): *The New Politics of the Welfare State*, Oxford: Oxford University Press; Rodrik, D. (1996): 'Understanding Economic Policy Reform', *Journal of Economic Literature* 34 (1), 9-41; Scharpf, F.W. and Schmidt, V.A. (eds.) (2000): *Welfare and Work in the Open Economy*, 2 vol's, Oxford: Oxford University Press.

Assessment: A two-hour written examination in June (75%) and a 2,000 word essay (25%).

EU454 Half Unit

The Economics of Transition and EU Accession in Central and Eastern Europe

This information is for the 2009/10 session.

Teacher responsible: Professor W Buitert, J103

Availability: Optional for MSc European Political Economy and MPA Public and Economic Policy/MPA Public Policy, Management/MPA International Development/MPA European Public and Economic Policy and LSE-Sciences Po Double Degree in European Studies. Available to others subject to the availability of places, and with the permission of the teacher responsible.

Pre-requisites: EU409 Basic Economic Concepts for European Political Economy or equivalent.

Course content: The course applies economic principles to post-communist transition from central planning to a market economy and from totalitarian communism to representative democracy and other political systems in the countries of Central and Eastern Europe and the former Soviet Union. The lectures aim to provide analytical frameworks and an overview of the major research findings and debates. The seminars link key concepts with the experiences of the new member states and candidate countries in Central and Eastern Europe.

The course will provide students with the conceptual and empirical background to answer the following questions: was the collapse of the communist economic system inevitable; why did the early transition take the shape it did; why was stabilisation necessary but difficult; what were the major challenges in developing an efficient private sector; which were the key necessary reforms to the inherited welfare state; was the prospect of EU accession helpful to transition; why did the transition experience of countries vary widely; what are the lessons of the current crisis of financial capitalism for the former centrally planned economies?

Teaching: Lectures: EU409 Basic Economic Concepts for European Political Economy (first five weeks of MT). EU454 The Economics of Transition and EU Accession in Central and Eastern Europe (10 x one-hour MT plus one revision lecture ST).

Seminars: 10 x one-and-a-half-hour MT plus one revision seminar ST.

Formative coursework: Two essays.

Indicative reading: N Barr (ed.) (2005), *Labor Markets and Social Policy in Central and Eastern Europe: The Accession and Beyond*, Washington DC: The World Bank; J Kornai (1992), *The Socialist System: The Political Economy of Communism*, Princeton University Press; G Roland (2000), *Transition and Economics: Politics, Markets and Firms*, Cambridge MA: The MIT Press; J Sachs (1993), *Poland's Jump to the Market Economy*, MIT Press; World Bank (2002), *Transition: The First Ten Years: Analysis and lessons for Eastern Europe and the Former Soviet Union*, Washington DC: The World Bank.

Assessment: A two-hour written examination in June.

EU455 Half Unit

Concepts in Political Economy

This information is for the 2009/10 session.

Teacher responsible: Professor W Buitert, J103

Availability: MSc European Political Economy, MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public, Economic Policy,

MSc Management and LSE-Sciences Po Double Degree in European Studies. Available to others subject to the availability of places, and with the permission of the teacher responsible.

Course content: This course constitutes, together with EU452 European Political Economy, the core course for MSc European Political Economy. The aim of the course is to provide a foundation for all European Political Economy students in political economy theory, concepts and practice. The course will anchor the degree in historical and current debates about the nature of political economy and the pros and cons of different methodological approaches. The aim of the lectures will be to outline some of the theoretical debates about key political economy concepts and practice; while the seminars will seek to explore the uses and limits of the theories and concepts discussed by applying them to a series of specific European case studies relevant to the wider issues discussed in the core course (paper 1) and specialist modules under paper 2b.

Among the topics to be covered are: Nature and scope of political economy; Rational choice theory and its critics; Game theory – theory and practice; Cost benefit analysis and political economy; Constructivism and normative political economy: the role of norms and political choice; Institutions: path-dependence, institutional choice; Institutions: managing change – tabula rasa or gradualism; Institutions: avoiding hold-up/opportunism problems; Institutions: solving information problems & enabling learning & innovation; Commitment devices, policy delegation & credibility – tying governments’ hands. A number of specific case studies will be looked at in the seminars to explore the uses and limits of the theories discussed, including the process of EU enlargement, the action of special interest groups in the EU, the role of market and other institutions in transition reform, the role of institutions in various European models of capitalism, and the use of an independent European Central Bank and EU conditionality to provide market credibility and tie governments’ hands.

Teaching: 10 lectures outlining theoretical debates; 10 seminars-application of theory of political economy to case studies in European political economy (one per week MT).

Formative coursework: Two formative essays, each between 1,500 and 2,000 words. One of these essays will be the subject of a ten minute presentation in one of the seminars.

Preliminary reading: J. Caporaso & D. Levine: *Theories of Political Economy*, Cambridge, 1992. A number of extra specialist texts on specific theories and European case studies will be recommended

Assessment: A two-hour written examination in June, in which two questions out of eight have to be answered.

EU456 Half Unit

The Economics of European Social Policy

This information is for the 2009/10 session.

Course Code

This course is also coded SA4F7

Teacher responsible: Professor N Barr

Availability: Optional for MSc European Political Economy, MSc Politics and Government in the European Union, MSc European Studies: Ideas and Identities, MSc European Studies (Research), MSc Public Management and Governance, MSc European Social Policy, MSc Social Policy and Development, MSc Social Policy and Planning, MSc Social Policy (Research), MSc Political Science and Political Economy, MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy and LSE-Sciences Po Double Degree in European Studies.

Pre-requisites: Intermediate micro-economics is helpful.

Course content: The course applies economic theory to social policy. It explains why governments are involved in social policy in all European (and other advanced) countries, not only to reduce poverty and social exclusion but also for reasons of economic efficiency. The course starts by establishing the building blocks of economic theory and then applies the theory to social insurance, poverty and social exclusion, retirement pensions, health and health care, higher education, social policy in the post-communist transition countries, and future challenges for the wider Europe.

Teaching: Ten one-hour lectures and 10 one-and-a-half-hour seminars, LT.

Formative coursework: Two 2,000 word essays.

Indicative reading: A. B. Atkinson (1999), *The Economic Consequences of Rolling Back the Welfare State*, London and Cambridge, Mass: MIT Press; Nicholas Barr (2001), *The Welfare State as Piggy Bank: Information, risk, uncertainty and the role of the State*, Oxford and New York: Oxford University Press; Nicholas Barr (ed.) (2005), *Labor Markets and Social Policy: The Accession and Beyond*, Washington DC: The World Bank; Peter A. Diamond (2004), ‘Social security’, *American Economic Review*, 94/1 (March), 1-24; Pierre Pestiaud (2006), *The Welfare State in the European Union*, OUP. Nicholas Barr and Peter Diamond (2008), *Reforming pensions: Principles and Policy choices*, OUP.

Assessment: There will be one two-hour examination in the ST (100%).

EU457 Half Unit

Ethnic Diversity and International Society

This information is for the 2009/10 session.

Teacher responsible: Dr J Jackson Preece, J206

Availability: For MSc European Studies (Research), MSc European Studies: Ideas and Identities, MSc Politics and Government in the European Union, MSc Global Politics, MSc Comparative Politics, MSc Human Rights, MSc History of Nationalism and LSE-Sciences Po Double Degree in European Studies. Other students may attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Course content: This course problems and practices of ethnic diversity in a world of nation-states including self-determination, boundaries, security, democracy, human rights, national minorities, indigenous peoples, humanitarian intervention, and international criminal law. In analysing these issues, particular attention will be paid to the relationship between evolving international norms (as disclosed in treaties, conventions, international organisations and political discourse) and changing state practices.

Teaching: Ten two-hour lectures/seminars in MT.

Formative coursework: One essay (2,000-2,500 words)

Indicative reading: A Bozeman, *Politics and Culture in International History*, 1960, A Buchanan, *Secession*, ; H Bull & A Watson (Eds), *The Expansion of International Society*, 1984; A Cassese, *Self-Determination of Peoples*, 1995; A Cobban, *The Nation-State and National Self-Determination*, 1970; R Jackson, *The Global Covenant*, 2000; H Kohn, *The Idea of Nationalism*, 1944; W McKean, *Equality and Discrimination Under International Law*, 1985; J Mayall, *Nationalism and International Society*, 1990.

A more detailed reading list is available from Dr Jackson-Preece or the European Institute General Office.

Assessment: A two-hour unseen written examination in June.

EU458 Half Unit

Identity, Community and the ‘Problem of Minorities’

This information is for the 2009/10 session.

Teacher responsible: Dr J Jackson-Preece, J206

Availability: MSc European Studies: Ideas and Identities, MSc Politics and Government in the European Union, MSc Global Politics, MSc Comparative Politics, MSc Human Rights, MSc History of Nationalism and LSE-Sciences Po Double Degree in European Studies. Other students may attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Course content: This course investigates what we might conveniently term the “problem of minorities” in contemporary politics. It will interrogate both the substance of this “problem” and the various public policy responses it has provoked. Key questions to be considered include: Why is the existence of minorities so often regarded as a threat to political community? Does stability really require homogeneity? Or can it be maintained in the presence of different minority groups? Will a minority rights response finally resolve the “problem of minorities”? Or is a permanent solution likely to remain illusive?

Teaching: Ten two-hour seminars in LT.

Formative coursework: Students are required to write two essays.

Indicative reading: J. Jackson-Preece, *Minority Rights: Between*

Diversity and Community, 2005; J. Jackson-Preece, *National Minorities and the European Nation-State System*, 1998; W. Kymlicka, *Multicultural Citizenship*, 1995; W. Kymlicka, ed., *The Rights of Minority Cultures*, 1995; C. Macartney, *Nation States and National Minorities*, 1934; J. Lapointe, *The Protection of Minorities*, 1960; I. Claude, *National Minorities, an International Problem*, 1955; P. Thornberry, *International Law and the Rights of Minorities*. A more detailed reading list is available from Dr Jackson-Preece or the European Institute Office.

Assessment: A two-hour unseen written examination in June.

EU459

European Union: Government, Law and Policy

This information is for the 2009/10 session.

Teacher responsible: Dr Sara Hagemann

Availability: Compulsory for students on MPA European Public and Economic Policy.

Course content: This course offers a theoretically informed study of the central institutions, legal processes and policy-making of EU government. It conceptualises the EU as a 'political system' where there is an on-going interaction between the processes of government (the operation of the institutional and legal framework) and public policy (the adoption and impact of EU legislation). The course will develop students' understanding and use of many general theoretical explanations in political science and law. These are then applied to analyse the central relationships within EU government and administration, so that students come away with an informed view of not just the balance of power, but also of the role of interests and ideas in the EU's political institutions and policy-making processes.

Teaching: 20 EU420 lectures and 10 EU 459 seminars (MT), 10 EU421 lectures and 10 EU459 seminars (LT), and one seminar (ST).

Indicative reading: K Alter, *Establishing the Supremacy of EC Law*; Bergström, *Comitology*; R S Chari and S Kritzing, *Understanding E.U. Policy Making*; R Corbett, F Jacobs & M Shackleton, *The European Parliament*; N Nugent, *The European Commission*; S. Hix, *The Political System of the European Union*; L Hooghe, *The European Commission and the Integration of Europe*; T König and S Hug, *Policy-making processes and the European Constitution*; N Nugent, *The European Commission*; J Richardson, *European Union: Power and Policy-Making*; J Weiler & G de Búrca, *The European Court of Justice*; M Westlake, *The Council of the European Union*.

Essential preliminary reading: D Chalmers, *EU Law*; H Wallace, W Wallace & M Pollack, *Policy-Making in the European Union*.

Assessment: One three-hour, written examination in the ST.

EU460 Half Unit

European Society and Politics Beyond the Nation State

This information is for the 2009/10 session.

Teacher responsible: Dr J White, J109

Availability: MSc European Studies: Ideas and Identities, MSc Politics and Government of the European Union, MSc Political Sociology, MSc Global Politics and LSE-Sciences Po Double Degree in European Studies. The course is also available as an outside option where regulations permit and with the permission of the teacher responsible for the course.

Course content: The course has three main sections. Part A explores how transnational integration weakens the overlap typically assumed of modern polities between socio-cultural identities, economic practices, and state boundaries, and examines the conceptual challenges this raises. Part B looks closely at competing perspectives on what these new conditions mean for the possibility of democracy, and critically examines the main proposals for reconceiving society and its relationship to the political sphere. Perspectives which minimise the social component by focusing on material interests, those which look to cultural allegiances of the kind associated with nationalism, and those which re-imagine the collective in terms of shared values, practices of solidarity and the adversarial pursuit of political projects, are each discussed in depth. Part C of the course looks at different understandings of how the

bonds of collectivity may form and be sustained over time, linking historical perspectives on state formation with contemporary debates on the EU.

Provisional course outline: A) Reopening the social and the political: Emergence of the Nation-State Ideal; Conceptual Challenges of a Transnational Order; Towards a European Polity?. B) Perspectives on transnational citizenship and the demos: Interest-based conceptions; Culturalist conceptions; Civic conceptions. C) Transnational collective bonds – their formation and reproduction: Emerging Bonds between Europeans? Observations from the sociology of integration; Constitutions, communication and the public sphere; Political mobilisation and contention. Overview: Configuring the EU regime: between the national and the global.

Teaching: Ten two-hour lectures/seminars (MT) and two two-hour lectures/seminars (ST).

Formative coursework: A 2,500 word unassessed essay.

Indicative reading: Stefano Bartolini (2005), *Restructuring Europe*; Jürgen Habermas (2001) *The Post-National Constellation*; Joseph Weiler (1999), *The Constitution of Europe*; Claus Offe (2003), *Is there, or can there be, a "European Society"?*; Richard Bellamy, Dario Castiglione & Jo Shaw (eds.) (2006), *Making European Citizens*; William Outhwaite (2004), *The Future of Society*; Jonathan White (2009), 'Europe and the Common' (*Political Studies*).

Assessment: One two-hour examination (100%)

EU461 Half Unit

Economic History of Southeastern Europe and the Middle East, 1820-1945

This information is for the 2009/10 session.

Teacher responsible: Professor Pamuk, J208

Availability: MSc European Political Economy, MSc European Studies: Ideas and Identities, MSc Global History, MSc Economic History, MSc Economic History (Research), LSE-Sciences Po Double Degree in Development Economics and Economic History and MA Global Studies: A European Perspective. The course is also available as an outside option where regulations permit and with the permission of the teacher responsible for the course.

Course content: This course will offer a survey of the leading issues in the economic history of these two regions from the Industrial Revolution through World War II. It will begin with an evaluation of the long-term record of structural change and economic growth in the two regions from an international-comparative perspective. For the nineteenth century, the focus will be on the impact of the Industrial Revolution, the ensuing process of globalization and the responses to them in the two regions. Similarly, the focus in the interwar era will be on the Great Depression and the local responses. Amongst the themes to be emphasized for each period will be the state economic policies, the nature of the linkages with the world economy, institutional change, sources of growth and accumulation, relations between agriculture and the urban economy including industry and the distribution of income. Social change will be examined in connection with the economic.

Teaching: Ten one hour lectures and ten one-and-a-half hour seminars (MT) plus two one-hour lectures and two one-and-a-half hour seminars (ST).

Formative coursework: A 1,500 word essay is required.

Indicative reading: Michael Palaiet, *The Balkan Economies, 1820-1914, Evolution without Development*, 1997; Roger Owen, *The Middle East in the World Economy, 1800-1914*, 1981; John R. Lampe and Marvin R. Jackson, *Balkan Economic History, 1550-1950: from imperial borderlands to developing nations*, 1982; . Pamuk, "Anatolia and Egypt during the Nineteenth Century: A Comparison of Foreign Trade and Foreign Investment", *New Perspectives on Turkey*, 8, 1992, pp. 37-56; D. Quataert, "Women, Households and Textile Manufacturing, 1800-1914", 1991, reprinted in A. Hourani, P.S. Khoury and M.C. Wilson (eds.), *The Modern Middle East*, 1993, pp. 255-270; . Pamuk, "Estimating Economic Growth in the Middle East, 1820-1913", *The Journal of Economic History*, Vol. 66, 2006, pp. 809-28; Ivan T. Berend, *An Economic History of Twentieth-Century Europe*, 2006; N.F.R. Crafts, "The Human Development Index and changes in standards of living: Some historical comparisons", *European Review of Economic History*,

1997, pp. 299-322.

Assessment: One two-hour exam (75%) and one 1,500 word essay (25%).

EU462 Half Unit Partisanship in Europe

This information is for the 2009/10 session.

Teacher responsible: Dr Jonathan White, J109

Availability: MSc European Studies: Ideas and Identities, MSc Politics and Government of the European Union, MSc Political Sociology, MSc Global Politics (Civil Society), MSc Comparative Politics and LSE-Sciences Po Double Degree in European Studies. The course is available as an outside option with permission of the teacher responsible.

Course content: This course explores whether partisanship may be a necessary, even desirable, aspect of democratic political life, looks at how one might conceptualise its practices, and considers the validity of recent theses concerning its demise in contemporary Europe. The course has three main sections. The first examines the historical appearance of the party in Europe, and of the distinctions drawn with related notions such as 'faction' and 'interest group', and looks at the connection between partisanship and the emergence of democracy. It considers some of the major normative arguments for and against partisanship, and studies the differing conceptions of politics and political disagreement to which these refer. The second section looks at what the practices of partisanship involve, examining the nature of citizen mobilisation, different models of intra-party relations, and how partisanship may be constrained so as to preserve the political community's integrity and democratic status. The course's third section looks at the health of partisanship in contemporary Europe, including the challenges posed by cultural change, by the processes of European integration, and by the emergence of new forms of collective action and sites of contestation.

Teaching: 20 hours of lectures/seminars in LT and 2 hours of lectures/seminars in ST.

Formative coursework: A 2,500 word unassessed essay.

Indicative reading: Nancy Rosenblum (2008), *On the Side of the Angels: An Appreciation of Parties and Partisanship*; Russell Muirhead (2006), 'A Defence of Party Spirit'; Michael Freeden (1996), *Ideologies and Political Theory*; Antonio Gramsci (1971), *Selections from the Prison Notebooks*; Andrew Mason (1993), *Explaining Political Disagreement*; Chantal Mouffe (1993), *Return of the Political*; Michael Billig (1991), *Ideology and Opinions*; William Gamson (1992), *Talking Politics*; Sidney Tarrow and Charles Tilly (2007), *Contentious Politics*; Colin Crouch (2004), *Post-Democracy*.

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

EU499 Dissertation

This information is for the 2009/10 session.

Teachers responsible: All teachers of taught courses within the European Institute.

Course content: MSc European Political Economy, MSc European Studies: Ideas and Identities, MSc Politics and Government in the European Union and MSc European Studies (Research) students are required to write a 10,000-word dissertation on a topic within the field of European political economy/European politics approved by the student's supervisor. The dissertation need not be an account of original research and may rely on secondary sources but it should be the product of work done independently and unaided by the student. Students are strongly advised to attend the EU410 lectures on how to conduct research and write a dissertation. Detailed information on timing, deadlines and presentation can be found in the European Institute Handbook for Master's Degree Students.

EU4B3 MPA Capstone Project (1.5 units)

This information is for the 2009/10 session.

Course code: This course is also coded DV4B3, EC4B3 and GV4B3

Teachers responsible: Dr Sara Hagemann, Dr Marco Simoni and

others.

Availability: This is a compulsory course for all 2nd Year MPA students.

Pre-requisites: There are no pre-requisites but students should attend the MPA 2nd Year Induction Meeting and the Capstone Information Meeting (held in the week before MT).

Course content: Students will undertake a group project (in teams usually of 3 to 6 people) relating to a public policy problem faced by an external organization. The client will be a government department, part of a legislature or a parliamentary agency, a company operating in the public management or public policy sector, an international organization or a think tank/NGO. The group will have approximately 10 weeks of term time to work on an issue defined by the client, investigating the issues and developing a workable solution to the problem.

Teaching: Based on the project allocated, students will be allocated a supervisor, who will provide overall guidance on the project's development and assistance with client liaison. Other members of staff will also advise on methods etc. Students must additionally:

- participate fully in the 'group working' module of GV4D5 Group Working and Leadership (first five weeks of MT);
- attend a capstone review session to be held in MT.

Assessment: The project work is conducted in teams, and the assessment is based on a collective group mark for each component except in exceptional circumstances.

- 1) A report to the client organization, usually in the form of a group presentation to a meeting at the client's offices, with an accompanying PowerPoint set. The deadline for the presentation will be set with the client organization but must take place by the end of week 8 of the Lent term. 20% of the marks are assigned by the client organization after receipt of this presentation.
- 2) An underlying group project report of approximately 12-15,000 words (and no more than 20,000 words) to be submitted within by Thursday of week 9 of LT. The report is read by external readers and their assessment accounts for 60% of the final grade. In addition, there are marks for two other components, assigned by the group supervisor in consultation with the other capstone teachers:
- 3) 10 % for scoping and project development (including coping with difficulties); and
- 4) 10% for group working and self-management as a team.

EU4B4 MPA Dissertation

This information is for the 2009/10 session.

Course code: This course is also coded EC4B4, DV4B4 and GV4B4.

Teachers responsible: Dr Sara Hagemann, Dr Marco Simoni and others.

Availability: This is a compulsory course for all MPA students studying at LSE for their 2nd Year.

Course content: Students on the MPA programme must write a dissertation (of no more than 10,000 words) covering a topic in public policy, economic policy or public management of the student's choice (to be agreed with their supervisor). The MPA programme will provide detailed authoring guidance and support in producing the dissertation.

Teaching: Based on the subject chosen, students will be allocated a supervisor, who will provide guidance on this piece of work. Students must attend the GV4B4 MPA Dissertation Workshops held during the MT.

Assessment: 1) The dissertation title, abstract, contents page and a 5 page synopsis/introduction must be submitted by 4pm on Thursday 3rd December 2009 (Week 9 of MT). This will count for 10% of the overall dissertation mark. Students may only change their topic thereafter with the agreement of their supervisor. 2) The full dissertation of no more than 10,000 words is due by 4pm on Thursday 29th April 2010 (Week 1 of ST) and will account for the remaining 90% of the overall mark.

FM402 Half Unit Financial Risk Analysis

This information is for the 2009/10 session.

Teacher responsible: Dr Y Nosbusch, A451

Availability: Intended for students on the MSc Accounting and Finance, MSc Applicable Mathematics, MSc Financial Mathematics, MSc Finance and Economics, MSc Finance and Economics (Research) and MSc Management and Regulation of Risk; other students to be admitted only with the permission of the course leader.

Pre-requisites: The course assumes a basic knowledge of finance theory, statistics and mathematics (calculus, linear algebra).

Course content: This course aims to provide an overview of the main theoretical concepts underlying the analysis of financial risk and to show how these concepts can be implemented in practice in a variety of contexts. This course shares some topics with FM442 Quantitative Methods in Finance and Risk Analysis.

The course will include a selection of:

- 1 Conceptual foundations: diversification, hedging and their limits
- 2 Value at Risk
- 3 Risk analysis of fixed income portfolios
- 4 Options and dynamic replication
- 5 Endogenous risk
- 6 Ideas from Behavioural Finance
- 7 Credit risk (ratings based models, structural models, reduced form models)
- 8 Credit derivatives

Teaching: Lectures weekly in MT (20 hours). Classes (10 hours).

Indicative reading: Course readings will vary from year to year depending upon the topics covered. Useful references are M Crouhy, D Galai and R Mark, *Risk Management*, McGraw-Hill, 2001; P Jorion, *Value at Risk*, McGraw-Hill, 2007; J Hull, *Risk Management and Financial Institutions*, Prentice-Hall, 2007; J Hull, *Options, Futures and Other Derivatives*, Prentice-Hall, 2008 and D Duffie and K Singleton, *Credit Risk*, Princeton University Press, 2003.

Assessment: A two-hour written examination in the ST (100%).

FM403

Management and Regulation of Risk

This information is for the 2009/10 session.

Teacher responsible: Professor Ron Anderson, A375.

Availability: This is the core course for the MSc Management and Regulation of Risk. The course is not open to other students.

Course content: This course is designed to expose students to the breadth of risk management thinking and approaches across different areas.

Section A. Risk and Regulation: Introduction and Overview: Sets out the problem of risk management and regulation. It formulates a general conceptual framework that can be used in devising solutions to risk either as a management problem or as a regulatory problem, or both.

Section B. Financial Risk Analysis: Examines issues in financial risk including risk and regulation in the insurance markets; tools of financial risk management, including diversification, hedging and capital provisions; risk measurement for financial instruments (market risk, value at risk); credit risk, ratings and credit derivatives; operational and business risk; regulation and systemic risk.

Section C. Financial Market Regulation: Discusses notions of risk in a legal setting and the role and enforcement of legal rules in financial regulation; understanding regulatory strategies and linkages between regulation and risk management; the application of regulatory and risk management tools.

Section D. Organisations and Manufactured Risk: Health and Safety Risk and Regulation: Provides an understanding of: the management of risk to health and human safety; a systems based approach to variety among risk regulation regimes; how and why regulation regimes fail; and issues relating to reform of risk regulation regimes.

Section E: Strategy, Control and Risk in Organisations: Provides a strategic management perspective on risk analysis and management, including an examination of strategic visioning. Also considers: issues of enforced self-regulation as a method of risk management with reference to occupational health and safety regulation; risk management and decision making in organisations; enterprise-wide risk management and auditing.

Section F: Risk Analysis and the Psychology of Risk Bearing: Explores the meaning of risk as perceived by different agents; methods of

dealing with risky situations; decision analysis in risky situations; complex risk and its management; problem structuring methods and how they can provide decision support.

Teaching: The course consists of 20 seminars in MT and LT, seven hours of classes in MT and LT plus approximately 15 hours of practitioner seminars.

Formative coursework: A substantial (10,000 word essay) is an integral part of the course and represents 50% of the assessment. As part of the multi-disciplinary approach taken in the programme, students are actively encouraged to select topics that involve several of the relevant core competencies in an integrated way. Analyses of complex cases are suitable for this. However, conceptual and theoretical works are also welcome.

Indicative reading: M Crouhy, D Galai & R Mark, *Risk Management* (McGraw-Hill, 2001); S Dawson, *Analysing Organisations* (Macmillan, 1996); S French, *Readings in Decision Analysis* (Chapman and Hall, 1989); C Hood & D K Jones, *Accident and Design* (UCL Press, 1996); B Hutter, *Regulation and Risk: Occupational Health and Safety Regulation on the Railways* (Oxford University Press, 2001); Jorion Value At Risk to 3rd Edition 2001 (McGraw Hill); 'M.Power. *Organized Uncertainty: Designing a World of Risk Management* (Oxford University Press, 2007); M.Fenton-O'Creedy, N.Nicholson, E.Soane and P. Willman, *Traders: Risks, Decisions, and Management in Financial Markets* (Oxford University Press, 2005); B A Turner & N F Pidgeon, *Man-made Disasters* (Butterworth-Heinemann, 1997).

Assessment: A two-hour unseen examination in June and an essay of not more than 10,000 words on a topic agreed with the course director. Each of these will represent 50% of the final mark for the course.

FM404 Half Unit

Forecasting Financial Time Series

This information is for the 2009/10 session.

Teacher responsible: Dr Christian Julliard, A360

Availability: Intended for students on the MSc Finance and Economics, MSc Finance and Economics (Research), MSc Financial Mathematics, MSc Accounting and Finance and MSc Management and Regulation of Risk.

Pre-requisites: The first half of FM437 Financial Econometrics, or alternatively FM442 Quantitative Methods for Finance and Risk Analysis, is a required prerequisite. Students who can demonstrate comparable background may be granted an exemption from this requirement.

Course content: This course will examine the techniques involved with forecasting key variables in finance. Students will learn both the theory and the practise of forecasting in finance.

The following topics will be covered: introduction to time series analysis; the efficient markets hypothesis and market predictability; methods of evaluating and comparing forecasts; market risk models; models of financial market correlations and dependence; density forecasting; high-frequency data analysis; cointegration and spurious regression.

Teaching: Teaching: 30 hours of combined lectures/classes in the LT.

Formative coursework: Students will be asked to give a short presentation based on one of the topics covered in the course.

Indicative reading: The primary text for this course is R S Tsay, *Analysis of Financial Time Series*, Wiley, 2002 with some additional material taken from F X Diebold, *Elements of Forecasting*, South-Western, 2001. Some journal articles may also be used.

Assessment: A one and a half-hour written examination in the ST (75%) and a 3,000 word project (25%).

FM405 Half Unit

Fixed Income Securities and Credit Markets

This information is for the 2009/10 session.

Teacher responsible: Dr Antonio Mele, A455

Availability: MSc Finance (Part-time) and MSc Finance (Full-time). All teaching is closed to anyone not registered on the MSc Finance Programmes.

Pre-requisites: FM423 Asset Markets and FM422 Corporate Finance

Course content: This course provides a thorough grounding in recent developments in fixed income securities pricing, hedging and

portfolio management. By the end of the course, the students will be familiar with a variety of topics, including (i) an analysis of the main products traded in the credit markets, such as Government and corporate bonds, bond options, swaps, caps, floors, swaptions, callable, puttable and convertible bonds, and an analysis of the main credit derivatives such as total-return swaps, spread options and credit default swaps; (ii) the specific tools used in the industry practice to evaluate and hedge these products, which range from no-arbitrage trees and the calibration of yield curve derivatives to the main tools used to monitor and manage credit risk; (iii) the process of securitization, with particular reference to collateralized default obligations and mortgage-based securities.

Teaching: 20 hours of lectures and 10 hours of seminars in the LT (evenings) only.

Formative coursework: Two problem set assignments.

Indicative reading: The primary source for this course is a comprehensive set of Lecture Notes, tutorials and case studies and a reading pack containing chapters from the following books: (i) Sundaresan, S. (2001). *Fixed Income Markets and Their Derivatives*, South Western College Publishing. (ii) Duffie, D. and K. Singleton (2003). *Credit risk. Pricing, management and measurement*. Princeton: Princeton University Press (Princeton Series in Finance). (iv) Ho, T.S.Y. and S.B. Lee (2004). *The Oxford Guide to Financial Modeling*. Oxford University Press. (v) Tuckman, B. (2002). *Fixed Income Securities*, John Wiley & Sons. (vi) Wilmott, P. (2000). *Paul Wilmott on Quantitative Finance*. John Wiley & Sons.

Assessment: A two-hour examination in the ST (80%) and two coursework assignments (20%).

FM406 Half Unit Topics in Portfolio Management

This information is for the 2009/10 session.

Teacher responsible: Dr Michela Verardo, A452.

Availability: MSc Finance (Full-time) and MSc Finance (Part-time) students only. All teaching is closed to anyone not registered on the MSc Finance Programmes.

Pre-requisites: FM423 Asset Markets and FM422 Corporate Finance.

Course content: This course aims to cover the main topics in equity portfolio management, with a strong focus on empirical applications. Some of the topics covered in the course include: Portfolio optimization techniques; Multi-factor models and their applications; Trading strategies; International portfolio management and currency hedging; Trading costs; Portfolio performance measurement and attribution; Style analysis; Mutual funds; Hedge funds. The course is based on a number of empirical applications and case studies, so that students can gain a better understanding of implementation issues related to managing an equity portfolio.

Teaching: 20 hours of lectures and 10 hours of classes. MSc Finance (part-time): taught LT (evenings). MSc Finance (full-time): taught LT (daytime).

Formative coursework: Regular classworks will be completed, handed in and marked as part of formative assessment for this course.

Indicative reading: A study pack will include relevant case studies. Other recommended articles will be made available during the course. Useful references are *Modern portfolio theory and investment analysis*, by E. J. Elton, M. J. Gruber, S. J. Brown, and W. N. Goetzmann, 7th edition, Wiley Press; *Modern investment management*, by Bob Litterman and the Quantitative Resource Group, GSAM, Wiley Press; *Portfolio Risk Management*, by Gregory Connor, Lisa Goldberg, and Robert Korajczyk, in press.

Assessment: 90% written examination, 10% coursework.

FM407 Half Unit Applied Financial Valuation

This information is for the 2009/10 session.

Teacher responsible: Dr V Cunat, A450

Availability: MSc Finance (part-time) and MSc Finance (full-time) students only. All teaching is closed to anyone not registered on the MSc Finance Programmes.

Pre-requisites: FM423 Asset Markets and FM422 Corporate Finance.

Course content: This course covers advanced topics in Corporate Finance and Valuation and introduces students to valuation techniques for both securities and projects. The first part of the course introduces students to performance evaluation and draws implications of prospective performance evaluation for the pricing of stocks in efficient markets. The second part of the course focuses on the determination of intrinsic security prices. The last part of the course provides empirical evidence on returns to trading strategies based on fundamental analysis.

Each of the topics introduced in this course covers both institutional details and results of relevant academic research (theoretical and empirical). It is furthermore supported by a case study.

Teaching: 20 hours of lectures and 10 hours of classes. MSc Finance (part-time): taught LT (evenings). MSc Finance (full-time): taught LT (daytime).

Formative coursework: Regular classworks will be completed, handed in and marked as part of formative assessment for this course.

Indicative reading: A course pack will be distributed that includes case studies as well as additional readings such as textbook chapters, and practitioner articles.

Assessment: Case study (30%) and two hour written examination (70%).

FM408 Half Unit Financial Engineering

This information is for the 2009/10 session.

Teacher responsible: Dr Jean-Pierre Zigrand, A454a

Availability: MSc Finance (part-time) and MSc Finance (full-time) students only. All teaching is closed to anyone not registered on the MSc Finance Programmes.

Pre-requisites: Students will be expected to show some familiarity with calculus and statistics.

Course content: Provides a thorough grounding in the theory and practice of financial engineering. The emphasis is on the application of derivatives pricing and hedging methodology to equity and volatility derivatives and to structured products.

This syllabus lists and describes the topics covered in this course. In a nutshell, the course aims to cover the basics in derivatives theory, and to apply them to a multitude of financial securities and structured products, with a special emphasis on recent products in the equity and volatility derivative worlds. We review selected case studies in order to gain a better understanding of their practical usage. We also implement the models numerically in Excel, VBA or Matlab.

Teaching: 20 hours of lectures and 10 hours of class teaching. MSc Finance (part-time): taught MT (evenings). MSc Finance (full-time): taught LT (daytime).

Formative coursework: Weekly problem sets in classes.

Indicative reading: Based on a set of extensive lecture notes.

No one book covers the material of the entire course. Books recommended include *The Volatility Surface: A Practitioner's Guide* by Jim Gatheral, *Option Pricing Models and Volatility* by Maurice Rouah and Gregory Vainberg, *Derivatives Markets*, 2nd edition" by Robert McDonald, *Options, Futures and Other Derivatives* by John Hull, *Principles of Financial Engineering* by Salih Neftci as well as Keith Cuthbertson and Dirk Nitzsche's *Financial Engineering*

Assessment: A two-hour written examination accounting (80%) and a project accounting (20%).

FM409 Half Unit Risk Management for Financial Institutions

This information is for the 2009/10 session.

Teacher responsible: Dr Yves Nosbusch (evening), A451 and Dr Philippe Mueller (daytime), A356

Availability: MSc Finance (part-time) and MSc Finance (full-time) students only. All teaching is closed to anyone not registered on the MSc Finance programmes.

Pre-requisites: FM423 Asset Markets and FM422 Corporate Finance.

Course content: The aim of this course is to give an introduction to the analysis and management of risk within financial institutions. The first part of the course gives an overview of risk management in the context of portfolios of fixed income securities and derivatives.

The second part of the course deals with credit risk. Throughout, the course spends a significant amount of time on practical applications of the theories that are introduced. Some limitations of current approaches are also discussed.

Teaching: 20 hours of lectures and 10 hours of classes. MSc Finance (part-time): taught MT (evenings). MSc Finance (full-time): taught LT (daytime).

Formative coursework: Problem sets. Students will have the opportunity to present the results of a problem set to the class.

Indicative reading: Course readings will vary from year to year depending upon the topics covered. Useful references are M Crouhy, D Galai and R Mark, *Risk Management*, McGraw-Hill, 2001; P Jorion, *Value at Risk*, McGraw-Hill, 2007; J Hull, *Risk Management and Financial Institutions*, Prentice-Hall, 2007; J Hull, *Options, Futures and Other Derivatives*, Prentice-Hall, 2008 and D Duffie and K Singleton, *Credit Risk*, Princeton University Press, 2003.

Assessment: A two hour written examination in the ST (90%) and coursework (10%); consisting of one expended problem set (5%) and one group presentation (5%).

FM413 Half Unit Fixed Income Markets

This information is for the 2009/10 session.

Teacher responsible: Dr A Mele, A455

Availability: Intended for students on MSc Accounting and Finance, MSc Finance and Economics, MSc Finance and Economics (Research), MSc Management and Regulation of Risk, MSc Finance (full-time), MSc Financial Mathematics and MSc Risk and Stochastics.

Pre-requisites: Students taking this course are expected to be familiar with the theory of asset evaluation at the level of FM430

Corporate Finance and Asset Markets and the theory and practice of derivative pricing at the level of FM441 **Derivatives**.

Course content: Provides a thorough grounding in recent developments in fixed income securities pricing, hedging and portfolio management.

This course provides a grounding in recent developments in fixed income security pricing, hedging and portfolio management. By the end of the course, the students will be familiar with a variety of topics, including (i) the institutions, organizations and conduct of the fixed income markets; (ii) the basic techniques to analyze and hedge fixed income products, such as "curve fitting", "bootstrapping", duration, convexity, duration-based hedging and asset-liability management; (iii) the analysis of the "destabilizing" effects related to the use of certain derivatives written on fixed income instruments; (iv) the forces, or "factors", driving the variation in the entire spectrum of interest rates at different maturities; (v) the main evaluation tools, which can be applied to evaluate a wide range of products (trees, no arbitrage trees, calibration and some continuous time models); (vi) the main fixed income products such as government bonds, corporate bonds (convertible, callable, puttable), and their evaluation; (vii) plain vanilla interest derivatives (swaps, caps, floors, swaptions, etc.); (viii) mortgage backed securities and credit risk transfers.

Teaching: Twenty hours of lectures and ten hours of classes (LT).

Formative coursework: Weekly problem sets in classes (10).

Indicative reading: The primary source for this course is a comprehensive set of Lecture Notes, tutorials and case studies, and a reading pack containing chapters from the following books; Sundaresan, S. (2001). *Fixed Income Markets and Their Derivatives*, South Western College Publishing. Duffie, D and Singleton, K (2003), *Credit Risk: Pricing, Management, and Measurement*, Princeton: Princeton University Press (Princeton Series in Finance); Ho, T.S.Y. and S.B. Lee (2004). The Oxford University Press, Tuckman, B. (2002) *Fixed Income Securities*, John Wiley & Sons. Wilmott, P. (2000). *Paul Wilmott on Quantitative Finance*. John Wiley and Sons.

Assessment: Two-hour written examination in ST.

FM421 Half Unit Applied Corporate Finance

This information is for the 2009/10 session.

Teacher responsible: Professor S Bhattacharya A469

Availability: Intended for students on the MSc Accounting and Finance, MSc Finance and Economics, MSc Finance and Economics (Research), MSc Management and Economics and MSc Management and Regulation of Risk.

Pre-requisites: This is an advanced applied course and a thorough understanding of the major theoretical issues and concepts is required. The course is primarily seen as a complement to

Corporate Finance and Asset Markets (FM430).

Course content: Provides a thorough grounding in recent developments in applied corporate finance.

The course involves a study of the applied corporate finance literature and case studies. It will examine valuation techniques, capital structure and payout policy, raising capital, going public, financial risk management by firms, corporate governance, takeovers and insolvency.

Teaching: 20 hours of lectures and 10 hours of classes in LT.

Formative coursework: Class papers and case based research are required.

Indicative reading: Articles from journals and readings from D H Chew, *The New Corporate Finance: Where Theory Meets Practice* (3rd edn, McGraw Hill); M Grinblatt & S Titman, *Financial Markets and Corporate Strategy*, (2nd edn, McGraw Hill).

Assessment: A two-hour written examination in the ST (70%) and coursework (30%).

FM422 Corporate Finance

This information is for the 2009/10 session.

Teachers responsible: Dr Amil Dasgupta, A353 and Professor Christopher Polk

Availability: Available to MSc Finance (part-time) and MSc Finance (full-time) students only. All teaching is closed to anyone not registered on the MSc Finance programmes.

Pre-requisites: Aimed at people with a good undergraduate degree and good quantitative skills, with some knowledge of economics.

Course content: The aim of the course is to provide a comprehensive overview of firms' financial decision making. Corporate finance questions can be divided into two broad sets. Decisions regarding how to spend funds on alternative investment projects constitute one part, usually referred to as capital budgeting. This part of the course will describe the alternative techniques commonly employed to assess investment opportunities. Particular attention will be given to the need to properly evaluate the risk associated with each investment project. Methods like the Adjusted Present Value or the weighted average cost of capital will be presented. The other main set of questions regards how to raise funds necessary to finance those investments. There, firms' decisions over debt/equity ratios will be analysed. Attention will be paid to differential tax treatments of debt and equity incomes. The implications of the possibility of bankruptcy will also be taken into account. The analysis will then broaden to allow for the possibility that debt/equity choices may affect how firms are run. Incentives to adopt riskier strategies as a function of overall leverage will be considered, as will the debt overhang problem. The course will also cover a number of specific topics. Firms' decisions to pay dividends will be studied. The factors behind the decision to go public, i.e. to trade securities in a public market, will then be presented. The market for takeovers and mergers will be examined, as will the topical issue of corporate governance.

Teaching: 40 hours of lectures and 20 hours of classes. MSc Finance (part-time) taught MT, LT and ST (evenings). MSc Finance (full-time): taught MT (daytime).

Formative coursework: Regular classworks will be completed, handed in and marked as part of formative assessment for this course.

Indicative reading: The recommended textbooks for this course are Berk and DeMarzo, *Corporate Finance* 2008 and Higgins, *Analysis for Financial Management*, 8th Edition. Other recommended readings from relevant journal articles will be included in a study pack.

Assessment: A three-hour examination in the ST (90%) and two course work assignments (10%)

FM423**Asset Markets**

This information is for the 2009/10 session.

Teachers responsible: Professor Dimitri Vayanos, Dr Kathy Yuan and Dr Rohit Rahi (Evening)/ Dr Konstantinos Zachariadis (Day-time).

Availability: For MSc Finance (part-time) and MSc Finance (full-time) students only. All teaching is closed to anyone not registered on the MSc Finance programmes.

Pre-requisites: Aimed at people with a good undergraduate degree and good quantitative skills, with some knowledge of economics.

Course content: The aim of the course is to familiarise students with the workings of financial markets, and equip them with the fundamental tools of asset valuation.

The course will focus on the three main asset classes – fixed income, stocks, and derivatives – giving a unified perspective of modern valuation methods. The starting point will be the present value formula. The course will then proceed to fixed-income securities, focusing mainly on government bonds. These will be valued off the term structure of interest rates, using the present value formula. The connection with the principle of no-arbitrage will be emphasized. The course will then move to stocks, starting with portfolio theory and then deriving the relation between risk and return (CAPM). The CAPM will provide a risk-adjusted discount rate that will be used to discount stocks' cash flows with the present value formula. Alternative pricing models such as the APT and multi-factor will also be covered, and the models will be applied to issues of asset allocation and portfolio selection. The last topic will be derivatives, especially futures and options. After familiarizing students with the use of derivatives, the course will cover the main valuation methods (binomial model, Black-Scholes) emphasizing again the principle of no-arbitrage.

Teaching: 40 hours of lectures and 20 hours of classes. MSc Finance (part-time): taught MT, LT and ST (evenings). MSc Finance (full-time): taught MT (daytime).

Formative coursework: Regular classworks will be completed, handed in and marked as part of formative assessment for this course.

Indicative reading: The organisation of topics of the course follows closely the treatment in Berk and DeMarzo, *Corporate Finance*, Pearson International ed., Addison Wesley, and Bodie, Kane, and Marcus, *Investments*, 6th ed., Irwin. Other recommended readings and case studies will be included in a study pack.

Assessment: A three-hour examination in the ST (90%) and two homework assignments (10%).

FM429 Half Unit**Asset Markets A**

This information is for the 2009/10 session.

Teacher responsible: Dr Stavros Panageas, A368

Availability: Intended for students on the MSc Accounting and Finance, MSc Management and Strategy and MSc Management and Regulation of Risk. Other students may be admitted if they can demonstrate knowledge of finance acquired at undergraduate level. This course cannot be combined with FM430 Corporate Finance and Asset Markets. Available as an outside option where programme regulations permit

Course content: Aims to equip students with the fundamental concepts and tools underlying the asset markets side of modern finance.

The course covers asset markets and valuation. The valuation of fixed-income securities is covered first, followed by the valuation of stocks, and derivatives such as futures and options. Concepts emphasized include the present-value formula, valuation by arbitrage, portfolio theory, the CAPM, market efficiency, and binomial and Black-Scholes models.

Teaching: Twenty hours of lectures (FM429) in the MT plus 10 classes (FM429.A) in which problem sets, case studies and journal articles will be discussed. Students are expected to make presentations at these classes.

Formative coursework: At least two pieces of classwork will be assessed.

Indicative reading: Z Bodie, A Kane and A Marcus, *Investments*, 8th edition, McGraw Hill. ISBN: 0-07-338237-X.

Full details of reading will be specified in the Course Programme and Reading List which will be distributed at the first lecture.

Assessment: A one-and-a-half hour written examination in the ST (100%). (Please note this exam is the half unit version of the examination taken on FM430 Corporate Finance and Asset Markets).

FM430**Corporate Finance and Asset Markets**

This information is for the 2009/10 session.

Teachers responsible: Dr Vicente Cunat, A450 and Dr Stavros Panageas, A368

Availability: Intended for students on the MSc Accounting and Finance, MSc Law and Accounting and MSc Management and Regulation of Risk. Other students may be admitted if they can demonstrate knowledge of finance acquired at undergraduate level. This course cannot be combined with FM429 **Asset Markets A** or **FM431 Corporate Finance A**.

Course content: Aims to equip students with the fundamental concepts and tools underlying modern finance, both in the asset markets and the corporate finance side. Provides a foundation for subsequent courses offered by the Department.

In the Michaelmas Term, the course covers asset markets and valuation. The valuation of fixed-income securities is covered first, followed by the valuation of stocks, and derivatives such as futures and options. Concepts emphasized include the present-value formula, valuation by arbitrage, portfolio theory, the CAPM, market efficiency, and binomial and Black-Scholes models. In the Lent Term, the course covers corporate finance. This part starts with capital budgeting techniques, in relation to CAPM and other valuation instruments. The course then proceeds identifying the driving forces behind capital structure decisions and choices over debt and equity finance. Special consideration is given to the tax implications of those choices, the possible costs of financial distress, the incentive implications of financial decisions and the signalling impact of those for financial market participants. A final part of the course covers some specific topics in corporate finance: dividend policy, decision to go public, mergers and acquisitions and possibly (time permitting) corporate governance issues.

Teaching: 40 hours of lectures (AC430) in the MT and LT plus 20 classes (AC430.A) in which problem sets, case studies and journal articles will be discussed. Students are expected to make presentations at these classes.

Formative coursework: At least two pieces of work per term will be assessed.

Indicative reading: J. Berk and P. DeMarzo, *Corporate Finance*, Pearson International Edition.

Z. Bodie, A. Kane and A. Marcus, *Investments*, 8th edition, McGraw Hill. ISBN: 0-07-338237-X

Full details of reading will be specified in the Course Programme and Reading List which will be distributed at the first lecture.

Assessment: A three-hour written examination in the ST. Please note this examination is the full unit version of the exams taken on FM429 Asset Markets A (H) and FM431 Corporate Finance A (H).

FM431 Half Unit**Corporate Finance A**

This information is for the 2009/10 session.

Teacher responsible: Dr Ulf Axelsson

Course content: The course covers range of topics in corporate finance starting with capital budgeting techniques, in relation to CAPM and other valuation instruments. The course then proceeds identifying the driving forces behind capital structure decisions and choices over debt and equity finance. Special consideration is given to the tax implications of those choices, the possible costs of financial distress, the incentive implications of financial decisions and the signalling impact of those for financial market participants. A final part of the course covers some specific topics in corporate finance: dividend policy, decision to go public, mergers and acquisitions and possibly (time permitting) corporate governance issues.

Availability: Intended for students on the MSc Accounting and Finance, MSc Management and Strategy and MSc Management and Regulation of Risk. Other students may be admitted if they

can demonstrate knowledge of finance acquired at undergraduate level. This course cannot be combined with FM430 Corporate Finance and Asset Markets. Available as an outside option where programme regulations permit.

Teaching: 20 hours of lectures and 10 hours of seminars in the MT
Formative coursework: At least two pieces of formative work will be assessed over the duration of the course. Students will be set weekly problem set assignments, of which a minimum of two will be submitted and marked as formative assessment.

Indicative reading: J. Berk and P. DeMarzo, *Corporate Finance*, Pearson International Edition.

Full details of reading will be specified in the Course Programme and Reading List which will be distributed at the first lecture.

Assessment: One and a half hour written examination (100%) consisting of three questions, of which students must answer two.

FM436 Financial Economics

This information is for the 2009/10 session.

Teachers responsible: Dr J-P Zigrand, A454a and Dr Rohit Rahi, A351

Availability: Exclusively for MSc Finance and Economics, MSc Finance and Economics (Research) and PhD Finance students.

Pre-requisites: Mathematical background at the level of the September Courses in Mathematics and Quantitative Methods for Finance (FM458) is assumed.

Course content: A required graduate course for the MSc Finance and Economics programme, on investors' behaviour, market equilibrium, and asset pricing.

Will encompass topics in choice under uncertainty, complete and incomplete asset markets, mean-variance portfolio theory and equilibrium asset pricing, pricing with no arbitrage, intertemporal asset pricing, Black-Scholes option and other contingent claims pricing models, the term structure of interest rates under uncertainty, and the pricing of interest rate linked and other derivative securities.

Teaching: 40 hours of lectures, 20 hours of classes.

Formative coursework: 15 problem sets in classes.

Indicative reading: Will be based on: Teaching notes, as well as C Huang & R Litzenberger, *Foundations for Financial Economics*, North-Holland, 1988; T Björk, *Arbitrage Theory in Continuous Time*, 2nd edn, Oxford University Press, 2004; M Baxter & A Rennie, *Financial Calculus*, Cambridge University Press, 1996.

Assessment: A three-hour written examination in the ST. Students attempt two out of three questions in Section A and two out of three in Section B.

FM437 Financial Econometrics

This information is for the 2009/10 session.

Teachers responsible: Dr C Julliard, Dr X Lin and Professor V Hajivassiliou

Availability: Exclusively for MSc Finance and Economics, MSc Finance and Economics (Research) and PhD Finance students.

Pre-requisites: Mathematical background to the level of the course taught in September in the Economics Department is assumed.

Course content: The techniques of empirical investigation in economics and finance. Students are introduced to recent empirical findings based on asset pricing models.

The course includes a selection of the following topics: multivariate regression; maximum likelihood and methods of moments estimation; hypothesis testing; omitted variables and misspecification; asymptotic theory; measurement error and instrumental variables; time-series modelling; predictability of asset returns; event study analysis; econometric tests of the CAPM and multifactor models; volatility modelling; generalised method of moments estimation.

Teaching: 40 hours of lectures and 20 hours of classes. The first half of this course is taught jointly with EC402 **Methods of Economic Investigation**.

Formative coursework: Exercises are provided each week and they are discussed in class.

Indicative reading: A complete reading list is available at the

beginning of session. Will be based on Greene, *Econometric Analysis*, Prentice-Hall; Campbell, Lo & MacKinlay, *The Econometrics of Financial Markets*, Princeton University Press; selected published articles.

Assessment: A three-hour written examination in the ST.

FM440 Half Unit Corporate Finance Theory

This information is for the 2009/10 session.

Teacher responsible: Professor D Webb, R413

Availability: Intended for students on the MSc Accounting and Finance, MSc Finance (full-time), MSc Finance and Economics and MSc Finance and Economics (Research).

Pre-requisites: This is an advanced course; students will be expected to have a strong background in Micro Economics and be comfortable with mathematical arguments. Coverage of the material in FM430 **Corporate Finance and Asset Markets** is normally required as a prerequisite for this course.

Course content: Provides a thorough grounding in recent developments in the theory of corporate finance.

The course involves an advanced development of theories of corporate financial policy and corporate governance, going public, takeovers and insolvency. The development of these theories involves applying the modern theories of agency, asymmetric information and game theoretic ideas. Applications of the economics of incomplete contracts to the problems of ownership and control and financial decisions will also be developed.

Teaching: 20 hours of lectures and 10 hours of classes in the LT.

Formative coursework: Written answers to problems will be expected on a weekly basis. There will also be an unassessed assignment.

Indicative reading: The Theory of Corporate Finance by Jean Tirole (Princeton University Press, 2006) covers much of the material.

Some additional material can be found in O D Hart, *Firms Contracts and Finance Structure* (Oxford University Press, 1995) and C W Smith, *The Modern Theory of Corporate Finance* (McGraw-Hill, 1990). A set of lecture notes and a study pack of journal articles will be provided.

Assessment: A two-hour written examination in the ST (100%).

FM441 Half Unit Derivatives

This information is for the 2009/10 session.

Teacher responsible: Dr Konstantinos Zachariadis, A462

Availability: Intended for students on the MSc Accounting and Finance. Optional for MSc Risk and Stochastics, MSc Financial Mathematics and MSc Applicable Mathematics.

Pre-requisites: This is a more advanced course. Students will be expected to show some familiarity with statistics, calculus and random processes.

Course content: Provides a thorough grounding in the theory of derivatives pricing and hedging.

This course develops the theories of no-arbitrage asset pricing. Particular emphasis is placed on pricing within a multi-period, mostly continuous-time, framework. A special feature of the course is its coverage of the modern theory of contingent claims valuation by PDE and martingale methods. These asset pricing-methods are applied to the pricing of vanilla and exotic options and corporate liabilities, forwards, futures, as well as fixed income derivatives. The uses of derivatives in hedging and risk-management are discussed as well.

Teaching: 20 hours of lectures and 10 hours of class Teaching in the LT.

Formative coursework: Weekly problem sets in classes (10).

Indicative reading: Teaching notes will be distributed. No one book covers the entire course. Books recommended include, in increasing level of difficulty, R. McDonald, *Derivative Markets* (2nd edn, Pearson Education, 2006), J Hull, *Options Futures and Other Derivatives* (5th edn, Prentice-Hall, 2003), and M Baxter & A Rennie, *Financial Calculus* (Cambridge University Press, 1996).

Assessment: A two-hour written examination in the ST. Students answer three out of four questions.

FM442 Half Unit Quantitative Methods for Finance and Risk Analysis

This information is for the 2009/10 session.

Teacher responsible: Dr Philippe Mueller

Availability: This course is intended for students on the MSc Accounting and Finance, MSc Applicable Mathematics, MSc Finance and Economics, MSc Finance and Economics (Research), and MSc Financial Mathematics, MSc Risk and Stochastics, MSc Management and Regulation of Risk and MSc Finance and Economics.

Pre-requisites: A background in statistics and mathematics is required. No prior programming experience is necessary but students without programming experience are highly encouraged to concurrently take FM457 MATLAB for MSc Students.

Course content: A graduate level course on the quantitative and statistical tools that are important in applied finance. Students will be exposed to application of these tools and the key properties of financial data through a set of computer-based classes and exercises. The following topics will be covered; review of statistics and introduction to time-series econometrics; modelling financial returns; an introduction to the analysis of financial data using MATLAB; volatility models; Value-at-Risk. Implementing the tools in MATLAB is an essential part of the course and all classes are computer based.

Teaching: 18 hours of lectures, five hours of classes (student presentations) plus six hours of computer classes in the MT.

Formative coursework: Problem sets. Students will have the opportunity to present the results of a problem set to the class.

Indicative reading: The core text for this course is: Peter Christoffersen, *Elements of Financial Risk Management*, Academic Press, 2003. The coverage in the text is not sufficient for some topics and for these topics extra readings will be assigned.

Assessment: A one-and-a-half hour written examination in the ST (75%), a 2,000 word project (20%) and a presentation (5%).

FM445 Half Unit Portfolio Management

This information is for the 2009/10 session.

Teacher responsible: Dr Stephen Guibaud, A352

Availability: MSc Accounting and Finance, MSc Financial Mathematics, MSc Finance and Economics, MSc Finance and Economics (Research) and MSc Management and Regulation of Risk.

Course content: A topics course on empirical and applied problems in portfolio management: Portfolio risk management, international diversification, currency management for international investors, asset allocation, trade implementation costs and trading strategies, portfolio performance measurement and attribution.

Teaching: 20 hours of lectures and 10 hours of classes in the LT.

Formative coursework: One written assignment involving problems and critical reviews of papers, to be presented during class meetings.

Indicative reading: Drawn from journal articles.

Assessment: A two-hour written examination in the ST (100%).

FM447 Half Unit Global Financial System

This information is for the 2009/10 session.

Teacher responsible: Dr Jon Danielsson, A454b

Availability: Intended for students on the MSc Accounting and Finance, MSc Finance and Economics and MSc Finance and Economics (Research).

Pre-requisites: Students should have a strong background in microeconomics, and be comfortable with formal arguments.

Course content: This course examines the academic and policy debates on the operation of the global financial system. The course will aim to be topical, but the analysis of the issues will be based on rigorous economic arguments.

The course begins with a brief overview of the history of the international financial system. Several theories of financial crises are then developed in some detail, and are assessed by reference to historical experience and the mechanics of speculative attack,

including the current liquidity crisis. Special emphasis is placed on the analysis of coordination failures and their implications for economic policy. The course concludes by analysis of the current liquidity crisis in the context of the models and historical experience discussed earlier in the course.

Teaching: 20 hours of lectures and 10 hours of classes in the MT.

Formative coursework: Students are expected to attempt the problem sets and essay questions set in the classes.

Indicative reading: Given the topical nature of the course, we will make extensive use of resources available on line, with links to most course references. For preparatory reading on the history of the international financial system, Barry Eichengreen's book *Globalizing Capital* is a useful brief reference. Students may also benefit from a review of the material in a microeconomics textbook at the graduate level, such as J Green, A Mas-Colell & M Whinston, *Microeconomic Theory*.

Assessment: A two-hour written examination in the ST (100%).

FM454 Half Unit Corporate Finance I: Financial Management

This information is for the 2009/10 session.

Teachers responsible: Professor Mike Burkart and Dr Ulf Axelsson

Availability: MSc Management and Economics students only.

Course content:

- Preliminaries: Cost of capital and investment choice in two periods
- Part I: Capital structure
- Debt, equity and the financing of investments
- Taxes and financial distress and choice of financial structure
- Indirect costs of leverage: Debt overhang and risk taking
- Pecking order theory of financing
- Part II: Valuation of risky projects
- Discounting cash flows
- Cost of capital and risk
- Real option analysis
- Dividend policy

The aim of the course is to provide students with an overview of financial analysis at graduate level. The course will enable students to gain an understanding of the determinants of most common financial decisions by corporations. A preliminary section reviews the principles of saving and real investment and relates them to the notion of the cost of capital. Part I considers how to finance companies growth by a combination of different instruments such as the issuance of equity, debt or other more complex securities.

It explores the circumstances where the choice is irrelevant (Modigliani-Miller theorems) and those in which it has substantial implications for the efficiency of the firm. Part II uses the above concepts in evaluating investment choices, both real (such as acquisition of a new production facility) and financial (such as investment in a block of shares). Finally, the course will cover a number of topics in relation to other financial decisions made by companies, such as the payout of dividends, the occurrence of mergers and acquisitions. A final topic will regard the topical issue of corporate governance.

Teaching: Ten 2-hour lectures. A weekly class devoted to problem sets and case studies.

Formative coursework: Formative assessment will take the form of marked class works and a qualitative evaluation of the oral case presentation.

Indicative reading: Higgins, Analysis for Financial Management; Grinblatt and Titman, Financial Markets and Corporate Strategy; selected case studies.

Assessment: A two-hour examination in ST.

FM455 Half Unit Corporate Finance II: Finance and Corporate Strategy

This information is for the 2009/10 session.

Teacher responsible: Vicente Cunat

Availability: MSc Management and Strategy. Available to MSc Management and Economics students with the permission of the course leader.

Pre-requisites: FM454 Corporate Finance I: Financial Management, but if students have not completed FM454 they may be allowed to take the course with the permission of the course leader.

Course content: The decision to go public;

Mergers and acquisitions;

Synergies and competition;

The bidding process;

Investing in real options;

Financing R&D;

Financial predation;

Financial distress and restructuring mature firms.

A second graduate course in finance geared towards applications in management and industry analysis. The course considers the range of financial decisions encountered over the life cycle of the firm.

This includes the financing decisions of start-up firms including the decision to become a publicly listed company and the cost/benefits of control oriented financial structures. Mergers and acquisitions are studied by incorporating competitive analysis into the problem of valuing potential transactions. This will include a consideration of alternative bidding procedures. The problem of valuing growth options will be explored including the questions of the timing of real investments of the importance of product market competition. R&D financing will be covered including an assessment of the various forms of venture capital finance and of information sharing through financial relations and R&D joint ventures. It will consider when and how financial contracting can be used for advantage in product market strategies (predation). Finally, the problem of financial restructuring mature firms is considered both in and outside of formal mechanisms (such as bankruptcy proceedings) for resolving financial distress.

Teaching: Six 2-hour lectures. Six 1-hour classes devoted to problem sets. Four 2-hour seminars devoted to case study presentations and discussions.

Formative coursework: Formative assessment will take the form of one or more marked class works.

Indicative reading: Grinblatt and Titman, Financial Markets and Corporate Strategy; selected case studies.

Assessment: A two-hour examination in ST (70%) and an evaluation of the case write-up and presentation (30%).

FM457

MATLAB for MSc Students

This information is for the 2009/10 session.

Teacher responsible: Dr Jack Favilukis, A357

Availability: Intended for students taking FM442 Quantitative Methods for Finance and Risk Analysis and FM404 Forecasting Financial Time Series. There may be limited availability to other students on the MSc Finance (Full-time), MSc Finance and Economics, MSc Management and Regulation of Risk and MSc Accounting and Finance programmes.

Course content: This course is an introduction to computational methods in finance; the course uses Matlab. We will begin with an introduction to basic Matlab. We will then learn how to simulate individual securities, with a special focus on the predictability and fat tails features of volatility. Simultaneously we will examine the data to test how well our models approximate the real world. Next we will move onto modeling portfolios of multiple securities and test the CAPM and the Fama-French three factor model; we will also test for long term predictability in asset prices. Finally we will use numerical techniques to price options and to construct a yield curve.

Teaching: 10 hours of teaching during MT.

Indicative reading: Teaching notes will be distributed.

Assessment: This is an additional, non-assessed computer course to supplement MSc level courses in the Department of Finance.

FM458

MSc Finance and Economics pre-session: Quantitative Methods

This information is for the 2009/10 session.

Teacher responsible: Dr Stephane Guibaud, A352

Availability: Compulsory for MSc Finance and Economics and MSc

Finance and Economics (Research).

Course content: The aim of this course is to supplement the Economics pre-session course and provide students with the essential quantitative methods for the core Finance courses FM436 and FM437. Measure Theory and Elementary Probability Concepts, Conditional Expectations, Introduction to Stochastic Processes, Stochastic Integration, Ito Calculus, Stochastic Differential Equations, Feynman-Kac formula, Girsanov Theorem.

Teaching: 30 hours of lectures during MT, weeks 1-10.

Indicative reading: Mikosch, *Elementary Stochastic Calculus* (1998), World Scientific; Shreve, *Stochastic Calculus for Finance I, II*

Assessment: No formal assessment. Students will sit a mock exam based upon the material to aid learning.

FM472 Half Unit

International Finance

This information is for the 2009/10 session.

Teacher responsible: Dr E Bertero, A358

Availability: This course is available to students on the MSc Accounting and Finance, MSc Management and Regulation of Risk, MSc Finance (Full-time), MSc Finance and Economics, MSc Finance and Economics (Research) and MSc Financial Mathematics. Other interested graduate students (in previous years, from International Relations, Government, Management, MPA programmes) may also be admitted provided they have sufficient background in finance and economics and obtain permission from the course leader. Other interested graduate students (in previous years, for example from International Relations, Government, Management, MPA programmes) may also be admitted provided they have sufficient background in finance and economics. To seek permission these students must send an email to the course leader with information about their background in the areas above and motivation for wanting to take this course.

For students choosing the pathway in International Accounting and Finance, this course must be combined with AC470 International Financial Reporting.

Course content: This course examines key issues in international finance, focusing on recent developments and incorporating theoretical, empirical, policy and institutional dimensions.

The course uses exchange rates as its thread and considers them from four perspectives: theory, policy, global risk and investors.

The course examines models of exchange rates determination and related empirical evidence. It reviews current empirical issues related to the US current account deficit, global imbalances and the high short run volatility of exchange rates. It analyses the choice and coordination of exchange rate regimes, including the experience of the European Monetary Union. The course examines exchange rates as one of the sources of global financial instability and assesses the structure and convergence of financial systems. It considers the risk exposures for investors arising from exchange rate volatility and its hedging with currency instruments.

Teaching: 20 hours of lectures and 10 hours of classes in the LT.

Formative coursework: Students are required to undertake a group research project on a given topic concerning the relationship between financial crises and the structure of financial crises.

Indicative reading: A selection of journal articles; background reading from a textbook such as Keith Pilbeam *International Finance* (Palgrave, 2006, 3rd edition)

Assessment: A two-hour written examination in the ST (100%).

FM473 Half Unit

Finance I

This information is for the 2009/10 session.

Teachers responsible: Dr Georgy Chabakauri, A371 (MT), Dr Dong Lou, A456 (LT)

Availability: Optional for MSc Management students. Students from other taught post-graduate programmes with permission of the course director. This course is not open to students in the MSc Accounting and Finance and in the MSc Finance and Economics.

Course content:

- New Present Value: The goals of the firm. Interaction of firms and capital markets. Asset valuation with known cash flows.

- Bond valuation: Term structure of interest rates. Forward rates and loans. Duration.
- Stock valuation: The Gordon growth model and variants. The functioning of equity markets.
- Risk and return: What is risk? The portfolio frontier.
- Capital Asset Pricing Model (CAPM) What is the price of risk? The capital markets model. Alternatives to CAPM.
- Market efficiency
- Valuation of risk cash flows. Capital budgeting.

A first course in financial analysis for students with a basic knowledge of management. The course explores the way that firms and the capital market function to channel savings toward productive investments. From the investor's perspective it considers characteristics of the major financial contracts and the principles used in their valuation. It considers how investors should select their portfolios and the implications of this behaviour for pricing assets in stock and bond markets. It explores the question of whether stock markets are efficient in reflecting investors information. It applies these insights to the firm's financial management decision of whether or not to invest in a risky project and how to select among alternative investments.

Teaching: Ten three-hour lecture and seminar sessions. This course is taught twice, in both Michaelmas and Lent Term. Students must either register for FM473 A which is taught in Michaelmas Term, or FM473 B which is taught in Lent Term.

Formative coursework: Weekly problem sets.

Indicative reading: Brealey, Myers and Allen, *Principles of Corporate Finance*.

Assessment: A two-hour exam in ST.

FM474 Half Unit Finance II

This information is for the 2009/10 session.

Teacher responsible: Dr Maria Cecilia Bustamante, A370

Availability: Optional for MSc Management students. Students from other taught post-graduate programmes with permission of the course director. This course is not open to students in the MSc Accounting and Finance and in the MSc Finance and Economics.

Pre-requisite: FM473 Finance I or the equivalent.

Course content:

- Capital structure and the cost of capital in efficient markets
- Financial options: options payoffs, option valuation, put-call parity, binomial pricing model
- Real options
- Dividend policy and capital structure irrelevance
- Capital structure: incentives created by corporate and personal taxes, financial distress
- Signalling with dividends and capital structure
- Complex securities: warrants, callable bonds, convertible bonds
- Going public

This is a second course in financial analysis for students with a knowledge of the topics covered in Finance I. The course starts with the determination of the cost of capital for a firm in an efficient market. It then introduces the principles of financial options and shows how puts and calls can be priced. These tools are applied to the valuation of real options, that is, real investments where payoffs are affected by the options available to the firm in how the projects will be operated. After seeing the equivalence between the liabilities of the levered firm and financial options, the problem of capital structure and financial policy are further studied. The course closes with more advanced topics including convertible bonds and the decision of the firm to list its shares on a stock exchange.

Teaching: Ten three-hour lecture and seminar sessions.

Formative coursework: Weekly problem sets.

Indicative reading: Brealey, Myers and Allen, *Principles of Corporate Finance*.

Assessment: A two-hour exam in the ST.

FM492 Principles of Finance

This information is for the 2009/10 session.

Teachers responsible: Professor Christopher Polk, A453 and Dr

Mungo Wilson, A459

Availability: Intended for MSc students who are not specialising in Accounting and Finance and who have not previously studied finance to a significant extent. Optional for MSc Regulation and MSc Regulation (Research), MSc Financial Mathematics and MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy.

Pre-requisites: Students should have taken courses in quantitative methods and economics at an undergraduate level.

Course content: This course examines the theory of financial decision-making by firms and examines the behaviour of the capital markets in which these decisions are taken. The topics covered are the theory of capital budgeting under certainty in perfect and imperfect capital markets, portfolio theory, equity and bond markets, the capital asset pricing model, efficient markets, sources of funds, basic theory of capital structure and the cost of capital, company dividend decisions and financial markets and institutions.

Teaching: 40 lectures (FM212) of one-hour MT and LT and 20 classes (FM492.A) of one-hour MT and LT.

Formative coursework: Students are expected to produce written work for classes and to make positive contributions to class discussion.

Indicative reading: Detailed course programmes and reading lists are distributed at the start of the course. Illustrative texts include: Grinblatt & Titman, *Financial Markets and Corporate Strategy* (Irwin, McGraw-Hill); Brealey & Myers, *Principles of Corporate Finance* (McGraw-Hill).

Assessment: This course is based on a three-hour written examination in the ST.

FM498 Half Unit Dissertation for MSc Finance and Economics (Research)

This information is for the 2009/10 session.

Teachers responsible: Dr Rohit Rahi, A351, Programme Director of MSc Finance and Economics (Research)

Availability: Only for students on MSc Finance and Economics (Research).

Course content: This 10,000 word dissertation should be written on a topic to be agreed with the Programme Director.

Arrangements for supervision: Students writing a dissertation will be supervised by a member of staff who will not necessarily be their normal supervisor. As a general rule, supervisors of dissertations will not comment on the work after a discussion of the first draft.

Teaching: There is no teaching associated with the dissertation, but students writing a dissertation are encouraged to attend the dissertation workshop sessions organised by the Teaching and Learning Centre's LSE Learning World.

Assessment: Two typewritten hard copies and a PDF electronic copy of the dissertation must be submitted to the MSc Finance and Economics Programme Manager. The maximum word limit is 10,000, not including Appendices. The deadline for submission is Thursday 17 June 2010 (Week 8, ST).

FM499 Dissertation

This information is for the 2009/10 session.

Teacher responsible: TBC

Availability: Only for students on the MSc Accounting and Finance programme, who elect to take this as an option in paper 3 or 4 and who wish to write a dissertation on a Finance topic. Permission to select the long essay option must be obtained from the MSc Accounting and Finance Programme Director by the end of the third week of MT. Students wishing to select this option must identify and secure agreement from a member of staff from the Department of Finance who is willing to provide supervision for the dissertation.

Course content: The dissertation may focus on analysing the relevant literature and other source material on a particular topic and writing a critical survey or commentary, indicating clearly the main problems and their nature, or investigating and reporting on a

selected problem, either by some small-scale empirical research, or by using information derived from secondary sources.

The dissertation must identify relevant issues, sustain reasoned argument, and draw supportable conclusions. It must be arranged in an organised manner and include a full bibliography.

Teaching: There is no teaching associated with the dissertation, but students who select this option are encouraged to attend the dissertation workshop sessions organised by the Teaching and Learning Centre's LSE Learning World.

Assessment: Two typewritten copies of the dissertation must be submitted to the MSc Accounting and Finance Programme Manager in the Summer Term, on a date to be confirmed at the beginning of Lent Term. The dissertation should be double-spaced, on A4 paper, with a maximum word limit of 10,000 words, not including Appendices.

Arrangements for supervision: Students writing a dissertation in a Finance topic will be supervised by a member of staff who will not necessarily be their normal supervisor. Students are responsible for identifying an appropriate member of staff in the Department of Finance to supervise their long essay, and for ensuring the member of staff agrees to provide supervision. As a general rule, supervisors of dissertations will not comment on the work after a discussion of the first draft.

FM4T0 Half Unit Financial Risk Analysis Dissertation

This information is for the 2009/10 session.

Availability: For MSc Finance and Economics students only.

Course content: See entry for FM402

Assessment: 6,000 word dissertation on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in the LT by the course teacher and the student's supervisor. Deadline Thursday 17 June 2010 (week 8 ST).

FM4T1 Half Unit Forecasting Financial Time Series Dissertation

This information is for the 2009/10 session.

Availability: For MSc Finance and Economics students only.

Course content: See entry for FM404

Assessment: 6,000 word dissertation on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in the LT by the course teacher and the student's supervisor. Deadline is Thursday 17 June 2010 (week 8 ST).

FM4T2 Half Unit Applied Corporate Finance Dissertation

This information is for the 2009/10 session.

Availability: MSc Finance and Economics students only.

Course content: See entry for FM421

Assessment: 6,000 word dissertation on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in the LT by the course teacher and the student's supervisor. Deadline is Thursday 17 June 2010 (week 8 ST).

FM4T3 Half Unit Corporate Finance Theory Dissertation

This information is for the 2009/10 session.

Availability: MSc Finance and Economics and MSc Finance (full-time) students only

Course content: See entry for FM440

Assessment: 6,000 word dissertation on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in the LT by the course teacher and the student's supervisor. Deadline is Thursday 17 June 2010 (week 8 ST).

FM4T5 Half Unit Portfolio Management Dissertation

This information is for the 2009/10 session.

Availability: MSc Finance and Economics students only

Course content: See entry for FM445

Assessment: 6,000 word dissertation on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in the LT by the course teacher and the student's supervisor. Deadline is Thursday 17 June 2010 (week 8 ST).

FM4T6 Half Unit Topics in Portfolio Management Dissertation

This information is for the 2009/10 session.

Availability: MSc Finance (full-time) and MSc Finance (part-time) students only

Course content: See entry for FM406

Assessment: 6,000 word dissertation in lieu of exam (90%) on a topic to be agreed with the course teacher, and coursework (10%). The dissertation option is to be chosen in only one half unit module, with its outline approved in the LT by the course teacher and the student's supervisor. Deadline Thursday 17 June 2010.

FM4T7 Half Unit Global Financial System Dissertation

This information is for the 2009/10 session.

Availability: For MSc Finance and Economics students only.

Course content: See entry for FM447

Assessment: 6,000 word dissertation on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in the LT by the course teacher and the student's supervisor. Deadline 17 June 2010 (week 8 ST).

FM4T8 Half Unit Financial Engineering Dissertation

This information is for the 2009/10 session.

Availability: MSc Finance (part-time) and MSc Finance (full-time) students only.

Course content: See entry for FM408

Assessment: 6,000 word dissertation in lieu of examination (80%) on a topic to be agreed with the course teacher, and coursework (20%). The dissertation option is to be chosen in only one half unit module, with its outline approved in the LT by the course teacher and the student's supervisor. Deadline Thursday 17 June 2010.

FM4T9 Half Unit International Finance Dissertation

This information is for the 2009/10 session.

Availability: MSc Finance and Economics and MSc Finance (full-time) students only.

Course content: See entry for FM472

Assessment: 6,000 word dissertation on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in the LT by the course teacher and the student's supervisor. Deadline is Thursday 17 June 2010 (week 8 ST)

FM4U1 Half Unit Fixed Income Markets Dissertation

This information is for the 2009/10 session.

Availability: MSc Finance and Economics and MSc Finance (full-time) students only.

Course content: See entry for FM413

Assessment: 6,000 word dissertation on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in the LT by the course teacher and the student's supervisor.

MSc Finance and Economics deadline 17 June 2010 (week 8 ST)

MSc Finance (full-time) deadline 17 June 2010 (week 8 ST)

FM4U2 Half Unit Quantitative Methods for Finance and Risk Analysis

This information is for the 2009/10 session.

Availability: For MSc Finance and Economics students only.

Course content: See entry for FM442

Assessment: 6,000 word dissertation on a topic to be agreed with the course teacher. The dissertation option is to be chosen in only one half unit module, with its outline approved in the LT by the course teacher and the student's supervisor. Deadline is Thursday 17 June 2010 (week 8 ST).

FM4U5 Half Unit Fixed Income Securities and Credit Markets Dissertation

This information is for the 2009/10 session.

Availability: For MSc Finance (part-time) and MSc Finance (full-time) students only.

Course content: See entry for FM405

Assessment: 6,000 word dissertation in lieu of exam (80%) on a topic to be agreed with the course teacher, and coursework (20%). The dissertation option is to be chosen in only one half unit module, with its outline approved in the LT by the course teacher and the student's supervisor. Deadline Thursday 17 June 2010.

FM4U7 Half Unit Applied Financial Valuation Dissertation

This information is for the 2009/10 session.

Availability: For MSc Finance (part-time) and MSc Finance (full-time) students only.

Course content: See entry for FM407

Assessment: 6,000 word dissertation in lieu of exam (70%) on a topic to be agreed with the course teacher, and coursework (30%). The dissertation option is to be chosen in only one half unit module, with its outline approved in the LT by the course teacher and the student's supervisor. Deadline Thursday 17 June 2010.

FM4U9 Half Unit Risk Management for Financial Institutions Dissertation

This information is for the 2009/10 session.

Availability: For MSc Finance (full-time) and MSc Finance (part-time) students only.

Course content: See entry for FM409

Assessment: 6,000 word dissertation in lieu of examination (80%) on a topic to be agreed with the course teacher, and coursework (20%). The dissertation option is to be chosen in only one half unit module, with its outline approved in the LT by the course teacher and the student's supervisor. Deadline Thursday 17 June 2010.

GI400 Gender Theories in the Modern World: An Interdisciplinary Approach

This information is for the 2009/10 session.

Teacher responsible: Dr Sadie Wearing, B507

Availability: This is a compulsory course for students on MSc Gender, MSc Gender (Research), MSc Gender, Development and Globalisation, MSc Gender and Social Policy and MSc Gender, Media and Culture. Optional for MSc Development Studies.

Course content: The course aims to enable students to: become familiar with the fullest range of gender theories with particular attention to the intersections of gender, sexuality and race; develop a critical appreciation of these different theories of gender; use gender theories to inform their appreciation of existing work in their own disciplines and in an interdisciplinary context; use the analysis of gender relations as a basis for case study evaluation and research. It is a full unit course and begins with a review of the formative influences on the development of gender theory, usually including the sex/gender and nature/culture distinctions, 'production/reproduction, psychoanalysis, sexualities, postmodernism/discourse theory, and queer theory. The course includes a number of sessions

on gender, culture and global feminism, addressing issues of cultural relativism, human rights, and multiculturalism. The course considers the impact of gender analysis on key areas of social science investigation.

Teaching: The course is taught in 20 x one-and-a-half hour sessions (GI400) plus 20 x one-and-a-half-hour seminars. It is divided into blocks of discipline-oriented lectures and linked seminars.

Indicative reading: The following are recommended readings for reference. A comprehensive reading list will be handed out at induction. Benería, L. *Gender, Development & Globalisation. Economics As If All People Mattered*. (2003) London & NY: Routledge; Butler, J *Gender Trouble*, Routledge, New York & London (1999); Foucault, M *History of Sexuality Volume 1* (1981); Eadie, J (ed) *Sexuality: The Essential Glossary* (2004); Gould, C *Key Concepts in Gender Theory* (1997) New Jersey: Humanities Press; Harding, S (ed) *Feminism and Methodology* OU Press (1987); S Kemp & Squires, J *Feminisms* (1997) Oxford: Oxford UP; Lewis, G 'Race', *Gender, Social Welfare* (2000) Polity; Marks, E and I de Courtivron (eds) *New French Feminisms* (1981); Medhurst, A and S Munt *Lesbian and Gay Studies: A Critical Introduction* (1997) Cassell; Pilcher, J and Imelda Whelehan *50 Key Concepts in Gender Studies (Key Concepts)* Sage (2004); Visvanathan, N, et. al. (eds.) Penguin; *The Sexual Subject: A Screen Reader in Sexuality*. Routledge (1992); P Hill Collins, *Black Feminist Thought: Knowledge, Consciousness and the Politics of Empowerment*, Unwin Hyman (1990); N Kabeer, *Reversed Realities: Gender Hierarchies in Development Thought*, Verso (1994).

Assessment: One three-hour written examination, 2 questions (50%) and one essay of 3,000 words (50%). There will also be an unassessed essay to be written during the first term.

GI402 Half Unit Gender, Knowledge and Research Practice This information is for the 2009/10 session.

Teacher responsible: Dr Sumi Madhok, B508

Availability: This is a compulsory unit for MSc Gender, MSc Gender (Research), MSc Gender, Media and Culture, Gender MPhil/DPhil students in the first year of registration, and is strongly recommended as an optional unit for MSc Gender, Development and Globalisation, MSc Gender and Social Policy, and MSc Culture and Society students. It is also available as an optional course to MSc Media, Communication and Development students. Other students welcome in consultation with the teacher responsible.

Course content: This course introduces students to the central issues at stake in designing and carrying out gender research at graduate and postgraduate level and beyond. The course maps the history of debates about gender research, and asks what difference it makes to take gender as the subject or object of research. Of particular concern are the ethical and political issues arising from doing gender research with respect to representing others and seeking to influence and engage with broader social contexts. Students will be introduced to debates about subjectivity and objectivity, the relationship between researcher and researched, and asked to evaluate the usefulness of particular methods – e.g. quantitative and qualitative approaches, reflexivity, and discourse analysis.

The course is interdisciplinary, introducing students to a range of perspectives on knowledge production and research practice. The course offers critiques of **existing knowledge practices**, and highlights the specific challenges to 'mainstream knowledge' that come from a gendered perspective. It explores how knowledge is produced and offers critical assessments of the dominant debates in gendered research practice, asking how we ensure that we conduct research ethically. Finally, the course focuses on the **methodological challenges** arising within interdisciplinary research. Through a discussion on methodological questions, it provides an opportunity to reflect on and synthesize a range of research design issues addressed on the course through producing and collectively evaluating student designed research proposals.

Teaching: The first two hours will be a lecture and discussion session based on weekly assigned readings, followed by an hour-long 'workshop' session in which outside speakers will address dilemmas in epistemological or methodological dimensions of their research.

Indicative reading: Patricia Hill Collins (2000) *Black Feminist Thought: Knowledge, Consciousness and the Politics of Empowerment*. New York: Routledge; Nina Lykke (2005) "Transformative Methodologies in Feminist Studies", special issue of *European Journal of Women's Studies* 12. 3; Uma Narayan and Sandra Harding, eds (2000) *Decentering the Center: Philosophy for a Multicultural, Postcolonial and Feminist World*. Bloomington: Indiana University Press; Sandra Harding and Kathryn Norbers, eds (2005) "New Feminist Approaches to Social Science Methodologies", special issue of *Signs* 30. 4.

Assessment: 50% written Assessment (research proposal and choice of essay or methodology review) to be submitted at the beginning of LT, and 50% coursework.

GI403 Half Unit Gender and Media Representation

This information is for the 2009/10 session.

Teacher responsible: Dr Sadie Wearing, B507

Availability: This course is a half unit, which is available to all suitably qualified students. It is especially recommended to those students on MSc Gender, MSc Gender and Social Policy, MSc Organisational and Social Psychology, MSc Media and Communications, MSc Media and Communications (Research) and MSc Media, Communication and Development. It is a compulsory course for students on MSc Gender, Media and Culture.

Course content: This course aims to enable students: to apply a range of theoretical and methodological approaches to the study of the media; to think critically about representations of gender in a range of different media; to examine changing representations of gender in the context of wider social changes and to explore questions concerning the interpretation and use of different media and their products. The course focuses on examples largely drawn from Anglo-American media and should include 'postfeminist' media; news; and contemporary cinema and gender, and consider themes such as the nature of celebrity and questions of media reception.

Teaching: One hour lecture and one hour seminar plus screenings of material to be discussed in class. Students are expected to carry out directed readings, and to maintain familiarity with contemporary UK media.

Indicative reading: R Gill, *Gender and the Media Polity*, Press (2007); L Van Zoonen, *Feminist Media Studies*, Sage (1994); M MacDonald, *Representing Women: Myths of Femininity in Popular Media*, Edward Arnold (1995); S Cohan & I R Hark (Eds), *Screening the Male: Exploring Masculinities in Hollywood Cinema*, (chapters by Neale, Wiegman, Fuchs) Routledge (1993); J Stacey, *Star Gazing: Hollywood Cinema and Female Spectatorship*, Routledge (1994); M Meyers, *Mediated Women. Representations in Popular Culture* Hampton Press, NJ (1999); A Hall, *Delights, Desires and Dilemmas: Essays on Women and the Media*, Praeger, London (1998). Y.Tasker and D.Negra (eds) *Interrogating Postfeminism: Gender and the Politics of Popular Culture (Console-ing Passions)*: Duke (2007); S. Hall Representation: *Cultural Representations and Signifying Practice* Sage (1997) ; R.Dyer, *The Matter of Images: Essays on Representation*, Routledge (2002); R.Dyer, *Culture of Queers*, Routledge (2001)

Assessment: One 4,000 word essay to be submitted at the beginning of the LT (80%), and one visual media analysis to be conducted in class in week 9 of MT (20%).

GI405 Half Unit Globalising Sexualities

This information is for the 2009/10 session.

Teacher responsible: Dr C Hemmings, B505

Availability: The course is an option on MSc Gender, Development and Globalisation, MSc Gender, MSc Gender and Social Policy, MSc Gender, Media and Culture, MSc Gender (Research) and MSc Gender, Media and Culture degrees. It is also an available option for students taking MSc Biomedicine, Bioscience and Society, MSc Global Media and Communications (with Fudan or USC), MSc Media, Communication and Development, MSc Culture and Society, MSc Race, Ethnicity and Post-Colonial Studies. Students who are taking degrees outside of the Gender Institute will need

to demonstrate prior knowledge of gender theory to participate. PhD students can apply to audit the lectures, but will not be able to participate in seminars.

Course content: In today's globalised world, sexuality is significant as both object of study and in providing a range of analytical frameworks. Far from being a private, Western concern, sexuality is key to understanding questions of human rights, health and social policy, kinship and access to resources, national and international identities and communities, and the intersections between race and gender. The course will foreground both a wide range of theoretical perspectives on sexuality, and together we will explore a series of case studies that illustrate key problems in thinking through sexuality from a global perspective. The course brings together contemporary Western theories of sexuality and cross-cultural knowledges about sexuality to foreground the importance of a global perspective. The course does not focus on specific regional sites as such, but on the *encounters between* different meanings of sexuality and sexual practice in the context of global flows of information and people.

The course will be divided into three sections – *histories*, *interventions*, and *encounters*. The first two sections will focus on key texts and encourage critical reading and thinking. The last section will focus on case studies that illustrate or challenge the existing theoretical and historical debates. Theoretical topics addressed include: the emergence of sexuality as an intellectual and social arena of concern globally; issues of sexual morality and constraint; the relationship between sexuality, gender and nation in national and international contexts; violence and pleasure; identity, behaviour and community; and issues of translation. Case studies: state and international control of sexually transmitted diseases; sex traffic and sexual violence; and global sex tourism.

The course is interdisciplinary, both in terms of its objects of study and the theoretical frameworks introduced. We will draw on anthropology, feminist theory, queer theory and postcolonial theory, and address empirical, legal, medical and representational concerns. The course is conceived as a particularly good way of focusing on the intersections among subject positions and embodiments. Students should have followed some courses in gender, sexuality or critical race/postcolonial studies.

Teaching: Two-hour integrated lecture/seminar.

Indicative reading: Sander Gilman (1992) "Black Bodies, White Bodies: Toward an Iconography of Female Sexuality in Late Nineteenth Century Art, Medicine and Literature," in J Donald & A Rattansi, Eds (1992) *Race, Culture and Difference* (London: Sage); Don Kulick & Margaret Wilson, Eds (1995) *Taboo: Sex, identity and Erotic Subjectivity in Anthropological Fieldwork* (New York: Routledge); Sasho A Lambevski (1999) "Suck My Nation – Masculinity, Ethnicity and the Politics of (Homo)sex," *Sexualities* 2.4; Heideh Moghissi (1999) "Oriental Sexuality: Real and Imagined", in *Feminism and Islamic Fundamentalism: the Limits of Postmodern Analysis* (London: Zed Books); Cindy Patton (1990) "Inventing 'African AIDS'," *Inventing AIDS* (New York: Routledge); Cindy Patton & Benigno Sanchez-Eppler, Eds (2000) *Queer Diasporas* (Durham: Duke University Press); Jyoti Puri (1999) *Women, Body, Desire in Post-colonial India: Narratives of Gender and Sexuality* (New York: Routledge); Jennifer Robertson (2004) *Same-Sex Cultures and Sexualities: an Anthropological Reader* (London: Blackwell); Laura Ann Stoler (1995) 'Colonial Studies and the History of Sexuality', *Race and the Education of Desire* (Durham: Duke University Press); Martha Vicinus (1992) " 'They wonder to which sex I belong': The Historical Roots of the Modern Lesbian Identity", *Feminist Studies*, 18. 3.

Assessment: There will be a 2, 500 word essay due at the end of term (50%), a joint presentation of a case study based on research (20%) and an individual dossier on the presentation (30%).

GI406 Half Unit Feminist Political Theory

Not available in 2009/10

This information is for the 2009/10 session.

Teacher responsible: Professor A Phillips, H320

Availability: For MSc Political Theory, MSc Political Theory (Research), MSc Gender, MSc Gender, Development and

Globalisation, MSc Gender and Social Policy. Other graduate students may attend by permission.

Course content: This course covers some of the central debates in contemporary feminist political theory, with a particular emphasis on the legacy and usefulness of liberalism. The course focuses on debates and differences within feminist political theory, rather than justifications for, or defences of, feminist political theory. Among the problems raised are conceptions of the individual and individual autonomy; the relative invisibility of gender issues in mainstream literature on justice and equality; the association of justice with impartiality; the tendency to conceive of equality and democracy in sex-blind terms. We consider the theoretical debates in relation to a number of contemporary political issues and topics likely to be addressed include: liberalism as the new patriarchy; individualism and autonomy; justice versus care; feminist models of democracy and political representation; equality; embodied identity and the politics of difference. Issues considered are likely to include prostitution, abortion and multiculturalism.

Teaching: 10 one-hour lectures followed by ten one-hour seminars in the LT. For at least one week, students will be divided into two groups and asked to stage a debate on the issue of prostitution and/or abortion.

Indicative reading: Most of the material is in the form of articles, and a detailed list will be handed out at the beginning of the course. The following is only an indicative list: J Squires, *Gender in Political Theory*; A Phillips (Ed), *Which Equalities Matter?*; I M Young, *Justice and the Politics of Difference*; *Multiculturalism without Culture*; C MacKenzie and N Stoljar *Relational Autonomy*; J Scott Parite: *Sexual Equality and the Crisis of French Universalism*; W Brown, *States of Injury*.

Assessment: One 2,000 word essay (40%) two-hour unseen written examination in June (60%).

GI407

Globalisation, Gender and Development

This information is for the 2009/10 session.

Teachers responsible: Dr Kalpana Wilsion, B513, Dr Marsha Henry, B515 and Professor Sylvia Chant, S515

Availability: Compulsory for MSc Gender, Development and Globalisation; and recommended for LSE-Sciences PO Double Degree in Urban Policy, MSc Gender, MSc Gender and Social Policy, MSc Cities, Space and Society, MSc Global Politics, MSc Human Geography Research, MSc Management, MSc Urbanisation and Development, MSc Development Studies, MSc Development Management, MSc Social Policy and Development, MSc Race, Ethnicity and Post-Colonial Studies, PhD Programme in Human Geography, PhD Programme in Planning Studies, MPhil/PhD in Regional and Urban Planning. Other suitably qualified and interested graduate students may take or audit the course with the permission of the teacher responsible.

Note that this course cannot be combined with the component half units GY421 and GI409 or with the full unit GY414.

Course content: The first part of the course adopts a global perspective towards the social consequences of contemporary economic, social and spatial restructuring and examines how globalisation is associated with widening social, spatial and gender inequalities. The conceptual focus of the course rests on political economy, broadly defined, and debates on how to analyse globalising processes and global/local dynamics to account for transformations in gender relations and subjectivities. The course draws on a wide range of perspectives and considers diverse analytical tools for the analysis of gender and globalisation. Emphasis is placed on the analysis and theorisation of socio-economic and spatial aspects of change, particularly changes in working patterns, living arrangements, experiences and subjectivities. Empirical illustrations are provided through a series of case studies and readings of ethnographies linking global and local issues and the lives of people across the globe. The second half of the course focuses on an analysis of gender roles, relations and inequalities in developing world regions, with particular emphasis on the variability of these in different geographical contexts, and their outcomes for low-income groups, especially in urban areas. Part One: Globalisation, uneven development and inequality in the

global economy. Experiencing and explaining the global division of labour, value chains and the feminisation of employment.

The new economy, virtuality and immaterial labour. Global care chains, flexible work and flexible citizenship. Global ethnographies. Neoliberalism, transition and its consequences: China in the new global economy. The state, sovereignty and global governmentality. Global states of exception, bare life and new multitudes.

Part Two: An analysis of gender roles, relations and inequalities in developing world regions, with particular emphasis on the variability of these in different geographical contexts, and their outcomes for low-income groups, especially in urban areas. Specific themes include: Incorporation of gender into development analysis and practice. Indicators of gender inequality and the 'status of women'. Households and families. Fertility, family planning and reproductive rights. Health and health care. Housing; Reproductive labour. Gender divisions in urban labour markets. Female labour force participation. Internal and international migration. Gender and development policy and practice. Men and masculinities in GAD.

Teaching: MT 10 x one-hour lecture and 10 x one-hour seminar, LT 5 x two-hour lecture and 10 x 1-hour seminars

Formative coursework: One formative essay (1,500 words, excluding bibliography), due in week 10, MT.

Students are also expected to write up to one of their seminar presentations in the LT.

Indicative reading: L Benería, *Gender, Development and Globalization: Economics as if All people Mattered*, Routledge 2003; D Held and A. Kaya *Global Inequality* (ed) Polity, 2007 N Kabeer, *The Power to Choose: Bangladeshi Women and Labour Market Decisions in London and Dhaka*, Verso, 2003; A. Ong (1999), *Flexible Citizenship*, Duke University Press; D Perrons, *Globalization and Social Change*, Routledge (2004); L Rofel (2007) *Desiring China* Duke University Press; A, 1999, Sen, *Development as Freedom*, Anchor Books, 2000.

H Afshar & S Barrientos (Eds), *Women, Globalisation and Fragmentation in the Developing World*, 1999; W Benedek, E Kisaakye & G Oberleitner (Eds), *Human Rights of Women: International Instruments and African Experiences*, 2002; S Chant *Gender, Generation and Poverty*, 2007; S Chant with N Craske, *Gender in Latin America*, 2003; S Chant & M Gutmann, *Mainstreaming Men into Gender and Development: Debates, Reflections and Experiences*, 2000; A.Cornwall, E.Harrison & A.Whitehead (Eds) *Feminisms in Development*, 2007; A.Cornwall and M.Molyneux (Eds) *The Politics of Rights: Dilemmas for Feminist Praxis*, 2008; C Jackson & R Pearson (Eds), *Feminist Visions of Development*, 1998; J.Jaquette & G. Summerfield (Eds), *Women and Gender Equity in Development Theory and Practice*, 2006; N Kabeer, *Gender Mainstreaming in Poverty Eradication and the Millennium Development Goals*, 2003; M Marchand & J Parpart (Ed), *Feminism/ Postmodernism/Development*, 1995; J.Momsen (Ed) *Gender and Development: Critical Concepts in Development Studies*, 2008; K Saunders (Ed), *Feminist Post-Development Thought*, 2002; UNRISD, *Gender Equality: Striving for Justice in an Unequal World*, 2005; UNFPA *State of the World's Population 2006: A Passage to Hope*, *Women and International Migration*, 2006; UNMPTFEGE *Taking Action: Achieving Gender Equality and Empowering Women*, 2005; Women's International Coalition for Social Justice (Eds), *Seeking Accountability on Women's Human Rights*, 2004.

Assessment: One extended essay of 3,000 words (50%) and one three-hour unseen examination in the ST (50%).

GI408 Half Unit

Cultural Constructions of the Body

This information is for the 2009/10 session.

Teacher responsible: Dr Jin Haritaworn, B514.

Availability: This course is available to any suitably qualified Masters students within the School. It is likely to be of interest to students taking the following degree programmes: MSc Gender, MSc Gender and the Media, MSc Gender and Social Policy, MSc Gender, Development and Globalisation, MSc Race, Ethnicity and Postcolonial Studies, MSc Culture and Society, MSc Sociology, MSc Media, Communication and Development, MSc Media and Communications and MSc Media and Communications (Research).

Pre-requisites: There are no formal pre requisites for this course, but students should approach the course convenor to discuss whether it would be appropriate for them to take this option.

Course content: This course brings together material from sociology, cultural and media studies, gender studies, critical race and postcolonial studies, queer and transgender theory, history, philosophy and critical legal studies to examine contemporary constructions of the body. Students will be presented with key concepts such as performativity, transgression, body projects, affect and bio/necropolitics. However, the course is not primarily designed to equip students with theoretical knowledge at a high level of abstraction, but rather to allow them to engage with concrete issues and contemporary debates around embodiment.

Topics likely to be addressed include: Theories of the body; Bodies, affect and space; Body modification; Constructing age; Disability; Transgendered bodies and representation; 'Mixed race' phenomenology; Feminism and the wounded body; War, state racism and the precarious body; Beauty and the black body.

Teaching: This course will be taught by means of a weekly lecture followed by a seminar in the MT.

Indicative reading: Alexander, C. and Knowles, C. (2005), *Making Race Matter: Bodies, Space and Identity*, Basingstoke: Palgrave; Bordo, S. (1993), *Unbearable Weight: Feminism, Western Culture and the Body*, Berkeley: University of California Press; Butler, J. (1993), *Bodies that Matter*, London: Routledge; Gullette, M. (2004), *Aged by Culture*, Chicago: University of Chicago Press; Foucault, M. (1991), *Discipline and punish: The birth of the prison*, London: Penguin; Fraser, M. and Greco, M. (eds.) (2005), *The body: A reader*, London: Routledge; Gilman, S. (1985), *Difference and Pathology: Stereotypes of sexuality, race and madness*, Ithaca, New York: Cornell UP; Ifekwunigwe, J. (ed.) (2004), *'Mixed Race' Studies: A Reader*, London: Routledge; Lancaster, R. and di Leonardo, M. (eds.) (1997), *The gender/sexuality reader: Culture, history, political economy*, London: Routledge; Corker, M. & Shakespeare, T. (2002), *Disability/Post-modernism: Embodying Disability Theory*, London & New York: Continuum books; Stryker, S. and Whittle, S. (2006) (eds.), *The Transgender Studies Reader*, London: Routledge; Tate, S. (2009), *Black Beauty: Aesthetics, Stylization, Politics*, Aldershot: Ashgate.

Assessment: One assessed essay of 3,000 words (50%) to be handed in on the first day of Lent Term 2010 and one two-hour examination (50%) in June.

GI409 Half Unit Globalisation and Gender

This information is for the 2009/10 session.

Teachers responsible: Dr Kalpana Wilson, B514

Availability: MSc Gender; MSc Gender and Social Policy; MSc Gender and Media; MSc Environment and Development; MSc Human Geography (Research); MSc Regional and Urban Planning Studies, LSE-Sciences Po Double Degree in Urban Policy; MSc Global Media and Communications (with Fundan); MSc Global Media and Communications (with USC); MSc Urbanisation and Development; MSc Global Politics. Other suitably qualified and interested graduate students may take or audit the course with the permission of the teacher responsible.

Course content: This course adopts a global perspective towards the social consequences of contemporary economic, social and spatial restructuring and examines how globalisation is associated with widening social, spatial and gender inequalities. The conceptual focus of the course rests on political economy, broadly defined, and debates on how to analyse globalising processes and global/local dynamics to account for transformations in gender relations and subjectivities. The course draws on a wide range of perspectives and considers diverse analytical tools for the analysis of gender and globalisation. Emphasis is placed on the analysis and theorisation of socio-economic and spatial aspects of change, particularly changes in working patterns, living arrangements and experiences. Empirical illustrations are provided through a series of case studies and readings of ethnographies linking global and local issues and the lives of people across the globe.

Topics include: Globalisation, uneven development and inequality in the global economy. Experiencing and explaining the global division

of labour, value chains and the feminisation of employment. The new economy, virtuality, immaterial and affective labour. Global care chains, flexible work, migration and flexible citizenship. China in the new global economy: neoliberalism, transition and its consequences. Gender, war and conflict. Gender, the state and social reproduction. Gender, globalisation and resistance.

Teaching: 10 x 1 hour lecture, and 10 x 1 hour seminar MT.

Formative coursework: One formative essay (1,500 words, excluding bibliography), due in week 10, MT.

Indicative reading: L Benería, *Gender, Development and Globalization: Economics as if All people Mattered*, Routledge 2003; C. Bose, and M. Kim, (eds) *Global Gender Research*, Routledge, 2009. ; J L Collins, *Threads: Gender, Labor, and Power in the Global Apparel Industry*, University of Chicago Press, 2003. M. Hardt and A. Negri *Empire*, Harvard University Press, 2000; D. Held and A. Kaya, *Global Inequality* (ed), Polity, 2007 ; N Kabeer, *The Power to Choose: Bangladeshi Women and Labour Market Decisions in London and Dhaka*, Verso, 2003; R. Kaplinski, *Globalization, Poverty and Inequality*, Polity, 2005; P. Ngai *Made in China: Women Factory Workers in a Global Workplace*, Duke University Press, 2005 A. Ong *Neoliberalism as Exception: Mutations in Citizenship and Sovereignty*, Duke University Press, 2007; D Perrons, *Globalization and Social Change*, Routledge 2004; N. Piper, *New Perspectives on Gender and Migration: Livelihood, Rights and Entitlements*, Routledge, 2005; L Rofel, *Desiring China: Experiments in Neoliberalism, Sexuality and Public Culture*, Duke University Press, 2007; I van Staveren, D Elson, N Cagatay and C Grown, *Feminist Economics of Trade*, Routledge, 2007.

Assessment: One extended essay of 5,000 words (100%).

GI410 Half Unit Screening the Present: contemporary cinema and cultural critique

This information is for the 2009/10 session.

Teacher responsible: Dr Sadie Wearing

Availability: Optional course on MSc Gender, Media and Culture, MSc Gender, MSc Gender, Development and Globalisation, MSc Media and Communications, MSc Media and Communications (Research) and MSc Culture and Society. The course is also available as an outside option where regulations permit.

Pre-requisites: Students need some background in contemporary cultural theory, those who are not enrolled on GI400 will be asked to provide a statement relating their interests and knowledge to the aims of the course.

Course content: The aims of the course are to offer students the opportunity to critically explore contemporary international cinema as a site for the interrogation and reproduction of contested contemporary social and political processes such as migration, globalisation and conflict. The course will link cinematic representations to the preoccupations of contemporary cultural theory in relation to themes such as diaspora and identity, colonial/postcolonial memory, neo liberalism and cultural dislocations, religion and subjectivity and gendered violence. The course will introduce students to a range of international film and will develop the critical tools for the analysis of both mainstream and marginal (or marginalised) cultural productions. It will offer students a range of critical and theoretical writing on film considering questions such as cinema as oppositional practice, the emergence of transnational and 'intercultural' cinema, questions of representation, global spectatorship and 'witnessing' and the affective dimensions of cinema. Indicative films are: *Unknown Pleasures* (dir. Jia Zhang-Ke), *Persepolis* (dir. Marjane Satrapi), *Black Skin White Mask* (dir. Isaac Julien) *Grabavica* (dir. Jasmila Zbanic) *Cache* (dir. Michael Henneke), *In This World* (dir. Michael Winterbottom).

Teaching: Ten hours of lectures and 10 hours of seminars in the LT. 10 x 2 hours screening sessions in the LT.

Formative coursework: 1,500 word timed essay including an element of film analysis.

Indicative reading: Marks, Laura (2000), *The Skin of the Film intercultural cinema, embodiment and the senses*, Durham: Duke University Press; Rob Wilson and Wimal Dissanayake eds. (1996) *Global /Local Cultural production and the transnational imaginary*

Duke, Duke UP; Appadurai, Arjun. (1986). *Modernity at Large: cultural dimensions of globalization*, Minneapolis,: Minnesota University Press. Pines, Jim and Willeman Paul , (1989) *Questions of Third Cinema*, London: BFI; Naficy Hamid ed. (1999) *Home Exile Homeland: Film, media and the politics of place*, New York, Routledge; Sobchak, Vivian,(1996) *The Persistence of History cinema, television and the modern event*, London, AFI. Shohat, Ella and Stam, Robert,(2003), *Multiculturalism, Postcoloniality and Transnational Media*, New Brunswick, Rutgers University Press; Gopinath Gayatri (2005) *Impossible Desires: Queer diasporas and south asian public cultures*; Ezra Elizabeth and Terry Rowden.eds. (2005) *Transnational cinema :the film reader* London: Routledge; Kaplan Anne (2005) *Trauma Culture: The politics of terror and loss in media and literature* New Brunswick: Rutgers University Press; Martin, Michael, (1995) *Cinemas of the Black Diaspora: Diversity, dependence and oppositionality*.

Assessment: A 5,000 word essay (100%).

GI411 Half Unit

Gender, Postcolonialism, Development: Critical Perspectives and New Directions

This information is for the 2009/10 session.

Teacher responsible: Dr Sumi Madhok

Availability: MSc Gender, Development, Globalisation, MSc Gender, MSc Gender, Media and Culture, and MSc Gender and Social Policy.

Pre-requisites: While there are no specific requirements, students should have a theoretical background in social science or humanities.

Course content: The aim of this course is to introduce students to the growing body of scholarship that critically interrogates gender and development from a postcolonial perspective. It provides an opportunity for students to encounter and engage with canonical works within postcolonial theory in order to examine the historical and contemporary aspects of development thinking, policy and practice in relation to gender. In bringing together postcolonial theory, gender/feminist theory and development thinking, this course combines a study of the historical/textual/cultural/political and philosophical in relation to and alongside the political-economic. The course will include readings from Homi Bhabha, Gayatri Spivak, Edward Said, Walter Dignolo and Immanuel Wallerstein in order to critically understand coloniality, orientalism and subalternity with a view to identifying these especially within conceptualisations and deployment of agency, rights and representation in development. Finally, the course will also point to new directions in contemporary theoretical thinking that have arisen in the wake of and in response to postcolonial work for e.g. writings on Empire and Multitude, Cosmopolitics, Ethics and Transnationalism.

Teaching: 10 hours of lectures and 10 hours of seminars in the LT.

Formative coursework: 1,500 word essay

Indicative reading: Spivak, Gayatri, Chakravorty (1999) *A Critique of Postcolonial Reason*, Harvard University Press; Bhabha, Homi *Location of Culture* (1994) Routledge, London: New York; Grewal, Inderpal, (2005) *Transnational America: Feminisms, Diasporas, Neoliberalisms*, Duke University Press, Durham; Mbembe, Achille, *On The Postcolony* (2001) University of California Press, Berkeley; Dignolo, Walter (2000), 'Local Histories/Global Designs: Coloniality, Subaltern Knowledges and Border Thinking', Princeton University Press, Princeton, N.J.; Said, Edward (1985, 1995) 'Orientalism', Penguin, Harmondsworth; Ilan Kapoor (2008) *The Postcolonial Politics of Development*, Routledge, and London: New York; Chakrabarty, Dipesh (2000) *Provincializing Europe*, Princeton University Press, Princeton N.J.; Narayan, Uma and Sandra Harding (2000) *Decentering the Centre: Philosophy for a Multicultural, Postcolonial and Feminist World*, Indian University Press, Bloomington; Mohanty, Chandra Talpade (2003) *Feminism Without Borders: Decolonizing Theory, Practising Solidarity*, Duke University Press, Durham.

Assessment: One 5,000 word essay (100%).

GI412 Half Unit

Narratives of the Modern

This information is for the 2009/10 session.

Teacher responsible: Professor Mary Evans, B515

Availability: MSc Gender and MSc Gender, Media and Culture. The course is also available as an outside option where regulations permit.

Course content: The course will cover the following topics:

1. A review of various accounts of individual 'stories', accounts from which various forms of 'theory' have been developed. Amongst these accounts might be Freud's account of Dora, Carolyn Steedman's memoir of her mother.
2. The modern 'self' of women; the ways in which women have written their history, had history written about them and how those narratives have been a crucial part of the modern and its understanding of the individual.
3. The question of the 'who' in narrative; the literature on the recovery of the unknown, a form of recovery which has formed a considerable tradition (from Rowbotham to Spivak) in feminist literature, whilst that very recovery carries with it questions about power, messages received and lost and a form of reading which invites what has been described as the 'Great Story'. This part of the course will consider the subject of the imposition of meaning on individual acts and memories and the relationship between individual and collective subjectivity.
4. A review of the methods and the locations of the writing of auto/ biography.

Teaching: 10 hours of lectures and 10 hours of seminars in the MT.

Formative coursework: One 1,500 word essay.

Indicative reading: Adriana Cavarero *Relating Narratives : Storytelling and selfhood* (London, Routledge, 2000); Michel Foucault *Technologies of the Self* (London, Tavistock, 1988); Leigh Gillmore *Autobiographics* (Ithaca, Cornell University Press, 1994); Audre Lorde Zami, *A New Spelling of my Name* (London, Pandora, 1996); Susannah Radstone *The Sexual Politics of Time* (London, Routledge, 2007); Jean Paul Sartre *Words* (Harmondsworth, Penguin, 1967); Sidonie Smith and Julia Watson *Reading Autobiography* (Minneapolis, University of Minnesota Press, 2001); Liz Stanley *The Auto/biographical I* (Manchester, M.U.P., 1992; Carolyn Steedman *Landscape for a Good Woman* (London, Virago, 1986).

Assessment: One 4,000 word essay (100%).

GI499

Dissertation

This information is for the 2009/10 session.

Teacher responsible: Dr Marsha Henry, B515

Availability: Compulsory for those on MSc Gender, MSc Gender (Research), MSc Gender, Media and Culture, MSc Gender, Development and Globalisation and MSc Gender and Social Policy.

Course content: The dissertation may be on any approved topic within the field of the MSc programme studied. There will be a series of ten compulsory workshops in the Lent term initially introducing students to dissertation guidelines, research practice, common difficulties, managing sources and ethical considerations. The remaining workshops will problem-solve particular research issues – e.g. using mixed methods; interdisciplinarity; ethnography; survey design; quantitative and qualitative design; literary, textual and discourse analysis. The workshop will be team taught within the Gender Institute according to expertise, and will involve a high level of student participation.

Teaching: Students will be assigned supervision early in the Lent term after the submission of a two line topic and attend workshops as above.

Assessment: 100% Dissertation. Students will submit an annotated bibliography on the first day of the summer term for approval. Two hard copies of the Dissertation (plus one electronic copy) must be submitted on 1 September. They must not exceed the 10,000 word limit. They must be word processed, be fully referenced using a recognised citation system, and contain an abstract and page of contents.

GV403 Half Unit Network Regulation

This information is for the 2009/10 session.

Teachers responsible: Dr Martin Lodge and Professor Mark Thatcher (on leave).

Availability: This course has limited availability (is capped), and requires that students (regardless of Department or MSc programme) apply for it here www.lse.ac.uk/collections/government/degreeProgrammes/programmes/masters/accessRestrictionstoCourses.htm. The deadline to request a place on this course is 9th October 2009; however, the timeliness of your request may be taken into consideration, so an early application is recommended. Priority will be given to students on MSc Public Policy and Administration, MSc Public Policy and Administration (Research), MSc Regulation and MSc Regulation (Research). Also available MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy, MSc Comparative Politics, MSc Politics and Government in the European Union and LSE-Sciences Po Double Degree in European Studies.

Course content: The course explores analytic issues in network regulation from a generic and comparative perspective. The course explores in cross-sectoral and cross-national perspective the regulation of utilities (in particular telecommunications, electricity, gas, water and railways), covering issues such as privatisation and ownership, regulatory reform in the comparative context of several countries, as well as regulation in the context of regional integration. The course considers generic themes in network regulation, such as the rationale for regulatory agencies, as well as the linkages and trade-offs between issues of liberalisation, universal service and security of supply.

Topics include: The nature of utilities and network service and the rationale for regulation; processes and styles of privatisation and regulatory reform in cross-national and cross-sectoral perspective in the context of developed and lesser developed countries; network regulation and development; the design of regulatory regimes.

Teaching: 10 weekly two hour seminars in LT in a variable format: Two revision sessions in ST.

Formative coursework: All students are expected to submit two non-assessed essays.

Indicative reading: D Newberry, *Privatisation, Restructuring and Regulation of Network Utilities*, MIT Press (2000); J. Gomez-Ibanez, *Regulating Infrastructure*, Harvard UP (2003); R Baldwin & M Cave, *Understanding Regulation*, OUP (1999); D Helm & T Jenkinson, *Competition in Regulated Industries*, OUP (1998); T Prosser, *Law and The Regulators*, OUP, (1997); M Bishop, J Kay & C Mayer, *Privatization and Economic Performance*, (OUP, 1995); M Armstrong, S Cowan & J Vickers, *Regulatory Reform*, MIT Press, 1994;; M Thatcher, *Internationalisation and Economic Institutions*, OUP (2007); D Helm Energy, the State and the Market, OUP (2004).

Assessment: Consists of two parts: (i) a two-hour unseen written examination in the ST accounting for 75% of the marks; (ii) a single essay for assessment to be submitted by the end of the first week of the ST.

GV405 Half Unit Methods in Political Theory – Seminar

This information is for the 2009/10 session.

Teachers responsible: Dr James Gledhill, Mr Alex Leverhingham and Dr Kai Spiekermann

Availability: Compulsory for all MSc Political Theory and MSc Political Theory (Research) students, available to other Politics MSc students subject to space and with prior consent of the MSc Political Theory course director.

Course content: This course provides an introduction to methodological issues and controversies relevant to political theorizing. The course considers different approaches to the study of texts in the history of political thought, including those of Quentin Skinner, Michael Freeden, and Mark Bevir. Students consider the application of methods of analysis derived from social science, such as rational choice theory and game theory. The course also addresses different conceptions of moral and political

reasoning, such as reflective equilibrium, ideal/non-ideal theory, public reason, and incompletely theorized agreements.

Teaching: The course meets for seminars in the MT and two seminars in the first and second weeks of the ST.

Formative coursework: Students are required to submit two formative essays.

Indicative reading: Preparatory Readings: Marc Stears and David Leopold: *Political Theory, Methods and Approaches*; Andrew Vincent: *The Nature of Political Theory*.

Assessment: One two-hour written unseen examination in the ST.

GV408 Half Unit Contemporary Disputes about Justice

This information is for the 2009/10 session.

Teacher responsible: Mr Alex Leverhingham

Availability: For MSc Political Theory and MSc Political Theory (Research). Students from other programmes may take this course, subject to space.

Course content: The course offers a critical analysis of some of the debates about distributive justice following the publication of John Rawls' *A Theory of Justice* in 1971. The focus will be a) on post-Rawlsian philosophical justifications of justice, b) the extension of Rawls' domestic theory of justice to the global domain and c) the challenges posed by proposals for genetic, environmental and intergenerational justice. The course is roughly divided into two halves. First, it begins with an examination of Rawls' methodological and substantive starting points and goes on to consider a variety of critical responses and alternative proposals concerning the nature and content of liberal justice. In the second half, particular attention is paid to the way in which issues of scope are introduced and dealt with at either the methodological or the substantive level. Issues of scope include, for example, the extension of principles of (distributive) justice to future generations (week VI), non-adults (especially in regard to genetic modification and enhancement) (week VII), non-human animals and the environment (week VIII), non-nationals (week IX), and, last but not least, combatants fighting during wartime (week X). The second half of the course aims to assess whether these scope-related issues affect the very way in which we conceive of justice, or whether they merely pose new substantive problems which can, in principle, be solved through the framework of traditional and domestic theories of justice such as Rawls'.

Teaching: 10 two-hour seminars in the LT and two two-hour revision seminars in the third and fourth weeks of the ST.

Formative coursework: All students are expected to submit two non-assessed essays.

Indicative reading: J. Rawls, *A Theory of Justice*, R. Nozick, *Anarchy, State and Utopia*, M. Sandel, *Liberalism and the Limits of Justice*, R. Dworkin, *Sovereign Virtue*, Peter Singer, *Practical ethics*, Charles Beitz, *Political Theory and International Relations*, M. Nussbaum, *Frontiers of Justice: Disability, Nationality, Species Membership*, M. Walzer, *Just and Unjust Wars: A moral argument with historical illustrations*

Assessment: One 5,000 word essay submitted at the end of week 6 of the ST.

GV412 Half Unit Methods and Controversies in the History of Political Thought: the Continental Tradition

This information is for the 2009/10 session.

Teacher responsible: Professor J Coleman

Availability: For MSc Political Theory and MSc Political Theory (Research), although other graduate students may attend with permission. It will be found especially useful for those students working on any thesis in intellectual history.

Course content: This seminar is concerned with the methods and presuppositions in studying the history of political thought, especially as developed by French, German, Italian and other continental philosophers and historians. The seminars will explore the following themes: history as a mode of thought, the philosophy of history and the history of philosophy, what is the past and ways in which it might be known, varieties of discourse: practical,

scientific, historical, linguistic; causation, events, explanation, representation. Understanding the problems in the historical interpretation of politics will be considered in relation both to general histories of political thought and events, and also to the history of specific ideas such as liberty, reason, natural law.

Teaching: 10 seminars in the MT and two seminars in the first and second weeks of the ST.

Formative coursework: Students are expected to write two essays.

Indicative reading: The texts discussed vary from year to year but may include works by Hegel, Marx, Nietzsche, M Weber, Mannheim, Koselleck, Gadamer and Foucault. A reading list of primary texts to be discussed and critical commentaries will be handed out at the beginning of the course.

Assessment: The examination will take place in the ST and will consist of a formal and unseen two-hour paper. Two questions are to be answered.

GV415 Half Unit

Greek Political Theory: Thought and Action in Aristotle's Political Theory

This information is for the 2009/10 session.

Teacher responsible: Professor J Coleman

Availability: For MSc Political Theory, MSc Political Theory (Research) and other intercollegiate MSc students, with permission. Also available to PhD students from other departments who may find it useful for their dissertations.

Course content: The course will be concerned with the following themes: Aristotle's teleology (in relation to that of Plato), eudaimonia (human happiness and well-being), the virtues, universal and particular justice, friendship, political engagement in relation to philosophical contemplation, attitudes to education, punishment, law, freedom, rationality, merit and equality, and Aristotelian epistemology.

The course is intended to explore, both historically and analytically, the above themes in order to establish the relationship between thought and action in Aristotle's philosophy.

Teaching: 10 seminars in the LT and two seminars in the third and fourth weeks of the ST.

Formative coursework: Students are expected to write two essays.

Indicative reading: The texts to be discussed will be: Aristotle, *Nicomachean Ethics* and *Politics*, with reference to the *De Anima*, and some of the logical and rhetorical works. An extensive supplementary reading list of critical studies will be handed out at the beginning of the course. Janet Coleman, *A History of Political Thought from Ancient Greece to early Christianity* (Blackwell, 2000) should be useful.

Assessment: The examination will take place in the ST and will consist of a formal and unseen two-hour paper. Two questions will be answered.

GV427 Half Unit

Democracy in East and South Asia

This information is for the 2009/10 session.

Teacher responsible: Dr C Lin

Availability: Primarily for MSc Comparative Politics. Available to MSc Development Studies, MSc History of Nationalism, MSc China in Comparative Perspective, MSc Global Politics, MSc Politics and Communication and MSc Media, Communication and Development.

Course content: Recent political developments in East and South Asia in their historical and international contexts. How the idea of democracy has been contested and evolved in the region and in some cases catalysed radical social changes and regime transformation.

Historical, global and local stimuli and obstacles to democracy and democratisation in the region. Development and democracy; modernisation and democratisation as non-parallel developments. Diverse Asian paths to political modernity and alternative conceptions of democracy. Democracies compared: India and Japan; South Korea and Taiwan; liberal and "illiberal" experiences in the Asian NICs. Debates over cultural nationalism, authoritarianism and

human rights. Transformation of Communism in China, Vietnam and North Korea. The politics of ethnicity and religion; of gender and human development; and of ideological struggle. Postcolonial nation-building and post-cold war institutional choices. Changing faces of nationalism and Asian regional order in globalisation and world politics.

Teaching: 10 seminars in the LT and two seminars in the third and fourth weeks of the ST.

Formative coursework: Students are required to write two course essays, one formative and one summative, each around 1,500 words.

Indicative reading: D Beetham, *Defining and Measuring Democracy* (1994); J Dower, *Embracing Defeat* (1999); M Desai & A Ahsan, *Divided by Democracy* (2005); A Chan et al, *Transforming Asian Socialism* (1999); A Sen, *Identity and Violence* (2006); B Cummings, *Korea's Place in the Sun* (1998); M Leifer (Ed), *Asian Nationalism* (2000); J Bauer and DA Bell (Eds), *The East Asian Challenge for Human Rights* (1999).

Assessment: Two-hour unseen written examination in the ST (75%) and assessed essay (25%).

GV432 Half Unit

Government and Politics in China

This information is for the 2009/10 session.

Teacher responsible: Dr C Lin

Availability: For MSc Comparative Politics, MSc Global Politics, MSc China in Comparative Perspective and MSc History of Nationalism. Students from other MSc programmes may take the course with the permission of the teacher responsible.

Course content: Historical and global contexts and contradictions of current economic, social and political transformation in the People's Republic of China; Rival explanations and interpretations of the changes.

Often in comparison with other postcommunist transitions, other Asian states/societies and other developing countries, discussions of China will cover the following: historical and international contexts; geopolitics and political demography; central and local state power, central-local relations; bureaucracy as tradition and as invention; social structure and organisation, ethnic, class and gender dimensions of citizenship; ideology, identity politics, political culture, democracy and human rights debates; nationalism, quasi-federalism, the Tibet question, the Taiwan question; political economy and market transition; modernity and political reform.

Teaching: 10 seminars in the MT and two seminars in the first and second weeks of the ST.

Formative coursework: Two course essays, one formative and one summative, each around 1,500 words.

Indicative reading: M Meisner, *The Deng Xiaoping Era* (1996); B Womack, *Contemporary Chinese Politics in Historical Perspective* (1999); Wang Hui, *China's New Order* (2003); P Nolan, *China at the Crossroads* (2004); C Bramall, *Chinese Economic Development* (2008); C Hughes, *Chinese Nationalism in a Global Era* (2006); D Shambaugh, *China's Communist Party* (2008); C K Lee, *Against the Law* (2007).

Assessment: Two-hour unseen written examination in the ST (75%) and assessed essay (25%).

GV436 Half Unit

National and Ethnic Conflict Regulation

This information is for the 2009/10 session.

Teacher responsible: Professor Sumantra Bose

Availability: MSc Comparative Politics. All students on this programme and those taking other programmes such as MSc Global Politics, MSc Human Rights, MSc History of Empires and MSc History of Nationalism, must apply electronically for enrolment on the standard application form by the stipulated deadline. This course has limited availability (is capped), and requires that students (regardless of Department) apply for it here www.lse.ac.uk/collections/government/degreeProgrammes/programmes/masters/accessRestrictionstoCourses.htm. The deadline to request a place on this course is 7th October 2009; however the timeliness of your request may be taken into consideration, so an early application is recommended. Priority will generally be given to MSc Comparative Politics students and then to

those on other programmes, who are welcome to apply but can be admitted only subject to availability of space.

Course content: This course examines the range of strategies available to states and political elites seeking to regulate national and ethnic conflict. It explores when particular strategies are employed, and under what conditions they are likely to 'succeed'. The literature drawn upon is primarily empirical political science but also includes political philosophy, policy analysis, international law and political sociology. The course materials are online on Moodle, the LSE's electronic teaching and learning system.

A survey of 10 strategies of eliminating or democratically managing cultural, ethnic and ethno-national difference and conflict: genocide, expulsion, partition, secession, integration and assimilation, hegemonic control, devolution/autonomy and federalism, power-sharing and consociationalism, electoral system design, and language policy. The topic for each week is approached with reference to multiple case studies.

Teaching: 10 seminars in the MT and two seminars in the first and second weeks of the ST. The first meeting is a set-up and introductory session, and the last a revision session.

Formative coursework: Students are required to make at least one seminar presentation, and write one 2,000-word essay, due in Week 10 of the MT.

Indicative reading: D Horowitz, *Ethnic Groups in Conflict*; A Lijphart, *Democracy in Plural Societies*; J McGarry & B O'Leary, *The Politics of Ethnic Conflict Regulation*; S Bose, *Contested Lands*; C Taylor, *Multiculturalism and the Politics of Recognition*; M Burgess and A G Gagnon (Eds), *Comparative Federalism and Federation*; A Cassese, *The Self-Determination of Peoples*; M Moore (ed), *National Self-Determination and Secession*.

Assessment: Two-hour unseen written examination in the ST.

GV439 Half Unit

Government and Politics in Eastern Europe

This information is for the 2009/10 session.

Teacher responsible: Dr Vesselin Dimitrov

Availability: For MSc Comparative Politics (Europe stream), MSc Politics and Government in the European Union, MSc History of Nationalism and LSE-Sciences Po Double Degree in European Studies. Students on other programmes can take the course with the permission of the teacher responsible.

Course content: The course provides an analytical assessment of the transition from communism to liberal democracy in Eastern Europe, with an analysis of institutional structures, party systems, government and public administration, nationalism and integration with the European Union.

Topics covered include: The Communist system. Constitution-making and the development of democratic party systems.

Reform of executive institutions and public administration. (Mis)management of ethnic conflict: the case of Yugoslavia. Integration with the European Union.

Teaching: 10 lectures and 10 seminars in the LT and two seminars in the third and fourth weeks of the ST.

Formative coursework: Students are required to produce two essays.

Indicative reading: R Crampton, *Eastern Europe in the Twentieth Century*, 2nd edn, 1997; V Dimitrov, K. H Goetz and H Wollmann, *Governing after Communism: Institutions and Policymaking*; J Elster et al, *Institutional Design in Post-Communist Societies*; H Grabbe, *The EU's Transformative Power: Europeanization through Conditionality in Central and Eastern Europe*; A Przeworski, *Democracy and the Market*; G Schopflin, *Politics in Eastern Europe*; R Taras (Ed), *Post-Communist Presidents*; S White, J Batt & P Lewis (Eds), *Developments in Central and East European Politics* 3, 2003.

Assessment: One two-hour unseen written examination in the ST.

GV441 Half Unit

States and Markets

This information is for the 2009/10 session.

Teacher responsible: Dr David Woodruff

Availability: Primarily for MSc Comparative Politics (Politics and Markets). Also available, based on available space and with the

approval of Dr Woodruff, to other MSc Comparative Politics streams, MSc Public Policy and Administration, MSc Political Science and Political Economy, MSc Public Policy and Administration (Research), MSc Development Studies and MSc Global Politics students.

Course content: To introduce politics students to basic economic theorising; to discuss the limits of markets; review contemporary discussions regarding the role of the state in the economy; provide a comparison of state intervention in different political settings and historical contexts.

The state and the institutional foundations of markets. Pathways of development of market institutions. "Taming" markets. Varieties of capitalism. New challenges: changing corporate governance, international capital mobility, Politics and economics of financial crisis.

Teaching: One hour lecture and 1.5 hour seminar per week in the MT and two seminars in the first and second weeks of the ST.

Formative coursework: All students are expected to submit one non-assessed essay.

Indicative reading: Block, "The Roles of the State in the Economy." Polanyi, *The Great Transformation: The Political and Economic Origins of Our Time*. North. *Institutions, Institutional Change, and Economic Performance*; Gerschenkron. "Economic Backwardness in Historical Perspective." Hall and Soskice, "An Introduction to Varieties of Capitalism." Lazoniack and O'Sullivan. "Maximizing Shareholder Value: A New Ideology for Corporate Governance." Frieden, "Invested Interests: The Politics of National Economic Policies in a World of Global Finance".

Assessment: One 2,500-3,000 word essay (25%) and one two-hour examination in the ST (75%).

GV442 Half Unit

Globalization and Democracy

This information is for the 2009/10 session.

Teacher responsible: Dr Jonathan Monten

Availability: Students on MSc Global Politics are guaranteed access. Optional course for MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy, MSc Management and MSc Human Rights. Students on MA/MSc History of International Relations, MA/MSc History of International Relations, MSc History of Nationalism, MSc History of Empires, MSc Global Media and Communications (with Fudan or USC) and other LSE graduate programmes may follow this course, space permitting. This course has limited availability (is capped), and requires that students (regardless of Department) apply for it here www.lse.ac.uk/collections/government/degreeProgrammes/programmes/masters/accessRestrictionstoCourses.htm. The deadline to request a place on this course is 7th October 2009; however, the timeliness of your request may be taken into consideration, so an early application is recommended.

Course content: The contemporary debate about globalisation raises profound questions about the changing nature and form of politics today. This course examines the debate, setting out the meaning of globalisation, and exploring its impact on democratic and democratizing nation-states.

The course covers the following topics: 1) the debate about the relationship between various aspects of globalization and democracy; 2) the effect of the system of sovereign states on domestic democracy; 3) the impact of international trade and financial flows; 4) the impact of transnational companies; 5) global migration and its effects on state sovereignty and citizenship; 6) international institutions and democracy within countries; 7) the implications of global civil society – NGOs and transnational advocacy networks; 8) are multilateral organizations "democratic"?; 9) can global politics be democratized?

Teaching: 10 seminars in the MT and two in the ST.

Formative coursework: Students will produce one 2,000 word essay.

Indicative reading: D Held and A McGrew (eds), *The Global Transformations Reader*, 2nd edn, Polity Press, 2003; D. Held and M. Koenig-Archibugi (eds) *Global Governance and Public Accountability*, Blackwell 2005; L. Diamond, "Can the Whole World Become Democratic? Democracy, Development, and International Policies" Center for the Study of Democracy, 2003; D. Swank, "Globalisation, Domestic Politics, and Welfare State Retrenchment

in Capitalist Democracies", Social Policy and Society 2005; S. J. Kobrin. "Sovereignty@Bay: Globalization, Multinational Enterprise and the International Political System" in The Oxford Handbook of International Business, edited by A. Rugman and T. Brewer, Oxford University Press, 2001; S. Castles. "Migration and Community Formation under Conditions of Globalization" International Migration Review 2002; J. C. Pevehouse. "Democracy from the Outside-In? International Organizations and Democratization" International Organization 2002; M. Keck and K. Sikkink, "Transnational advocacy networks in international and regional politics" International Social Science Journal 1999; M. Zürn, "Democratic Governance Beyond the Nation-State: The EU and Other International Institutions." European Journal of International Relations 2000; D. Archibugi. "Cosmopolitan Democracy and Its Critics" European Journal of International Relations 2004.

Assessment: A 3,000 word assessed essay due at the end of the first week of the Lent Term will determine 50% of the final course mark. A two-hour written examination in the Summer Term will determine the remaining 50% of the final course mark.

GV443 Half Unit The State and Political Institutions in Latin America

This information is for the 2009/10 session.

Teacher responsible: Dr Francisco Panizza

Availability: For MSc Comparative Politics (Democracy and Latin America streams) and MSc Human Rights. MSc Global Politics, MSc Media, Communication and Development and other graduate students may follow the course with permission.

Course content: The principal institutions influencing the democratic consolidation in Latin America.

Thematic study of political institutions in Latin America including the state, presidentialism, populism and neopopulism, political parties, the private sector and labour, civil society and social movements, accountability, the rule of law and human rights. Focus on plurality of theories and frameworks of analysis with aim of developing skills for independent analysis of the advances and setbacks of democracy in the region.

Teaching: 10 lectures (GV443.1) and seminars (GV443.2) in the MT and two revision seminars in the ST.

Formative coursework: All students are expected to submit one non-assessed essay.

Indicative reading: F. Hagopian and S. P. Mainwaring (eds) The Third Wave of Democratization in Latin America; F. Agüero, & J. Stark (eds), Fault Lines of Democracy in Post-Transition Latin America; G. Philip Democracy in Latin America; D. Chalmers, (et al) The New Politics of Inequality in Latin America: rethinking participation and representation; J. Buxton, and N. Phillips (eds) Developments in Latin American Political Economy: states, markets and actors; T. Teivainen Enter Economism, Exit Politics: experts, economic policy and the damage to democracy; K. Roberts, Deepening Democracy? The modern Left and Social Movements in Chile and Peru; E Epstein, Labour Autonomy and the State in Latin America;; J. Méndez, (et al) The (Un) Rule of Law & the Underprivileged in Latin America; B. De Sousa Santos, Democratizing Democracy: Beyond the Liberal Democratic Canon.

Assessment: Two-hour unseen written examination in the ST. 25% of the marks will be awarded via a 3,000 word essay to be handed in by 15 January 2010.

GV444 Half Unit Democracy and Development in Latin America

This information is for the 2009/10 session.

Teacher responsible: Dr Francesco Panizza

Availability: For MSc Comparative Politics (Latin America stream), MSc Global Politics and MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy. Other graduate students may follow the course with permission.

Course content: To study the relationship between political and economic change in contemporary Latin America.

The crisis of the 'old model'; the politics of policy change, external influences on economic reform; trading blocks and regional integration; poverty and inequality; the informal sector; beyond the Washington Consensus, the good governance debate; the second generation reforms.

Teaching: 10 lectures (GV444.1) and (GV444.2) 10 seminars in the LT and one revision seminar in the second week of the ST.

Formative coursework: All students are expected to submit at least one non-assessed essay. To be confirmed in class.

Indicative reading: R Gawynne & C Kay, *Latin America*

Transformed: Globalization and Modernity; S Haggard & R Kaufman, *The Politics of Economic Adjustment*; W Smith, *Democracy, Markets and Structural Reform in Contemporary Latin America*; J Nelson & S Eqlinton, *Global Goals, Contentious Means*; The World Bank, *World Development Report 2000/2001. Attacking Poverty*; H De Soto, *The Other Path: the Invisible Revolution in the Third World*; S Edwards, *Crisis and Reform in Latin America: From Despair to Hope*; P Oxhorn & P Starr, *Markets and Democracy in Latin America: Conflict or Convergence?* H Veltmeyer, J Petras & S Vieux *Neoliberalism and Class Conflict in Latin America*; J Stiglitz, *Globalization and its DisContents*.

Assessment: Two-hour unseen written examination in the ST.

GV446 The Politics of Empire and Post Imperialism

This information is for the 2009/10 session.

Teacher responsible: Dr Zhand Shakibi

Availability: For students of MSc China in Comparative Perspective, MSc Comparative Politics, MSc International Relations, MSc International Relations (Research), MSc International Relations Theory, MSc Global Politics and MSc International Political Economy and MSc Race, Ethnicity and Post-Colonial Studies. Other MSc or MA students may take this course if permitted by their programme regulations and with the agreement of the Teachers responsible for this course. Also available to students taking MSc International Relations or MSc International Political Economy as part of the LSE-Sciences Po Double Degree in Affaires Internationales programme.

Course content: The course studies the elements of imperial power (military, political, economic, cultural, ideological, demographic and geographical) in specific polities and eras: it also compares the nature, rise and fall of empires, and the consequences of their collapse. The course analyses specific imperial formations, from classical Rome through to the contemporary era. It explores comparative and theoretical debates concerning how empires are run, the dynamics of their success and decline and the ways in which they manage multi-ethnicity and nationalisms. It looks at imperial ideologies, settler colonialism, the relationship between capitalism and imperialism, the processes of decolonisation and the emergence of neocolonialism in the twentieth century. The course also explores the extent to which imperialism has helped to shape processes of globalisation in the contemporary world. Themes covered will include the emergence of European commercial and territorial empires, the Ottoman and Tsarist empires, agrarian empires in India and China, the conquest of America, the British Indian Empire, Japanese imperialism in the 20th century, the Soviet empire, as well as general and comparative discussions of the technologies and ideologies of empire, and imperial legacies in the former colonies and metropolitan societies.

Teaching: 20 lectures and 20 seminars in the MT and LT.

Formative coursework: Two presentations, two term essays and two one-hour mock exam essays.

Indicative reading: D Lieven, *Empire*, 2000; F. Cooper, *Colonialism in Question*, 2005; M Doyle, *Empires*, 1986; S. Finer, *The History of Government*, 1997; D. Abernathy, *The Dynamics of Global Dominance*, 2002; G. Lundestad (Ed), *The Fall of Great Powers* 1994; G. Parker, *Geopolitics*, 1998; E. Said, *Culture and Imperialism*, 1993; W. Mommsen, *Theories of Imperialism*, 1980; J. Osterhammel, *Colonialism*, 1997; A. Crosby, *Ecological Imperialism*, 1986; D. Fieldhouse, *The West and the Third World*, 1999; K. Barkey & M. von Hagen (Eds), *After Empire*, 1997; A. Bacevich, *American Empire*, Harvard, 2003; F. Cooper, *Colonialism in Question*, 2005.

Assessment: One three-hour unseen written examination in the ST

(75% of the marks) and one of the term essays (25% of the marks).

GV450 Half Unit European Politics: Comparative Analysis

This information is for the 2009/10 session.

Teachers responsible: Dr Torun Dewan, Professor S Hix, Dr E Theilemann, Dr Vesselin Dimitrov, Ms Kyriaki Nanou

Availability: For MSc Politics and Government in the European Union, MSc Comparative Politics (Europe stream) and MSc European Studies (Research).

Course content: The course is intended to provide students with a systematic introduction to central conceptual and theoretical debates in the comparative analysis of politics and government in Europe. The core syllabus focuses on both traditional fields of comparative enquiry, such as the study of executive-legislative relations and party systems, and elections, and emerging fields of interest, such as multi-level governance, European identity, immigration and Europeanisation. The course takes a thematic approach and places particular emphasis on the diverse experiences of liberal democracy in individual European countries.

The main seminar themes addressed include: European regime types; executive-legislative relations; party systems; elections and electoral behaviour; political identities; multi-level governance; immigration; representation; European integration and domestic institutional change; European social systems and approaches to immigration.

Teaching: 10 lectures and 10 seminars in the MT and 2 seminars (in the form of a mock exam in the final session) in the first two weeks of the ST.

Formative coursework: All students are expected to submit two non-assessed essays and produce one class presentation.

Indicative reading: Readings include: M Gallagher et al, *Representative Government in Europe*, 4th ed; M Bruter, *Citizens of Europe*; S Hix, *The Political System of the European Union*, 2nd edition, Palgrave; J Hayward & A Menon (Eds), *Governing Europe*; A Lijphart, *Patterns of Democracy*. Y Deloye & M Bruter (eds) *Encyclopaedia of European Elections*; K Shepsle & P Bonchek *Analysing Politics*; G Cox *Making Votes Count*; G Tsebelis *Veto Players*.

Assessment: Two-hour unseen written examination in the ST.

GV454 Half Unit Parties, Elections and Governments

This information is for the 2009/10 session.

Teacher responsible: Dr Torun Dewan

Availability: Mainly for MSc Politics and Government in the European Union, MSc Political Science and Political Economy and LSE-Sciences Po Double Degree in European Studies, although other students are welcome where programme regulations permit. This course has limited availability (is capped), and requires that students (regardless of Department) apply for it here. The deadline to request a place on this course is 9th October 2009; however the timeliness of your request may be taken into consideration, so an early application is recommended.

Pre-requisites: There are no formal prerequisites.

Course content: The course provides a graduate level introduction to the study of parties, elections and governments. It focuses on key questions in classic comparative political science and how they relate to political parties and candidates.

Topics covered include include:

- Models of Party Competition
- The Role and Origins of Parties
- Coalition Formation
- Electoral Systems and the Number of Parties
- Party Leadership
- Government Termination
- Political Careers
- Government Accountability

Examples will be drawn from a wide range of democracies.

Teaching: 10 seminars in LT and two seminars in the first and second weeks of the ST.

Formative coursework: All students are expected to submit one non-assessed essay.

Indicative reading: Gary Cox, *Making Votes Count* (1995); Gary Cox & Matthew McCubbins, *Setting the Agenda* (2005); George Tsebelis, *Veto Players* (2002); Kenneth Shepsle and Mark Bonchek, *Analysing Politics* (1997); Tim Besley, *Principled Agents* (2005); John Aldrich, *Why Parties* (1995); Bruce Bueno de Mesquita, Alastair Smith, Randolph Siverson and James Morrow, *The Logic of Political Survival* (2003); Giovanni Sartori, *Comparative Constitutional Engineering* (1997); Michael Laver & Norman Schofield, *MultiParty Government: The Politics of Coalition in Europe* (1990); R Taagepera & M Shugart, *Seats and Votes: The Determinants of Electoral Systems* (1989).

Assessment: Two-hour written examination in the ST.

GV460 Half Unit Not available in 2009/10 Politics and Policy in Britain

This information is for the 2009/10 session.

Teacher responsible: Dr Jonthan Hopkin

Availability: For MSc Global Politics, MSc Politics and Communication, MSc Comparative Politics, MSc Politics and Government in the European Union and LSE-Sciences Po Double Degree in European Studies.

Course content: The course provides a theoretically-informed examination of British government and politics in the light of recent institutional reforms and the gradual shift away from the 'Westminster' model of democracy.

The whole range of governmental and political institutions in Britain will be considered: the executive institutions; executive-legislative relations; the role of parliament; electoral systems and electoral reform; parties and voters; the unitary state and devolved government. In each case, the main similarities and differences between the political systems of Britain and other liberal democracies are identified. The course will also examine some important contemporary policy debates in Britain, including economic and social policy.

Teaching: 10 lectures and 10 seminars in the MT and two seminars in the third and fourth weeks of the ST.

Formative coursework: All students are expected to submit one non-assessed essay.

Indicative reading: Patrick Dunleavy et al (Eds), *Developments in British Politics* 7 (2003); Hilaire Barnett, *Britain Unwrapped. Government and Constitution Explained* (2002); Anthony Heath et al, *The Rise of New Labour* (2001); Harold Clarke et al, *Political Choice in Britain* (2004); David Richards & Martin Smith, *Governance and Public Policy in the UK* (2002).

Assessment: Two-hour unseen written examination in the ST (75% of marks); assessed essay (maximum 2,000 words) due in January 2007 (25% of marks).

GV465 Half Unit War, Peace and the Politics of National Self-Determination

This information is for the 2009/10 session.

Teacher responsible: Professor Sumantra Bose

Availability: All students, including those taking the MSc Comparative Politics (all streams) who wish to take this course must apply electronically for enrolment on the standard application form by the stipulated deadline. This course has limited availability (is capped), and requires that students (regardless of Department) apply for it here www2.lse.ac.uk/government/degreeProgrammes/programmes/masters/accessRestrictionstoCourses.aspx. The deadline to request a place on this course is 7th October 2009; however, the timeliness of your request may be taken into consideration, so an early application is recommended. Priority will generally be given to students taking the MSc Comparative Politics. Students on other programmes (including MSc Global Politics, MSc Human Rights, MSc History of Nationalism, MSc History of Empires and MA/MSc History of International Relations) are welcome to apply, but can be admitted only subject to availability of space.

Course content: This course examines some of the most intractable and violent disputes over sovereignty and national self-determination in the world today, and inquires into the prospects

of moving from war to peace through accommodation and compromise. The conflicts studied are drawn from the Middle East (Israel and Palestine), South Asia (Kashmir, Sri Lanka), the Balkans (former Yugoslavia and within it, Bosnia-Herzegovina and Kosovo) and the EU area (Northern Ireland, Cyprus). Students are exposed to the specific histories and contexts of these cases but are also encouraged to think comparatively across countries and regions. The course materials are online on Moodle, the LSE's electronic teaching and learning system.

Are disputes arising from conflicting claims to national self-determination inherently of a zero-sum nature, or can they be resolved? If the latter, how? What factors drive conflict at the local level? Which sorts of institutional arrangements might be able to anchor peace settlements? Can we draw useful comparative lessons from the experience of peace processes that have sought or seek to craft solutions to this type of conflict in diverse parts of the contemporary world? What role can international actors – influential and/or interested foreign states, regional alliances of states, multilateral institutions – play in such processes and their outcomes?

Teaching: 10 seminars in the LT, and two seminars in the third and fourth weeks of the ST. The first meeting is a set-up and introductory session and the last a revision session.

Formative coursework: Students will be required to prepare and make at least one seminar presentation and write one unassessed essay of 2,000 words due in Week 10 of the LT.

Indicative reading: S Bose, *Contested Lands: Israel-Palestine, Kashmir, Bosnia, Cyprus and Sri Lanka* (2007); E Said, *The Question of Palestine* (1980); B Wasserstein, *Israel and Palestine* (2004); J McGarry (Ed), *Northern Ireland and the Divided World* (2001); S Bose, *Kashmir: Roots of Conflict, Paths to Peace* (2003); D Hannay, *Cyprus: The Search for a Solution* (2005); S Bose, *Bosnia after Dayton: Nationalist Partition and International Intervention* (2002); S Bose, *States, Nations, Sovereignty: Sri Lanka, India and the Tamil Eelam Movement* (1994).

Assessment: A 5,000-word research paper will determine 100% of the final grade. The deadline for submission of the paper is the end of Week 5 of the ST.

GV467 Half Unit

Introduction to Comparative Politics

This information is for the 2009/10 session.

Teachers responsible: Dr David Woodruff, Dr Daphne Halikiopoulou & Mr Sung Ho Park

Availability: Compulsory for MSc Comparative Politics (all streams) and MSc Comparative Politics (Research) students. Optional for MSc China in Comparative Perspective. Optional for other students with the approval of Dr Woodruff.

Course content: This course serves as the 'core', compulsory course for all streams of the MSc in Comparative Politics and is intended to provide an overarching theoretical and methodological backdrop for all of the diverse course offerings available to students on this programme. The course introduces students to the field of Comparative Politics as represented in contemporary journals like Comparative Politics, Comparative Political Studies, and even Comparative Studies in Society and History, and among the various members of the Comparative Politics Group in the Government Department here at the LSE. Students examine the theoretical and methodological underpinnings of Comparative Politics, important critiques of these underpinnings, and diverse examples of 'best practice' in research and writing in this sub-field of the discipline of Politics or Political Science.

Lectures and seminar discussions focus on the comparative method in the study of politics, different forms of comparison used in studying politics, and positivist, post-structuralist, and interpretivist critiques of mainstream comparative politics. Readings treat such variegated topics of inquiry and debate in comparative politics as civil society, collective action, democracy, economic development, and ethnic conflict.

The course does not follow a 'great books' approach or focus on the various textbooks, 'how to' manuals, and meta-debates about Comparative Politics. Instead, the course treats examples of real existing Comparative Politics as practiced – and published – by

leading scholars in the field in recent years. These examples are chosen to cover diverse forms of comparison, diverse modes of analysis, diverse topic areas, and diverse countries and regions of the world. Cutting across these forms of diversity are a set of questions that will be addressed throughout the course. These questions concern the possibilities and limitations of various forms of comparative analysis for explaining observable patterns in politics in diverse settings across different eras of world history.

Teaching: 10 weeks of lectures and seminars in MT and 2 seminars in the ST. Dr David Woodruff delivers the lectures for the course, whilst members of the Comparative Politics Group in the Department run the seminars.

Formative coursework: One unassessed essay of roughly 1,500 words.

Indicative reading: Alasdair MacIntyre, *'Is a Science of Comparative Politics Possible?'* Theda Skocpol, *States and Social Revolutions*. Brian M. Downing, *'Constitutionalism, Warfare, and Political Change in Early Modern Europe'*. Robert Putnam, *Making Democracy Work: Civic Traditions in Modern Italy*. Ashutosh Varshney, *'Ethnic Conflict and Civic Life: India and Beyond.'* James Fearon and David Laitin, *'Ethnicity, Insurgency, and Civil War'*.

Assessment: Two-hour unseen examination in the ST (100%).

GV476 Half Unit

Twentieth-Century European Liberal Thought

This information is for the 2009/10 session.

Teacher responsible: Professor Paul Kelly

Availability: Open to MSc European Studies: Ideas and Identities, MSc Political Theory, MSc Political Theory (Research) students and LSE-Sciences Po Double Degree in European Studies; open to others on request.

Course content: The course will critically examine the ideas of a selection of twentieth century European Liberal Thinkers including Isaiah Berlin, Karl Popper, F.A. Hayek and Michael Oakeshott.

Teaching: 10 seminars in LT and two seminars in the first and second weeks of ST.

Formative coursework: Two 2,000 word essays and a presentation.

Indicative reading: Paul Kelly, *Liberalism*, Polity Press, 2005; John Gray, *Two Faces of Liberalism*, Polity Press, 2000; Isaiah Berlin, *Two Concepts of Liberty*. Karl Popper, *Open Society and Its Enemies; Conjectures and Refutations*; F.A. Hayek, *The Constitution of Liberty*; Michael Oakeshott, *Rationalism in Politics On Human Conduct*.

Assessment: One 5,000 word essay submitted in the ST.

GV477 Half Unit Not available in 2009/10

Comparative Public Policy Change

This information is for the 2009/10 session.

Teachers responsible: Professor E Page and Professor Mark Thatcher

Availability: This course is primarily designed for students on MSc Public Policy and Administration, MSc Public Policy and Administration (Research), MSc Regulation, MSc Regulation (Research) and MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy. Other MSc students may only attend subject to numbers, their own programme regulations, and with the permission of the teacher responsible.

Pre-requisites: Students should normally have taken **Introduction to Comparative Public Administration** (GV480) or **Public Choice I**, upon which this course will build unless they already have a good knowledge of comparative public policy. Waiving of these requirements will at the discretion of the course teacher.

Course content: The course examines explanations of policy change using cross-national comparison.

Seminars will focus on cases in key policy domains in industrialized countries (chosen according to the literature available and interest for wider analytical questions, as well as the expertise available), but in the examination and assessed essay, any set of (2) countries can be used as examples. Key topics include: theoretical approaches to comparison and policy change; regulatory reform; welfare policy; environmental policy and illicit drugs policy.

Teaching: The course is taught through 10 two-hour seminars in the Lent Term (plus two revision seminars in ST).

Formative coursework: Students will write two unassessed essays during the term.

Indicative reading: There is no single textbook but the following are particularly useful introductions: B G Peters, *Institutional Theory in Political Science* (Pinter, London and New York, 1999); H Hecl, A Heidenheimer & C T Adams, *Comparative Public Policy* (3rd edn, Saint Martin's Press, New York, 1990); W Parsons, *Public Policy* (Edward Elgar, 1995); M Hill, *The Policy Process in the Modern State* (1997); S Steinmo, K Thelen & F Longstreth (Eds), *Structuring Politics. Historical Institutionalism in Comparative Analysis* (1992); P A Hall & D Soskice (Eds), *Varieties of Capitalism*, (2001); F Castles, *The Future of the Welfare State: Crisis Myths and Crisis Realities* (2004).

Assessment: Two-hour written examination in the ST (75%); assessed essay-max 2,500 words (25%).

GV478

Political Science and Public Policy

This information is for the 2009/10 session.

Teachers responsible: Dr Rafael Hortala-Valle and others.

Availability: This is a compulsory course for MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy. It is also available on MSc Political Science and Political Economy and to other MSc students. MSc students please note (a) that seminars start promptly in Week 1 of Michaelmas Term with a set-up session in Week 0: contact the MPA Office for details; and (b) you will need to complete 4 Applications working in small groups with other students in your seminar group.

Pre-requisites: There are no pre-requisites, but recommended advance reading is given below.

Course content: A graduate course providing a core political science background suitable for high-level public policy-making. The emphasis is on acquiring portable models of political and policy-making processes useful in a wide variety of contexts and on applying them in practice. The first 12 weeks of lectures focus on rational choice approaches in political science, and the last four weeks on political economics.

Michaelmas Term: Politics as collective action problems (CAPs); different forms of CAPs; interest group formation and social movements; parties and electoral competition; proximity and directional models of alignment or decision-making; coalition formation and government formation; legislative politics; executive decision-making; delegation by politicians to bureaucracies and agencies.

Lent Term (weeks 11-15): Bureaucracy and public sector organizations; delegation of decision-making across ranks and institutions; federalism and multi-tiered governance; taxation and budgeting; and constitutional design.

Lent Term (weeks 16-20): topics in Political Economies; the economic and policy impacts of parliamentarism and presidentialism; the impacts of citizens' initiatives and referenda; term limits; modeling incentives for political actors.

Summer Term (weeks 1-3): Revision sessions.

Teaching: Lectures (16) GV478; seminars (16) GV478a and 4 weeks' presentations by Application groups, in seminar slots for Gv478a.

Indicative reading: Other useful texts are K Shepsle & M Bonchuk, *Analysing Politics*; P Dunleavy, *Democracy, Bureaucracy and Public Choice*. For reference, see: D Mueller, *Public Choice III*.

A full reading list will be distributed at the beginning of the course.

Assessment: There are three elements of assessment:

- four applications exercises, presented in groups in Weeks 5 and 10 of both the Michaelmas and Lent terms, accounting in all for 25% of the overall mark;
- An individual essay of 3,000 words submitted by the second week of ST responding to one of a list of specified questions, accounting for 25% of the overall mark;
- a three-hour written examination in the ST, accounting for 50% of the overall mark.

GV479

Nationalism

This information is for the 2009/10 session.

Teachers responsible: Professor John Breuilly and Dr John Hutchinson

Availability: Guaranteed entry for MSc Comparative Politics and MSc History of Nationalism. Recommended, should space permit, for MSc Development Studies, MSc Politics and Government in the European Union, MSc International Relations, MSc International Relations (Research), MSc Political Sociology, MSc Sociology, MSc Theory and History of International Relations and MSc Race, Ethnicity and Post-Colonial Studies. Students from any other relevant MSc course (MSc Politics and Communication, LSE-PKU Double Degree in MSc International Affairs and LSE-Sciences Po Double Degree in European Studies) with the permission of Professor Breuilly. This course has limited availability (is capped), and requires that students (regardless of Department) apply for it here www.lse.ac.uk/collections/government/degreeProgrammes/programmes/masters/accessRestrictionsToCourses.htm. The deadline for applications is 9th October 2009; however the timeliness of your request may be taken into consideration, so an early application is recommended.

Course content: An examination of the causes and role of ethnic identity and nationalist movements in the modern world, and of the relations between nations and states.

There are three principal concerns:

1. Theories of nationalism and ethnicity, including primordialist, ethno-symbolic, modernist and post-modernist approaches. These will be compared and critiqued.
2. The development of various kinds of nations, nation-states and nationalisms from pre-modern Europe to the global present, and a consideration of the concepts (e.g. civic/ethnic, political/cultural, Asian and African forms of nationalism) frequently used to understand these histories.
3. Nationalism and the international system, including problems of state sovereignty, secession and national self-determination; the European union, globalisation and religious fundamentalism.

Teaching: 23 Seminars (including revision) MT, LT, and ST: GV479. (Students must also attend the lectures of course GV350). Two revision classes in the ST.

Formative coursework: Students are expected to write two non-assessed essays of 1,500-2,000 words and to make two seminar presentations during the course.

Indicative reading: E Kedourie, *Nationalism*, Hutchinson, 1960; E Gellner, *Nations and Nationalism*, Blackwell, 1983; H Kohn, *The Idea of Nationalism*, Macmillan, 1967; H Seton-Watson, *Nations and States*, Methuen, 1977; A D Smith, *Theories of Nationalism*, 2nd edn, Duckworth, 1983; B Anderson, *Imagined Communities*, 2nd edn, Verso Books, 1991; J Mayall, *Nationalism and International Society*, Cambridge University Press, 1990; E Hobsbawm, *Nations and Nationalism since 1780*, Cambridge University Press, 1990; A D Smith, *National Identity*, Penguin, 1991; L Greenfeld, *Nationalism, Five Roads to Modernity*, Harvard University Press, 1992; J Breuilly, *Nationalism and the State*, 2nd edn, Manchester University Press, 1993; J Hutchinson, *Nations as Zones of Conflict*, Sage 2004; W Connor, *Ethno-Nationalism: The Quest for Understanding*, Princeton University Press, 1994; J Hutchinson & A D Smith (Eds), *Nationalism*, Oxford University Press, 1994; J Hutchinson & A D Smith (Eds), *Ethnicity*, Oxford University Press, 1996; A Hastings, *The Construction of Nationhood*, Cambridge University Press, 1997; A D Smith, *Nationalism and Modernism*, Routledge 1998, M Hechter, *Containing Nationalism*, Oxford University Press, 2000; Jonathan Hearn, *Rethinking Nationalism: a critical introduction*, Palgrave 2006.

Assessment: A three-hour unseen written examination in the ST with three questions to be answered.

GV481 Half Unit

Political Science and Political Economy

This information is for the 2009/10 session.

Teacher responsible: Dr V Larcinese

Availability: Compulsory course for students on MSc Political Science and Political Economy. Optional course for MSc Regulation and MSc Regulation (Research). Open to all MSc students in the

Department of Government.

Course content: The objective of the course is to provide an introduction to political science and the ways in which it illuminates the political and policy processes of advanced liberal democratic states. The course focuses mainly on institutional public choice and positive political economy.

Theory of voting and party competition; collective action and interest groups; coalition theory and log-rolling; bureaucracy and economic approaches to organizations.

Teaching: Ten two-hour lectures and 9 one-hour seminars in the MT. Two seminars in the first and second weeks of the ST.

Formative coursework: Students are expected to produce one formative essay on a topic during the MT.

Indicative reading: K. Shepsle & M. Bonchek: *Analysing Politics*; D. Mueller: *Public Choice III*. T. Persson and G. Tabellini: *Political Economics*.

Assessment: A two-hour unseen written examination in the ST (100%).

GV482 Half Unit Political Science and Political Economy: Advanced Topics

This information is for the 2009/10 session.

Teacher responsible: Dr V Larcinese

Availability: For postgraduate students, Optional for students on MSc Political Science and Political Economy, MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy, MSc Regulation and MSc Regulation (Research). Students must either have completed GV481 or must be able to show substantial previous coursework in public choice.

Course content: The objective of the course is to explore more advanced topics in political economy, providing the students with tools that will enable them to understand fundamental problems in public policy making and the inherent difficulties of designing institutions that can deal with these problems. We will primarily focus on the analysis of organizational arrangements and public policy systems in advanced liberal democratic states. The close interplay between theories and empirical evidence will be a central theme of this course.

The exact content varies each year. Previous years topics have included: Understanding and aggregating individual preferences for policy analysis; electoral competition; the growth of the public sector in the XX century; the evolution of modern welfare systems; time consistency, commitment and reputation; representative democracy; information and mass media; electoral rules and public policy; political mechanisms of accountability; democracy and transition.

Teaching: 10 seminars in the LT and two seminars in the third and fourth weeks of the ST.

Formative coursework: Students are expected to submit a written essay to their seminar teacher.

Indicative reading: D Mueller, *Public Choice III*; A Dixit, *The Making of Economic Policy*; T Persson & G Tabellini, *Political Economics*; A Drazen, *Political Economy in Macroeconomics*; P. Lindert, *Growing Public*; D. Acemoglu & P. Robinson, *Economic Origins of Dictatorship and Democracy*. Most of the readings will consist of journal articles.

Assessment: Consists of two parts: (i) a two-hour unseen written examination in the ST, accounting for 75% of the marks; (ii) a single essay of maximum 2,500 words on a topic to be agreed with the course teachers by Week 10 of LT. The essay must be submitted by the Friday of the third week of Summer term and accounts for 25% of the marks.

GV483 Half Unit Public Management Theory and Doctrine

This information is for the 2009/10 session.

Teachers responsible: Dr Nilima Gulrajani and Dr Martin Lodge

Availability: Core course for MSc Public Policy and Administration and MSc Public Policy and Administration (Research). Optional course for MSc Development Management, MSc Development

Studies, MPA Public and Economic Policy/MPA International Development/MPA European Public and Economic Policy, MSc Regulation and MSc Regulation (Research). Other postgraduates require permission of teachers responsible.

Course content: The objectives of the course are to become acquainted with public management as an interdisciplinary field of study with a primary emphasis on political science and public policy; to develop an appreciation for the nexus between research and practice; to acquire a process understanding of administrative practices and change in government; to become adept at identifying, analysing, criticizing and formulating practical arguments about public management.

The course offers an intensive introduction into key areas of public management with reference to both developed and lesser developed world contexts. Topics include administrative doctrine, implementation, organizational change and inertia, capacity building, performance-management, leadership, institution creation, transparency and risk management.

Teaching: 10 lectures and ten seminars in the MT and two seminars in the first and second weeks of the ST.

Formative coursework: Students are expected to complete two formative essays.

Indicative reading: M Barzelay, *The New Public Management*, 2001; C Hood, *The Art of the State*, 1998; C Hood and M Lodge, *Politics of Public Service Bargains*, 2006; E Bardach, *Getting Agencies to Work Together*, 1998; M Barzelay and C Campbell *Preparing for the Future*, 2003; C Hood & M Jackson, *Administrative Argument*, 1991; H Simons, *Persuasion in Society*, 2001; M Moore *Creating Public Value*, 1995.; J. Scott, *Seeing Like a State*. 1998, P. Selznick *TVA and the Grassroots*. 1947

Assessment: A two-hour unseen written examination in the ST (100%).

GV488 Law and Politics of Regulation

This information is for the 2009/10 session.

Teachers responsible: Dr M Lodge, Dr J Black, Professor R Baldwin and Professor M Thatcher.

Availability: This is the core course for MSc Regulation and MSc Regulation (Research). Other students will not usually be admitted.

Course content: The course aims to give students an essential grounding in theories of regulation encountered in the legal, political science and law & economics literatures. It examines competing explanations of the origins, development and reform of regulation; the styles and processes of regulation; issues surrounding enforcement; the inter-organisational and international aspects of regulation; and questions of evaluation and accountability. Some specific cases will be explored through the medium of an additional practitioner seminar series, which will be led by experienced practitioners invited on a one-off basis.

The course focuses on the following key themes: contrasting perspectives on regulation, differences in regulatory styles, dynamics and processes, regulatory standard-setting, regulatory enforcement, evaluating regulation.

Teaching: The course is taught: (a) by 20, two-hour sessions (GV488) in variable format (some lecture-discussions, student-paper led discussions, debates) comprising the academic core, (b) by nine seminars on 'economics of regulation' and 'research design' in the Michaelmas term and (c) approximately five practitioner seminars, drawing on practitioners from a variety of regulated sectors.

Formative coursework: All students are expected to produce three written essays.

Indicative reading: R Baldwin, C Scott & C Hood, *Socio-Legal Reader on Regulation* (1998); R Baldwin & M Cave, *Understanding Regulation* (1998); M Moran, *The British Regulatory State* (2003); A Ogus, *Regulation* (2004); R Baldwin & C McCrudden, *Regulation and Public Law* (1987); C Hood, H Rothstein & R Baldwin, *The Government of Risk* (2001); R Baldwin, *Rules and Government* (1994); J Black, M Lodge and M Thatcher, *Regulatory Innovation*, (2005); B. Morgen and K Yeung, *Introduction to Law and Regulation* (2006); C Sunstein, *Risk and Reason* (2002).

Assessment: Students will be assessed by a course essay weighted

at 25% of the total mark and a three-hour examination in the ST; weighted at 75% of the total mark. The examination will involve answering three questions out of 12.

GV494 Half Unit

Public Management: A Strategic Approach

This information is for the 2009/10 session.

Teacher responsible: Professor Michael Barzelay, F4.06

Availability: Available to MSc students where regulations permit, including MSc Public Management and Governance, MSc Public Policy and Administration, MSc Public Policy and Administration (Research), MSc Management, MSc Management, Organisations and Governance, MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy.

Course content: The course develops the perspectives, knowledge, and intellectual skill required for leading and otherwise participating in several types of organizational transitions in a public sector context. The main issue addressed is how to design and adapt action in socially and institutionally complex settings so that a successful transition eventuates. Such transitions include start-up, realignment, turnaround, and success-sustaining. Thematic issues contemplated in this way include innovation, leadership, strategy, and managing by projects. Teaching case studies are discussed as part of the course's overall pedagogy.

Teaching: 10 three-hour sessions in the LT and two seminars in the third and fourth weeks of the ST.

Indicative reading: M Watkins, *The First 90 Days: Critical Success Strategies for Leaders at All Levels* (2003), M Moore, *Creating Public Value Strategic Management in Government* (1995); J Q Wilson, *Bureaucracy* (1989); M Barzelay & C Campbell, *Preparing for the Future: Strategic Planning in the U.S. Air Force* (2003); J Bryson, *Strategic Planning for Public and Nonprofit Organizations* (2004); RA Heifetz, & RM Sinder *Political Leadership: Managing the Public's Problem Solving*, (1988), M Feldman *A Performative Perspective on Stability and Change in Organizational Routines* (2003).

Assessment: Consists of two parts: (i) one two-hour unseen written examination in June, accounts for 70% of the marks; (ii) one essay on one of two designated topics to be submitted by the middle of June, accounts for 30% of the marks.

GV498 Half Unit

Multiculturalism, Nationalism and Citizenship

This information is for the 2009/10 session.

Teacher responsible: Professor Chandran Kukathas

Availability: MSc Political Theory, MSc Political Theory (Research), MSc European Studies: Ideas and Identities, MSc Race, Ethnicity and Post-Colonial Studies, MSc History of Nationalism, MSc Global Media and Communications (with Fudan or USC), LSE-Sciences Po Double Degree in European Studies and where regulations permit.

Course content: The focus of the course is normative. Students will be asked to reach conclusions about what modifications, if any, are called for in the standard liberal account of citizenship by multiculturalist and nationalist criticism. In the course of doing so, they will have to become aware of the different varieties of multiculturalism and nationalism.

Following an introductory session, the remaining eleven seminars are divided into three sets.

Set One takes up the attack on the 'false universality' of liberalism and examines a range of recommendations all of which are described by their authors as somehow 'multicultural', including special representation, the waiver of certain legal requirements, and group autonomy.

Set Two is devoted to nationalism, the first two to its impact within a state, the remaining two to its implications for inter-state relations. Set Three will be used to pull together the first and second sets of topics respectively by looking at group rights and immigration/naturalization policies.

Teaching: 10 seminars in the MT and two seminars in the first and second weeks of the ST.

Formative coursework: Students will write two short essays, one of which may be based on their class presentation.

Indicative reading: Students who are not also taking GV431

Nations and Nationalism (which is recommended but not required) should read in advance E Gellner, *Nations and Nationalism* and A Smith, *Theories of Nationalism*. In addition: I M Young, *Justice and the Politics of Difference*; J Tully, *Strange Multiplicity*; D Miller, *On Nationality*.

Assessment: One 5,000 word essay to be submitted in week 6 of the ST (100%).

GV499

Dissertation

This information is for the 2009/10 session.

Dissertation: A 10,000 word dissertation is required to be submitted as part of the assessment for each Government MSc programme. The dissertation is due by the 1st September and is compulsory.

GV4A2 Half Unit

Citizens' Political Behaviour in Europe: Elections Public Opinion and Identities

This information is for the 2009/10 session.

Teacher responsible: Ms Kyriaki Nanou

Availability: This course has limited availability (is capped), and requires that students (regardless of Department) apply for it.

The deadline to request a place on this course is 9th October 2009; however, the timeliness of your request may be taken into consideration, so an early application is recommended. In order to be accepted on the capped course, all students must submit a research project proposal (which should at least include a research question, a quick sense of what makes it interesting, of the methods that will be used, and if possible some hypotheses and a mini-bibliography of 1-2 pages by 7th October 2009).

Available for MSc Politics and Government in the European Union and MSc Comparative Politics (Europe). Also available for MSc Politics and Communication, MSc Political Science and Political Economy, MSc Public Policy and Administration, MSc Public Policy and Administration (Research) and LSE-Sciences Po Double Degree in European Studies with prior approval of the course co-ordinator. Students from other degrees should contact the course co-ordinator directly.

Course content: The course will be divided into three sections, corresponding to three major pillars of the study of political behaviour: elections, public opinion, and political identities. The three sections and ten themes, however, should be treated as highly inter-related rather than artificially divided. Themes include: citizens and politics: the democratic link, political psychology and the study of political behaviour; Electoral Behaviour: an overview; Alignments, Realignment, and De-alignments in contemporary Europe; Electoral Instability, Split-Ticket Voting, and Political Cynicism; Extreme right politics; Electoral Behaviour: Applied micro-level analysis; The media, public opinion, and political participation: introduction to the processes of political communication; Economic situation and public opinion: overview on electoral political economy; Public opinion and European integration; Transforming regional, national, and European identities; Political behaviour, political identities, and institutional answers: the social contract and the 'ultimate' democratic link.

Teaching: 10 two-hour seminars in LT and two seminars in the ST.

Indicative reading: M Bruter, *Citizens of Europe? The Emergence of a Mass European Identity*, Y Deloye & M Bruter, *Encyclopaedia of European Elections*, M Franklin & T Mackie et al, *Electoral Change*; M Bruter & S Harrison, *The Future of our Democracies?*; A Downs, *An Economic Theory of Democracy*; S Lipset & S Rokkan, *Party Systems and Voters Alignments*; C van der Eijk & M Franklin, *Choosing Europe*; J Campbell, Converse, et al, *The American Voter*; J Alt, Chrystal, *Political Economy*; P Norris et al, *On Message: Communicating the Campaign*; J Zaller, *The Nature and Origins of Mass Opinion*.

Assessment: One research project on a topic relevant to the course and approved by the course co-ordinator with a word limit of 5,000 words (100%).

GV4A3 Half Unit Not available in 2009/10 Social Choice Theory and Democracy

This information is for the 2009/10 session.

Teacher responsible: Professor Christian List

Availability: Optional for MSc Political Theory, MSc Political Theory (Research), MSc Applicable Mathematics and MSc Political Science and Political Economy. Available in other MSc programmes subject to space and with prior approval of the course co-ordinator.

Pre-requisites: No prior knowledge of social choice theory or of any specific mathematical discipline is required.

Course content: This course provides an introduction both to social choice theory and current debates in democratic theory. On the social-choice-theoretic side the course introduces students to key results, such as Arrow's impossibility theorem, which imply that making rational collective decisions may be impossible, potential escape-routes from these theorems and responses from the more normative literature on democracy. On the more normative side, the course covers central debates in contemporary democratic theory, which are likely to include the topics of deliberative democracy, outcome-based or epistemic justifications of democracy, representative democracy and democratic legitimacy. While all students are required to understand the key findings of the main social-choice-theoretic theorems, they can approach these either from a formal analytic perspective or from a more normative philosophical perspective and make the debates on democratic theory their main focus.

Teaching: 10 two-hour seminars in MT (with some lecture components) and two two-hour seminars in the first and second weeks of the ST.

Formative coursework: Students will be expected to give a short presentation and to write a formative essay. Feedback will be given on this material, but it does not count towards final assessment.

Indicative reading: William H Riker (1982), *Liberalism Against Populism*; Jerry S Kelly (1988), *Social Choice Theory: An Introduction*; James Bohman & William Rehg ed. (1997), *Deliberative Democracy: Essays on Reason and Politics*; Amy Gutmann & Dennis Thompson (1996) *Democracy and Disagreement*. Christian List, "The Discursive Dilemma and Public Reason," *Ethics* 116(2): 362-404 (2006).

Assessment: Consists of two parts: (i) a two-hour unseen written examination in the ST, accounting for 75% of the marks; (ii) a single essay of up to 3,000 words on a topic to be agreed with the course teacher by Week 10 of MT. The essay must be submitted by the Friday of the Week one of LT and accounts for 25% of the marks.

GV4A4 From Empire to Globalization

This information is for the 2009/10 session.

Teachers responsible: Professor David Held and Dr John Gledhill

Availability: Students on the MSc Global Politics are guaranteed access; other students may follow the course after obtaining written permission from the teachers responsible.

Course content: This is the core course of the MSc Global Politics. It will provide a historical and comparative account of changing forms of world order in the modern period. Against the backdrop of the rise and fall of empires, it will examine the changing nature and form of globalization and the rise of new forms of global politics. The course content will cover the following topics though specific lecture titles may change from year to year: the contemporary debate about globalisation; international systems and empires in world history; changes in the nature of military power and war; the evolution of global economic governance; the globalization of migration and environmental concerns; the role of global intergovernmental and nongovernmental organizations; global communications and culture; the nature of US power in the contemporary global order; and core issues of global ethics, citizenship and governance.

Teaching: 22 lectures and 24 seminars.

Formative coursework: All students are expected to produce three written essays plus two short presentations on topics assigned to them.

Indicative reading: Held, D. and McGrew, A. *Globalization/Anti-Globalization*, second edition, Cambridge, Polity 2007; D Held & A

McGrew (Eds), *The Global Transformations Reader*, 2nd edn, Polity 2003; C. Brown, 'From International to Global Justice?' in Oxford Handbook of Political Theory, J. Dryzek, B. Honig, & A. Phillips (eds), Oxford, 2006; J. A. Scholte, *Globalization: a critical introduction*. Second edition, Palgrave 2005; B. Buzan and R. Little, *International Systems in World History*, OUP, 2000; D. Lieven, *Empire*, Pimlico, 2003; M. Kaldor, *New and Old Wars: Organised Violence in a Global Era*. Polity 1999; R Wade, 'Is globalization reducing poverty and inequality?', *World Development*, 2004; A. Walter, *World Power and World Money*, Harvester Wheatsheaf, 1993; UNDP, *Making Global Trade Work for People*, Earthscan, 2003; T. Rantanen, *The Media and Globalization*, Sage 2004; A. D. Smith, *Nations and Nationalism in a Global Era*, Polity 1995; D. Held, and M. Koenig-Archibugi, eds, *American Power in the Twenty-First Century*, Polity 2004; M. Glasius, *The International Criminal Court: A Global Civil Society Achievement*, Routledge 2005.

Assessment: Three-hour written examination in the ST.

GV4A5 Half Unit Public Policy Responses to International Migration

This information is for the 2009/10 session.

Teacher responsible: Dr Eiko Thielemann

Availability: This course has limited availability (is capped), and requires that students (regardless of Department) apply for it. The deadline to request a place on this course is 9th October 2009; however the timeliness of your request may be taken into consideration, so an early application is recommended.

Available for students on the MSc Politics and Government in the European Union. Students from MSc Global Politics, MSc European Political Economy, MSc European Studies: Ideas and Identities, MSc Comparative Politics, MSc History of Nationalism, MSc Public Policy and Administration, MPA Public and Economic Policy/MPA Public Policy, Management/MPA International Development/MPA European Public and Economic Policy, LSE-Sciences Po Double Degree in European Studies and students on other relevant degree programmes may attend subject to numbers, their own degree regulations and the written permission of the teacher responsible.

Course content: This course offers a theoretically informed account of the challenges posed by international migration and resulting policy responses. The focus is on the comparative analysis of immigration control policies in OECD countries, with particular emphasis on the European Union.

The course is structured in three parts. The first introduces a number of theoretical models that seek to explain the dynamics of international migration, migration control and migrant integration, addressing questions such as: Why do people migrate? Why do states accept migration? What factors facilitate/impede migrant integration? The second, comparative, part deals with national public policy responses to the issue of asylum & refugees, 'illegal' migration & human trafficking, (legal) immigration, and migrant inclusion & exclusion. The final part focuses on international and supranational policy responses with an emphasis on the European Union.

Teaching: 10 x 1 hour lectures and 10 x 1.5 hour seminars in the MT and one seminar in the ST.

Formative coursework: All students are expected to write one non-assessed essay during the term.

Indicative reading: There is no single textbook but the following texts are useful introductions: M Baldwin-Edwards & M Schain, *The Politics of Immigration in Western Europe*, 1994; C Boswell, *European Migration Policies in Flux: Changing Patterns of Inclusion and Exclusion*, 2003; C Brettell, *Migration Theory: Talking Across the Disciplines*, 2000; R Brubaker, *Citizenship and Nationhood in France and Germany*, 1992; S Castle & M J Miller, *The Age of Migration*, 1998; W A Cornelius et al, *Controlling Immigration: A Global Perspective*, 2004; A Favell, *Philosophies of integration*, 1998; A Geddes, *The Politics of Migration and Immigration in Europe*, 2003; A Geddes, *Immigration and European Integration*, 2000; V Guiraudon & C Joppke, *Controlling a new migration world*, 2001; J F Hollifield, *Immigrants, Markets, and States: The Political Economy of Postwar Europe*, 1992; C Joppke, *Challenges to the Nation-State: Immigration in Western Europe and the United States*, 1998; G Loescher, *Beyond*

Charity: International Cooperation and the Global Refugee Crisis, 1996; J Money, *Fences and Neighbours: The Political Geography of Immigration Control*, 1999; S Sassen, *Guests and Aliens*, 2000; Y N Soysal, *Limits of Citizenship: Migrants and Postnational Membership in Europe*, 1994; D Thranhardt, *Europe, a New Immigration Continent*, 1994; A R Zolberg *et al*, *Escape from Violence: Conflict and the Refugee Crisis in the Developing World*, 1997.

Assessment: Two-hour written examination in the ST (50%); assessed essay between 3,000–4,000 words to be submitted by Friday of Week one of the ST (50%).

GV4A8 Half Unit Nationalist Conflict, Political Violence and Terrorism

This information is for the 2009/10 session.

Teachers responsible: Professor James Hughes (on leave) and Dr Omar McDoom

Availability: Available as the core course for MSc Comparative Politics Conflict Studies stream students only.

Course content: How can we distinguish legitimate political violence from terrorism? What is the relationship between war and terror? What distinguishes a combatant from non-combatant? Does 'winning hearts and minds' entail a coercive or cooperative policy approach? Do counterinsurgency methods based on force and the securitization of the state work? Should we erode civil liberties and democratic values to fight terrorism? This course attempts to answer these and similar questions by a comparative examination of the theories and ethics of political violence and the root causes, nature and types of violence. This course also evaluates different political and security policies and methods of conflict management. A number of case studies of historical and contemporary conflicts are examined to illustrate the theoretical and policy dilemmas. The course has a tripartite structure. First, it examines the ethical dilemmas in the use of violence by examining the politicisation of definitions, and the efficacy of the laws and norms of war. Second, we explore the ethical issues and the evolution of counterinsurgency policies through case studies of anti-colonial resistance during the Cold War and state policies pursued against insurgents and terrorists during recent internal armed conflicts. The final part of the course assesses what lessons have been learnt, if any, and what new challenges are posed by the 'war on terror', the insurgencies in Iraq and Afghanistan, the increasing constraints on and abuses of civil liberties, and the emergence of Al Qa'ida as a transnational network. The course compares the performance of different regime types (colonial, democratic, transitional democratic, and authoritarian) in managing political violence. It also provides the deep background study necessary to properly evaluate root causes and the ethics of political violence, as well as the efficacy of political and security responses over time. This is a Moodle course and a range of electronic, video and radio materials are used for teaching in addition to the traditional print matter.

Teaching: A one hour lecture weekly plus a one-and-a-half hour weekly seminar in the MT and one revision lecture and seminar in the ST.

Formative coursework: One essay of 1,500 words on a weekly seminar topic and one research design plan for the summative essay.

Indicative reading: Tore Bjorgo ed. *Root Causes of Terrorism*, Routledge (2005); Andrew Silke ed. *Terrorists, Victims and Society, Psychological Perspectives on Terrorism and its Consequences*, Wiley (2003); Michael Walzer, *Just and Unjust Wars: A Moral Argument with Historical Illustrations*, Basic Books (1992); *Arguing about War*, Yale University Press (2004); Michael Ignatieff *The Lesser Evil. Political Ethics in an Age of Terror*, Edinburgh University Press (2005); David Whittaker, *The Terrorism Reader*, Routledge (3rd edn, 2007); Marc Sageman, *Leaderless Jihad*, UPenn Press (2007); James Hughes, *Chechnya from Nationalism to Jihad*, UPenn Press (2008).

Assessment: A 5,000 word essay to be submitted by the end of the first day of the LT.

GV4B3

MPA Capstone Project (1.5 units)

This information is for the 2009/10 session.

Course code: This course is also coded DV4B3, EC4B3, and EU4B3.

Teachers responsible: Dr Joachim Wehner (H410), plus others.

Availability: This is a compulsory course for all 2nd Year MPA students.

Pre-requisites: There are no pre-requisites, but students should attend the MPA 2nd Year Induction Meeting and the Capstone Information Meeting (held in the week before MT).

Course content: Students will undertake a group project (in teams usually of 3 to 6 people) relating to a public policy problem faced by an external organization. The client will be a government department, part of a legislature or a parliamentary agency, a company operating in the public management or public policy sector, an international organization or a think tank/NGO. The group will have approximately 10 weeks of term time to work on an issue defined by the client, investigating the issues and developing a workable solution to the problem.

Teaching: Based on the project allocated, students will be allocated a supervisor, who will provide overall guidance on the project's development and assistance with client liaison. Other members of staff will also advise on methods etc. Students must additionally:

– participate fully in the 'group working' module of GV4D5 Group Working and Leadership;

– attend a capstone review session to be held in MT.

Assessment: The project work is conducted in teams, and the assessment is based on a collective group mark for each component except in exceptional circumstances.

1) A report to the client organization, usually in the form of a group presentation to a meeting at the client's offices, with an accompanying PowerPoint set. The deadline for the presentation will be set with the client organization but must take place by week 8 of the Lent term. 20% of the marks are assigned by the client organization after receipt of this presentation.

2) An underlying group project report of approximately 12–15,000 words (and no more than 20,000 words) to be submitted by Thursday of week 9 of LT. The report is read by external readers and their assessment accounts for 60% of the final grade. In addition, there are marks for two other components, assigned by the group supervisor in consultation with the other capstone teachers:

3) 10 % for scoping and project development (including coping with difficulties); and

4) 10% for group working and self-management as a team.

GV4B4

MPA Dissertation

This information is for the 2009/10 session.

Course code: This course is also coded DV4B4, EC4B4 and EU4B4.

Teachers responsible: Dr Joachim Wehner, Dr Rafael Hortalá-Vallve, Dr Vyacheslav Mikhaylov plus others.

Availability: This is a compulsory course for all MPA students studying at LSE for their 2nd Year.

Course content: Students on the MPA programme must write a dissertation (of no more than 10,000 words) covering a topic in public policy, economic policy or public management of the student's choice (to be agreed with their supervisor and the MPA Director). The MPA programme will provide detailed authoring guidance and support in producing the dissertation.

Teaching: Based on the subject chosen, students will be allocated a supervisor, who will provide guidance on this piece of work.

Students must attend the **GV4B4 MPA Dissertation Workshops** held during the MT and LT.

Assessment: 1) The **dissertation title, abstract, contents page and a 5 page synopsis/introduction** must be submitted by 4pm on Thursday 3rd December 2009 (Week 9 of MT). This will count for 10% of the overall dissertation mark. Students may only change their topic thereafter with the agreement of their supervisor.

2) The **full dissertation** of no more than 10,000 words is due by 4pm on Thursday 29th April 2010 (Week 1 of ST) and will account for the remaining 90% of the overall mark.

GV4B6 Half Unit Kant's Political Philosophy

This information is for the 2009/10 session.

Teacher responsible: Dr Katrin Flikschuh

Availability: Optional for MSc European Studies: Ideas and Identities, MSc Political Theory, MSc Political Theory (Research) and LSE-Sciences Po Double Degree in European Studies; open to others on request.

Course content: An introduction to and critical appraisal of Immanuel Kant's political philosophy.

Despite the enormous influence which Kant's moral philosophy has exerted on debates in contemporary liberal thinking, his political philosophy has until recently been largely ignored. This is beginning to change: Kant's political philosophy is beginning to be studied in its own right. Such study shows that his political thinking *diverges* in many of its central aspects from contemporary liberal thinking: the impact of Kant's thought upon the latter must, therefore, be re-assessed. Through close reading and analysis of the primary texts, this course introduces students to Kant's distinctive approach to political thinking. Core texts will include selected passages from the *Doctrine of Right* (Part 1 of the *Metaphysics of Morals*); Kant's celebrated essay, 'On Perpetual Peace'; and his less well known, but no less important essay 'On the Common Saying: "This may be true in theory, but does it work in Practice"'. The analytic and substantive focus will be on three interrelated themes: Kant's idea of freedom as an idea of reason; his account and justification of individual property rights; and his cosmopolitan conception of Right, or justice. Although the analytic and philosophical focus will be on Kant's own political thinking, we shall throughout compare and contrast Kant's position with contemporary Kantian liberalism.

Teaching: 10 two-hour seminars in the LT and two revision seminars in the ST.

Formative coursework: The format of individual session will usually take the form of a forty minute lecture followed by discussion or group work sessions. For some sessions students may be asked to prepare short presentations, but the emphasis, in terms of student preparation will be on careful readings of the primary texts.

Indicative reading: Hans Reiss (Ed), Kant's Political Writings; I. Kant, *The Metaphysics of Morals*, Part 1; I Kant, *Groundwork of the Metaphysics of Morals*; Patrick Riley, *Kant's Political Philosophy*; Howard Williams, *Kant's Critique of Hobbes*; Howard Williams (ed.), *Essays on Kant's Political Philosophy*; M Timmons (ed.), *Kant's Metaphysical of Morals. Interpretative Essays*; L Muholland, *Kant's System of Rights*; R Beiner & W Booth, *Kant and Political Philosophy: The Contemporary Legacy*; Katrin Flikschuh, *Kant and Modern Political Philosophy*; M Bohmann & T McCarthy (Eds), *On Perpetual Peace*; Otfried Höffe, *Kant's Cosmopolitan Theory of Law and Peace*; Otfried Höffe, *Immanuel Kant*; Allen Wood, *Kant*; Onora O'Neill, *Towards Justice and Virtue*; Onora O'Neill, *Constructions of Reason*.

Assessment: Assessment will consist of an extended essay of between 4,000-5,000 words based on the topics examined on the course. The essay provides 100% of the formal assessment for this course (i.e., there are no examinations).

GV4B7 Half Unit The Liberal Idea of Freedom

This information is for the 2009/10 session.

Teacher responsible: Professor Chandran Kukathas

Availability: Optional for MSc Political Theory and MSc Political Theory (Research); open to others on request.

Course content: Analysis and critical assessment of divergent conceptions of freedom in contemporary liberal political thinking. The liberal idea of freedom does not constitute a unitary concept. The widespread assumption that it does is largely due to Gerald MacCallum's influential analysis of 'freedom' as a 'triadic concept', which repudiates Isaiah Berlin's seminal distinction between 'negative freedom' and 'positive freedom'. This course re-examines the classic Berlin/MacCallum debate in the light of divergent contemporary liberal conceptions of freedom. Following an initial assessment of that debate, we shall turn our attention, first, to the two very different liberal conceptions of negative freedom proposed by Robert Nozick and Hillel Steiner respectively and, second, to the

equally different liberal accounts of positive freedom developed by Ronald Dworkin and Joseph Raz. We will additionally examine the work of two further thinkers – Amartya Sen and Onora O'Neill – who importantly extend the meaning of liberal freedom both substantively (Sen) and conceptually (O'Neill). Our critical comparative analysis of these distinctive and even conflicting approaches of liberal freedom will show that the idea of freedom remains an 'essentially contested concept' within liberal political theory. Our analyses will also give rise to a number of related metaphysical and substantive issues. These include, the prevalence of conflicting liberal conceptions of the person; differences in the articulation of the relation between individual freedom and political responsibility; and disagreement concerning the proper role of the market relative to liberal political morality. Throughout the course we shall be paying particular attention to the universalisability of each of the four accounts of liberal freedom, and shall assess their practical plausibility within an increasingly global moral and political context.

Teaching: 10 two-hour seminars in the LT and two revision seminars in the ST.

Formative coursework: All students are expected to submit two non-assessed essays.

Indicative reading: Isaiah Berlin, 'Two Concepts of Liberty' in Berlin, *Liberty* (edited by Henry Hardy); Gerald MacCallum, 'Negative and Positive Freedom', in *Philosophical Review*, Vol 76 (1967); Ian Carter, *A Measure of Freedom*; Matthew Kramer, *The Quality of Freedom*; John Gray, *Liberalisms*; Richard Flathman, *The Philosophy and Politics of Freedom*; John Christman (Ed), *The Inner Citadel. Essays on Individual Autonomy*; Robert Nozick, *Anarchy, State, and Utopia*; Hillel Steiner, *An Essay on Rights*; Joseph Raz, *The Morality of Freedom*; Amartya Sen, *Development as Freedom*; Gary Watson (ed), *Free Will*; Phillip Pettit, *A Theory of Freedom*. Isaiah Berlin, 'Two Concepts of Liberty' in Berlin, *Liberty* (edited by Henry Hardy); Gerald MacCallum, 'Negative and Positive Freedom', in *Philosophical Review*, Vol 76 (1967); Ian Carter, *A Measure of Freedom*; Matthew Kramer, *The Quality of Freedom*; John Gray, *Liberalisms*; Richard Flathman, *The Philosophy and Politics of Freedom*; John Christman (Ed), *The Inner Citadel. Essays on Individual Autonomy*; Robert Nozick, *Anarchy, State, and Utopia*; Hillel Steiner, *An Essay on Rights*; Joseph Raz, *The Morality of Freedom*; Amartya Sen, *Development as Freedom*; Gary Watson (ed), *Free Will*; Phillip Pettit, *A Theory of Freedom*.

Assessment: Assessment will consist of an extended essay of between 4,000-5,000 words based on a topic examined in the course. The essay provides 100% of the formal assessment for this course (i.e., there are no examinations).

GV4B8 Half Unit The Politics of Civil Wars

This information is for the 2009/10 session.

Teacher responsible: Dr Bill Kissane

Availability: Optional for MSc Comparative Politics (Conflict Studies stream only) and MSc History of Nationalism.

Course content: The course examines social science explanations of the origins, intractability and outcomes of civil wars. It does this through the comparative analysis of various cases. These cases may vary from year to year.

The course examines social science explanations of the origins, intractability and outcomes of civil wars. It does this through the comparative analysis of various cases. These cases may vary from year to year. Particular stress is on: Patterns of civil war since 1945. Large N approaches. The ideological dimension to civil war. Decolonisation, Democratisation, and State-Building as causes of civil war. The emergence of security dilemmas. The role of economic interests, ethnicity, and external actors in civil wars. Theories of conflict resolution, reconstruction and the settlement of civil wars.

Teaching: 10 seminars and ten lectures in the MT plus one revision lecture in the ST.

Formative coursework: All students are expected to submit two non-assessed essays.

Indicative reading: P Collier and N Sambanis (eds) *Understanding Civil War: Evidence and Analysis* (The World Bank); C Cramer, *Civil War is not a Stupid Thing* (Hurst and Co); K Holsti, *War the State*

and the State of War (Cambridge University Press), R Paris, At War's End (Cambridge University Press).

Assessment: Two-hour written examination.

GV4B9 Half Unit The Second Europe

This information is for the 2009/10 session.

Teachers responsible: Professor Dominic Lieven and Dr Vesselin Dimitrov

Availability: For MSc Politics and Government in the European Union, MSc Comparative Politics (Europe), MSc European Studies: Ideas and Identities, MSc History of Nationalism and LSE-Sciences Po Double Degree in European Studies. All students on these programmes must apply electronically for enrolment on the standard application form by the stipulated deadline. This course has limited availability (is capped), and requires that students (regardless of Department) apply for it. The deadline to request a place on this course is 7th October 2009; however, the timeliness of your request may be taken into consideration, so an early application is recommended.

Course content: The course explores the problems of delayed modernisation, problematic democratisation, conflictual nation-building and geopolitical insecurity in the European semi-periphery, including countries such as Russia, Spain, Italy, Austria-Hungary, and Sweden. It analyses the socio-economic structures, political issues and problems shared by the European semi-periphery from the first wave of liberal globalisation and the emergence of mass politics in the late 19th century to the late 20th century. It analyses the strategies adopted by political elites and social classes in the face of modernisation, imperial decline, nationalism, and war. The emergence of core and semi-periphery in Europe; Problems of modernisation; Ruling elites and structures of power; State nationalism, sub-state nationalism and problems of nation-state building; Religion: the socio-political power of the church; Political parties and ideologies; Fascism and varieties of right-wing authoritarianism in the 1920s and 1930s; Communism; Empire; War and its effects, including the First and Second World Wars.

Teaching: 10 lectures and 10 seminars in the LT and 2 seminars in the ST.

Formative coursework: Students are required to submit one formative essay of 2,000 words.

Indicative reading: J Breuilly, *Nationalism and the State* (MUP, 1993); E Hobsbawm, *The Age of Capital, 1848-1875* (London, 1975), *The Age of Empire, 1875-1914* (London, 1989), *Age of Extremes: The Short Twentieth Century, 1914-1991* (London, 1994), and *Nations and Nationalism since 1780* (Cambridge, 1992); M Hroch, *Social Preconditions of National Revival in Europe* (New York, 2000); D Lieven, *Empire* (London, 2000), and *The Aristocracy in Europe, 1815-1914* (London, 1992); M Mann, *The Sources of Social Power. Vol. 2, The Rise of Classes and Nation States, 1760-1914* (Cambridge, 1993); B Moore, *Social Origins of Dictatorship and Democracy* (Boston, 1967); K Polanyi, *The Great Transformation: The Political and Economic Origins of Our Time* (Boston, 2001); N Stone, *Europe Transformed 1878-1919* (Oxford, 1999).

Assessment: One two-hour unseen written examination in ST (75%) and one assessed essay of 2,500 words (25%).

GV4C2 Half Unit Globalisation, Conflict and Post-Totalitarianism

This information is for the 2009/10 session.

Teachers responsible: Professor Mary Kaldor, Dr Denisa Kostovicova, Dr Vesna Bojicic-Dzelilovic and Dr Kristian Coates-Ulrichsen

Availability: For MSc Global Politics. MSc Global Media and Communications (with Fudan or USC) and MSc Comparative Politics may take this course, subject to space.

Course content: The course offers a theoretically informed account of the challenges faced by post-totalitarian transition countries emerging out of totalitarian regimes in the era of globalisation, and examines them empirically primarily in reference to the Balkans but with examples from the Middle East as well as post-Soviet countries. The regions chosen are those which have experienced particular difficulties in effecting a peaceful process of transition to democracy,

market economy and integration in a multilateral system. The course will start with an introduction to theories of globalisation and the reasons why the legacy of totalitarianism is different from the legacy of classic authoritarian states. The course is structured around three issue areas: political ideologies and state breakdown; transition economy and organised crime; post-totalitarian society. It looks at nationalism linked to global diasporas and fundamentalist networks, new wars in the context of international intervention, and international protectorates. Transition economy includes both an introduction to transition strategies (privatisation, liberalisation and macro-economic stabilisation) as well as the perverse effects of illegal economic networks and organised crime stemming both from the totalitarian past and the impact of globalisation. The last block of questions investigates post-totalitarian societies from the perspective of transition justice, (un)civil societies and new minorities. While analysing these issues accompanied with relevant regional illustrations particular attention is made to grasp unique aspects of post-totalitarianism triggered by the simultaneity of transition and globalisation.

Teaching: 10 one-and-a-half hour lectures and 12 one-and-a-half hour seminars. Students will also be encouraged to participate in the Centre for the Study of Global Governance lunchtime discussions, if timetabling allows.

Formative coursework: All students are expected to produce one written essay, plus one short presentation on topics assigned to them.

Indicative reading: Robin Cohen, *Global Diasporas: an Introduction*, UCL Press, 1997; Mark Juergensmeyer, *Terror in the Mind of God: the Global Rise of Religious Violence*, University of California Press, 2000; Anthony Giddens, *Runaway World: How Globalisation is Reshaping our Lives*, Profile, 2002; Anthony D Smith, *Nations and Nationalism in a Global Era*, Polity Press, 1995; Manuel Castells, *The Rise of the Network Society*, Blackwell, 2000; Cohen Stanley, *States of Denial: Knowing About Atrocities and Suffering*, Cambridge, UK, Polity, Malden, MA, Blackwell Publishers, 2001; R Naylor, *Wages of Crime: Black Markets, Illegal Finance and the Underworld Economy*, Cornell University Press, 2002; Maria Todorova, *Imagining the Balkans*, New York, Oxford University Press, 1997; Petr Kopecky & Cas Mudde (Eds), *Uncivil Society?: Contentious Politics in Post-Communist Europe*, Routledge, 2002; Peter Siani-Davies & Stephanie Schwandner-Sievers (Eds), *International Intervention in the Balkans: a Critical Evaluation*, Routledge, 2003; Paul Hockenos, *Homeland Calling: Exile Patriotism and the Balkan Wars*, Cornell University Press, 2003; Mary Kaldor, *New and Old Wars: Organised Violence in a Global Era*, Polity, 1999.

Assessment: One 5,000-word essay (50%). One two-hour unseen written exam (50%).

GV4C4 Half Unit Legislative Politics: US

This information is for the 2009/10 session.

Teacher responsible: Dr Cheryl Schonhardt-Bailey

Availability: Primarily for students on MSc Political Science and Political Economy. Also an option on MSc Public Policy and Administration, MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy and MSc Comparative Politics. Other MSc students may only attend subject to numbers, their own degree regulations and the permission of the teacher responsible. Students who are taking GV4C6 Legislative Politics: European Union cannot take this course. This course has limited availability (is capped), and requires that students (regardless of Department) apply for it here www2.lse.ac.uk/government/degreeProgrammes/programmes/masters/accessRestrictionstoCourses.aspx. The deadline to request a place on this course is 9th October 2009; however, the timeliness of your request may be taken into consideration, so an early application is recommended.

Course content: This course provides an advanced analysis of the theory and practice of legislative politics in the United States of America. This course provides an in-depth analysis of the theory and practice of legislative politics. In the early weeks of the course we examine interests-based and ideology-based theories of legislative politics, theories of committee and party organisation, the role

of deliberations in congressional debates and hearings, and the legislative process. Later in the course, we examine the legislative process in more detail, using important case studies in US legislative politics, such as the Smoot-Hawley Tariff of 1930 and the Reciprocal Trade Agreements Act of 1934, congressional activism during the 1970s, and the more recent debates on partial-birth abortion.

Teaching: Ten one-hour lectures and ten one-and-a-half hour seminars in the LT. Revision seminars will be offered in the third and fourth weeks of the ST.

Formative coursework: Students will be required to submit one formative essay in week 6.

Indicative reading: Steven S Smith, *The American Congress*, 4th edn, Cambridge University Press, 2006; Charles Stewart, *Analyzing Congress*, W W Norton, 2001; D R Mayhew, *Congress, The Electoral Connection*, Yale University Press, 1974; D R Mayhew, *America's Congress: Actions in the Public Sphere*, James Madison Through Newt Gingrich, 2000; K T Poole, & H Rosenthal, *Congress: A Political-Economic History of Roll Call Voting*, Oxford University Press, 1997; F. Maltzman, *Competing Principals: Committees, Parties and the Organization of Congress*, University of Michigan Press, 1997; G.W. Cox & M.D. McCubbins, *Setting the Agenda: Responsible Party Government in the US House of Representatives*, Cambridge University Press, 2005; G. Mucciaroni & P.J. Quick, *Deliberative Choices: Debating Public Policy in Congress* (University of Chicago Press, 2006).

Assessment: Two parts: (1) a two-hour unseen written examination in June, accounting for 67% of the mark (consisting of short reply and essay questions); and (2) an essay of 4,000 words on one of the topics, which must apply the theoretical issues to empirical data, to be submitted at the end of Week 1 of ST, accounting for the remaining 33% of the mark.

GV4C5 Half Unit Politics of Economic Policy

This information is for the 2009/10 session.

Teacher responsible: Dr Cheryl Schonhardt-Bailey

Availability: Primarily for students on MSc Political Science and Political Economy. Also an option on MSc Public Policy and Administration, MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy, MSc Politics and Government in the European Union and LSE-Sciences Po Double Degree in European Studies. Other MSc students may only attend subject to numbers, their own degree regulations and the permission of the teacher responsible. This course has limited availability (is capped), and requires that students (regardless of Department) apply for it here. The deadline to request a place on this course is 9th October 2009; however the timeliness of your request may be taken into consideration, so an early application is recommended.

Course content: This course provides an advanced policy-oriented analysis of the politics of economic policymaking in advanced industrialized countries and selected developing countries drawing on both contemporary, historical and comparative introduction into the politics of economic policy. It applies explicitly the frameworks of interests-based, ideational and institutional approaches to the study of economic policies. It seeks to explore both the independent and interactive effects of interests, ideas and institutions on economic policies. These policies include macroeconomic policy areas such as EMU, financial stability and financial crises, independent central banking, as well as trade policy (contemporary and classic case studies), and agricultural policy. Thus, the course examines some of the economic policies of the European Union, other advanced industrialized countries and developing countries.

Teaching: The course will comprise ten one-hour lectures and nine two-hour seminars and one one-hour seminar during the LT and two revision sessions in the ST. The first two weeks present the theoretical frameworks of interests, ideas and institutions, as applied to the politics of economic policymaking more generally. Weeks 3-10 focus on specific economic policies, including independent central banking, EMU financial stability and financial crises, trade, agricultural policy. Three of the course lectures will be given jointly with the undergraduate course, **Politics of Economic Policy**

(GV227).

Formative coursework: Students will be required to submit one formative essay in week 6.

Indicative reading: T Persson & G. Tabellini, *Political Economics: Explaining Economic Policy*, MIT Press, 2000; M Blyth, *Great Transformations: Economic Ideas and Institutional Change in the Twentieth Century*, Cambridge University Press, 2002; C. Schonhardt-Bailey, *From the Corn Laws to Free Trade: Interests, Ideas and Institutions in Historical Perspective*, MIT Press, 2006; H Milner, *Interests, Institutions, and Information: Domestic Politics and International Relations*, Princeton University Press, 1997; F McGillivray, *Privileging Industry: The Comparative Politics of Trade and Industrial Policy*, Princeton, 2004; Alan S Blinder, *Central Banking in Theory and Practice*, Cambridge, MIT Press, 1998; Kathleen R McNamara, *Currency of Ideas: Monetary Politics in the European Union*, Cornell University, 1998; A D Sheingate, *The Rise of the Agricultural Welfare State: Institutions and Interest Group Power in the United States, France, and Japan*, Princeton University Press, 2001.

Assessment: Two parts: (1) a two-hour unseen written examination in June, accounting for 67% of the mark (consisting of short reply and essay questions); and (2) a long essay of 4,000 words on one of the topics, which must apply the theoretical issues to empirical data, to be submitted at the end of Week 1 of LT, accounting for the other 33 % of the mark. (The long essay must be on a topic different from the formative essay.)

GV4C6 Half Unit Legislative Politics: European Parliament

This information is for the 2009/10 session.

Teacher responsible: Professor Simon Hix

Availability: Primarily for students on MSc Politics and Government in the European Union, but also available to students on MSc Comparative Politics, MSc Political Science and Political Economy, MSc Public Policy and Administration and MPA Public and Economic Policy/MPA Public Policy, Management/MPA International Development/MPA European Public and Economic Policy and LSE-Sciences Po Double Degree in European Studies. Other MSc students may take this course with permission of the teacher responsible. This course has limited availability (is capped), and requires that students (regardless of Department) apply for it here www2.lse.ac.uk/government/degreeProgrammes/programmes/masters/accessRestrictionstoCourses.aspx. The deadline to request a place on this course is 9th October 2009; however, the timeliness of your request may be taken into consideration, so an early application is recommended.

Course content: The course provides a theoretical and empirical analysis of legislative politics in the European Union, focussing on political behaviour and organization in the European Parliament, and the role of the European Parliament in the EU's legislative procedures. At a theoretical level, the course will introduce the student to general theories of legislative behaviour and organization – such as the role of interests and ideology in legislative politics, how legislative parties and committees work, the use of NOMINATE to 'map' legislative voting behaviour, and how agenda-setting and veto-power rules shape policy outcomes. At an empirical level, the course will focus on the operation of the EU legislative process, behaviour and political organisation inside the European Parliament and between the EP, the Council and the Commission shapes EU policy outcomes.

Teaching: Ten one-and-a-half hour lectures and ten one hour seminars in the LT and two revision sessions in week 3 of the ST.

Formative coursework: Students will be required to write one non-assessed short essay plus a 4,000 word assessed long-essay. The long essay should be an 'analytic narrative' of a piece of EU legislation. One of the seminars will be dedicated to explaining the essay project.

Indicative reading: S Hix, A Noury & G Roland, *Democratic Politics in the European Parliament*, Cambridge, 2007; S Hix & R Scully (Eds), *The European Parliament at Fifty*, special issue of *Journal of Common Market Studies* 41(2), 2003; R Corbett, F Jacobs & M Shackleton, *The European Parliament*, 7th edn, Harper, 2007; G

Tsebelis, *Veto Players: How Political Institutions Work*, Princeton University Press, 2002; G Cox & M McCubbins, *Legislative Leviathan*, 2nd edn, University of California Press, 2007.

Assessment: Two parts: (1) a two-hour unseen written examination in June, accounting for 50% of the mark (consisting of short answers and essay questions); and (2) a 5,000 word long essay/project to be submitted at the end of Week 1 of ST, accounting for the other 50% of the mark.

GV4C7 Half Unit Warfare and National Identity

This information is for the 2009/10 session.

Teacher responsible: Dr John Hutchinson

Availability: Available for students on MSc Comparative Politics, MSc History of Empires and MSc History of Nationalism. Other students may only attend subject to numbers, their own degree regulations and with the permission of the teacher responsible.

Course content: Investigations into the relationships between warfare and the formation of national identities, and the implications of this analysis for understanding contemporary politics. The issues cover three main areas: War and the origins of national identities, including state formation and territorialisation; the genesis of collective myths, heroes and memories; and the rise of 'frontier' nations; Modern wars and the formation of national societies, including conscription and national citizenship; total wars, class, and the mass nation; revolts of ethnic minorities and genocide; Nationalism, religion and conflict, including nationalism as a cause of war; religio-national wars; and 'the clash of civilisations'.

Teaching: Lectures 10 MT, Seminars 12 (including revision) MT and ST.

Formative coursework: Students are required to write two 1,500 word essays.

Indicative reading: M. Centano, *Blood and Debt*, 1993; R. Collins, *Macrohistory*, 2000; M. Howard, *War in European History*, 1976; J. Comaroff and P. Stern (eds.), *Perspectives on Nationalism and War*, 1995; M. Juergensmeyer, *The New Cold War?* 1993; M. Mann, *The Sources of Social Power*, Vol 2, 1993; M. Mann, *The Dark Side of Democracy*, 2005; C. Marvin & D. Ingle, *Blood Sacrifice and the Nation*, 1998; G. Mosse, *Fallen Soldiers*, 1991; H. Munkler, *The New Wars*, 2005; A. D. Smith, *Chosen Peoples*, 2003; J. M. Winter and E. Sivan. (eds.), *War and Remembrance in the Twentieth Century*, 1999.

Assessment: One two-hour unseen written examination in the ST.

GV4C8 Half Unit Game Theory for Political Science

This information is for the 2009/10 session.

Teachers responsible: Dr Torun Dewan and Dr Valentino Larcinese

Availability: Compulsory for students on MSc Political Science and Political Economy. Optional for students on the MRes Political Science, MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy, and as an outside option.

Course content: Introduction to game theory for graduate students of political science

1. Introduction to game theory. The ingredients of games. Static games of complete information. Normal form and extensive form representation. Dominant strategies. Iterated deletion of strictly dominated strategies. Nash equilibrium. Coordination games. Mixed strategies.

2. Dynamic games of complete information. Backward induction and subgame perfection. Sequential bargaining. Finitely and infinitely repeated games. The folk theorem.

3. Incomplete information. Bayes rule and rationality. Bayesian Nash equilibrium. Perfect Bayesian equilibrium.

Teaching: Seven two-hour lectures (MT), three two-hour seminars (MT) and two two-hour seminars (ST).

Formative coursework: Three problem sets to be discussed in class.

Indicative reading: M. J. Osborne, *An Introduction to Game Theory*, Oxford University Press 2004; R. Gibbons, *A primer in game theory*, Pearson Education Limited, 1992; E. Rasmusen, *Games and Information*, Blackwell, various editions.

Assessment: Two-hour unseen examination in the ST.

GV4C9 Half Unit Not available in 2009/10 Democratization and its Discontents in Southeast Asia

This information is for the 2009/10 session.

Teacher responsible: Professor John Sidel

Availability: MSc Comparative Politics, MSc Global Politics, MSc Development Studies, MSc Development Management, MSc Media, Communication and Development and MSc History of Nationalism.

Course content: This course focuses on the variegated patterns of democratization observed in Southeast Asia over the past few decades. Special attention is paid to the three democracies in the region (Indonesia, the Philippines, and Thailand), to the suppression of demands for democracy in Burma, and to 'creeping pluralism' and 'creeping constitutionalism' in Vietnam. The course examines important trends and developments accompanying democratization in the region – in government-business relations, in local politics, in civil society, in religious practices, in inter-communal relations, and in the organization and use of violence in politics. Throughout the course, the countries examined are treated as cases suitable for analysis and comparison in the light of the broader Comparative Politics and Global Politics literatures on democratization and its discontents.

The course begins by situating democratization in Southeast Asia against a comparative historical and sociological backdrop, paying close attention to the variegated patterns of class, state, and religious formation in the region. The course compares patterns of democratization in the Philippines, Thailand, and Indonesia, while examining the constraints on democratization elsewhere in Southeast Asia. Lectures, readings, and seminar discussions then turn to key trends accompanying democratization in Southeast Asia. The trends examined include campaigns against 'corruption' and in support of 'the rule of law' and 'good governance'; social movements and struggles for popular empowerment; the democratization of religious practices and institutions; religious violence, and separatist mobilization. These trends are treated through comparative analysis of different cases within Southeast Asia and in the light of relevant theoretical literatures drawn from Comparative Politics and Global Politics.

Teaching: Ten one-hour lectures, followed immediately by ten one-and-a-half hour seminars in MT. If more than 12 students take the course, there will be two separate seminar groups.

Formative coursework: One non-assessed 1,000 word essay due in the fifth week of the term.

Indicative reading: Muthiah Alagappa (ed.), *Civil Society and Political Change in Asia: Expanding and Contracting Democratic Space* (Stanford: Stanford University Press, 2004); Benedict Anderson, *The Spectre of Comparisons: Nationalism, Southeast Asia, and the World* (London: Verso, 1998); Edward Aspinall, *Opposing Suharto: Compromise, Resistance and Regime Change in Indonesia* (Stanford: Stanford University Press, 2004); Jacques Bertrand, *Nationalism and Ethnic Conflict in Indonesia* (Cambridge: Cambridge University Press, 2004); William Case, *Politics in Southeast Asia: Democracy or Less* (Richmond: Curzon, 2001); Eva-Lotta Hedman, *In the Name of Civil Society: From Free Election Movements to People Power in the Philippines* (Honolulu: University of Hawai'i Press, 2005); Robert W. Hefner, *Civil Islam: Muslims and Democratization in Indonesia* (Princeton: Princeton University Press, 2000); Benedict J. Tria Kerkvliet, *The Power of Everyday Politics: How Vietnamese Peasants Transformed National Policy* (Ithaca: Cornell University Press, 2005); Andrew MacIntyre, *The Power of Institutions: Political Architecture and Governance in Southeast Asia* (Ithaca: Cornell University Press, 2003); Pasuk Phongpaichit and Chris Baker, *Thaksin: The Business of Politics in Thailand* (Copenhagen: Nordic Institute of Asian Studies, 2004); Richard Robison and Vedi R. Hadiz, *Reorganising Power in Indonesia: The Politics of Oligarchy in an Age of Markets* (London: Routledge Curzon, 2004); Andrew C. Willford and Kenneth M. George (eds.), *Spirited Politics: Religion and Public Life in Contemporary Southeast Asia* (Ithaca: Cornell University Southeast Asia Program, 2005).

Assessment: One 3,000 word essay (50%) and a two-hour examination (50%).

GV4D2 Half Unit Not available in 2009/10

Social Theory and Political Commitment: the case of Max Weber and Nationalism

This information is for the 2009/10 session.

Teacher responsible: Professor John Breuilly

Availability: MSc Global Politics, MSc Comparative Politics, MSc Political Theory, MSc History of Nationalism and students from other degree programmes subject to numbers and the permission of the teacher responsible.

Course content: Max Weber's views on ethnic groups and nations as sociological categories and nationalism as a form of politics practised by powerful nation-states; how these are related to one another, especially in the light of Weber's own sharp distinction between science and values; Weber's role in the German politics of his day; Weber's impact on the understanding of nation and nationalism. This course explores a particularly sharp example of the problematic relationship between theory and practice, science and values. Max Weber (1864-1920) is one of the key founders of classical sociological theory. As a theorist he argued for "value-free", "objective" social science, although he was well aware that we choose our questions and methods of answering them. His solution, above all, the development of "ideal-types", included concepts of ethnic group, nation and state. Yet, Weber was also a passionate German nationalist who called for the pursuit of world power by charismatic political leaders. If nation was a sociological concept grounded in rational and value-free science, by contrast nationalism appeared as one political value amongst many possibilities, chosen on a non-rational basis, and the nation-state was as concerned with "honour" as it was with security and material interests. Is it possible to maintain such a sharp distinction between science and values, sociology and politics, theory and practice? In addition to these questions, considered specifically in connection with the subjects of nation and nationalism, we will also investigate what Weber has contributed to our understanding of these subjects, relating that contribution to the work of contemporary and subsequent thinkers on the subject.

At the end of the course students will have acquired a good understanding of: political ideas and values in Germany and Europe between 1890 and 1920; Weber's work as a theorist of society and politics; the character of nationalist and imperialist politics and conflicts in Weber's Germany and Europe.

The seminars will address the following issues: (1) The problem: nation/nationalism as sociological categories and nation/nationalism as political values; (2) Background: Weber's youth and the Bismarckian era in Germany; (3) Politics as struggle: why Germany must pursue world power; (4) Politics as struggle: why Germany must be led by politicians; (5) Weber's theory of nationalism: the distinctive role of power; (6) Weber and nationalities policy: nations without power; (7) Weber's science/value distinction and its bearing on the understanding of nationalism; (8) The challenge of world war: Weber's nationalism 1914-1918; (9) The challenge of defeat: Weber's nationalism 1918-1920; (10) Weber the nationalist and Weber the theorist of nation and nationalism.

Teaching: Ten one-hour lectures and ten ninety-minute seminars in the MT, plus two revision seminars of ninety minutes in the ST.

Formative coursework: Two non-assessed essays of 2,000 words each.

Indicative reading: Max Weber, *Political Writings* (Ed Lassmann & Speirs); *From Max Weber* (Ed Gerth & Mills); *Selections in Translation* (Ed Runciman); *Methodology of the Social Sciences* (Ed Shils & Finch); *Economy and Society* (Ed Roth & Wittich); *The Essential Weber: a reader* (edited by Sam Whimster). Studies of Weber: W Mommsen, *Weber and German Politics*; D Beetham, *Max Weber and the theory of modern politics*; Fritz Ringer, *Max Weber: an intellectual biography*. W Mommsen (Ed), *Max Weber and his Contemporaries*; Studies of German history: J Breuilly (Ed), *19th century Germany*; M Fulbrook (Ed), *20th Century German History*; W Mommsen, *Imperial Germany, 1867-1918*.

Assessment: One two-hour, two question unseen examination (with a total of eight questions set).

GV4D3 Half Unit Not available in 2009/10

Local Power in an Era of Globalization, Democratization and Decentralization

This information is for the 2009/10 session.

Teacher responsible: Professor John Sidel

Availability: MSc Comparative Politics, MSc Global Politics, MSc Development Studies and MSc China in Comparative Perspective.

Course content: Over the course of the past two decades, the inter-related processes of marketization, democratization, and decentralization are said to have generated new social forces and political freedoms in localities around the world. Market reforms and village elections in China, the end of Communist Party rule in Russia and Eastern Europe, and trends of (re)democratization in Asia, Africa, and Latin America have all offered new opportunities for local people to effect change in local politics around the world. Yet academic, journalistic, and policy accounts have highlighted the rise and resilience of 'local despotisms' – "authoritarian enclaves," "bosses", "caciques", "chiefs", "clans", "local strongmen", "mafias", "warlords" – in the midst of this reworking of market, electoral, and administrative circuitries. This course focuses on this phenomenon of local despotism: competing explanations for its emergence and entrenchment, the diversity of its manifestations, and various challenges mounted against its perpetuation.

The goals of the course are twofold. First, the course offers a critical examination of competing accounts of and explanations for the phenomenon of 'local despotism' in the developing world. Second, the course helps students think more carefully, critically, and creatively about local politics more broadly, and to do so with an eye towards the comparative analysis of local power structures rooted in local economies and societies.

The course begins with an examination of an emerging new political-science literature on 'sub-national authoritarianism' and a more established body of scholarship on clientelism and machine politics. The course then turns to case studies in diverse settings, ranging from southern Italy to China, India, Indonesia, Nigeria, and Russia, and extending to cases of 'warlordism' in contexts such as contemporary Afghanistan, Iraq, and Somalia. The readings allow students to examine and evaluate competing explanations for the rise and entrenchment of local bosses, chiefs, clans, and mafia, diverging descriptions of their modes of domination, and alternative accounts of their disappearance, evolution, or transformation in the face of economic, social, and political change. Successive weeks also explore the links between constellations in local politics on the one hand, and patterns of economic development, ethnic conflict, and religious mobilization on the other. The final weeks of the course shift attention to the efforts to challenge entrenched local power structures and to create "countervailing power" through popular mobilization, political participation, and social empowerment in localities in diverse settings across the world.

Teaching: Ten one-hour weekly lectures and ten one-and-a-half hour weekly seminar discussions in the LT.

Formative coursework: One non-assessed 1,000 word essay due by the fifth week of the term.

Indicative reading: Javier Auyero, *Poor People's Politics: Peronist Survival Networks and the Legacy of Evita* (Durham: Duke University Press, 2000); Judith Chubb, *Patronage, Power, and Poverty in Southern Italy: A Tale of Two Cities* (Cambridge: Cambridge University Press, 1982); Thomas Blom Hansen, *Wages of Violence: Naming and Identity in Postcolonial Bombay* (Princeton: Princeton University Press, 2001); Pierre Landry, *Decentralized Authoritarianism in China: The Communist Party's Control of Local Elites in the Post-Mao Era* (Cambridge: Cambridge University Press, 2008); Mahmood Mamdani, *Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism* (Princeton: Princeton University Press, 1996); Kelly M. McMann, *Economic Autonomy and Democracy: Hybrid Regimes in Russia and Kyrgyzstan* (Cambridge: Cambridge University Press, 2006); Joel S. Migdal, *Strong Societies and Weak States: State-Society Relations and State Capabilities in the Third World* (Princeton: Princeton University Press, 1988); William Reno, *Warlord Politics and African States* (Boulder: Lynne Rienner, 1998); Edward Schatz, *Modern Clan Politics: The Power of 'Blood' in Kazakhstan and Beyond* (Seattle: University of Washington Press,

2004); Jane C. Schneider and Peter T. Schneider, *Reversible Destiny: Mafia, Antimafia, and the Struggle for Palermo* (Berkeley: University of California Press, 2003).

Assessment: One 3,000-word essay due at the end of the term (50%) and one two-hour unseen examination (50%).

GV4D4 Half Unit Comparative Politics of Redistribution in Advanced Democracies

This information is for the 2009/10 session.

Teacher responsible: Dr Jonathan Hopkin

Availability: MSc Comparative Politics, MSc Politics and Government in the European Union, MSc Political Science and Political Economy, MSc Global Politics, MSc Public Policy and Administration and LSE-Sciences Po Double Degree in European Studies. This course has limited availability (is capped), and requires that students (regardless of Department) apply for it here www.lse.ac.uk/collections/government/degreeProgrammes/programmes/masters/accessRestrictionstoCourses.htm. The deadline to request a place on this course is 9th October 2009; however, the timeliness of your request may be taken into consideration, so an early application is recommended.

Course content: This course provides an overview of contemporary redistributive politics in the rich democracies. The objective is to explain why the distribution of wealth, income and opportunities differs so much between democratic countries with similar levels of economic development. The course draws largely on literature from the field of comparative politics, although perspectives from other disciplines – such as economics and social policy – are brought in as appropriate. The focus is on tracing the interactions between political institutions such as political parties and elections, labour market institutions, and the redistributive institutions of the welfare state. This approach is used to examine the growth of the public sector in the twentieth century, the differences between Social Democratic and Christian Democratic welfare states, the impact of wage bargaining institutions, the redistributive implications of age, gender and territorial location, and redistribution through corruption and rent-seeking. By tracing interactions between constitutional arrangements, electoral politics, and the institutions of the welfare system and the labour market, explanations can be provided for the striking differences in social cohesion and human development amongst the world's rich democracies.

Teaching: One-hour lecture and 90 minute seminar every week for ten weeks in the Lent Term and two revision sessions in the third and fourth weeks of the Summer Term.

Formative coursework: All students are expected to submit one non-assessed essay.

Indicative reading: Esping-Andersen, Gosta (1990), *The Three Worlds of Welfare Capitalism*. Cambridge: Polity Press; Pontusson, Jonas (2005). *Inequality and Prosperity*. Ithaca: Cornell University Press; Kenworthy, Lane (2004). *Egalitarian Capitalism*. New York: Russell Sage Foundation; Boix, Carles (2003). *Democracy and Redistribution*. Cambridge: Cambridge University Press; Alesina, Alberto and Edward Glaeser (2004). *Fighting Poverty in the US and Europe. A World of Difference*. Oxford: Oxford University Press.

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

GV4D5 Half Unit Group Working and Leadership

This information is for the 2009/10 session.

Teachers responsible: Dr Vyacheslav Mikhaylov & Sir Richard Mottram

Availability: This course is for second year MPA Public and Economic Policy, MPA Public Policy and Management, MPA International Development and MPA European Public and Economic Policy students.

Course content: A half-unit graduate course providing an introduction to issues of leadership and group working in public sector organisations. There are two modules, each of five weeks in duration:

Module One: Group Working (MT weeks 1-3) The importance of group working and teams in modern organisations; team dynamics; managing groups productively; common problems in group

working; doing effective group presentations. This is a practical and experiential module, taught using workshops and directly relating to the MPA Capstone project.

Module Two: Introduction to Leadership (MT weeks 7-10)

Competing views of organisational and political leadership; hierarchy and leadership in 'rational' organisations; the intangible quality of leadership; how top political leaders manage acute crises, strategic manipulation and symbolic or ideological leadership; securing policy change in top-down ways; and accomplishing change via administrative reorganisations.

Teaching: All teaching takes place in Michaelmas Term:

Module One: 3 one-hour lectures in weeks 1, 2 and 3; 2 two-hour seminars on Group Working in weeks 1 & 2; plus 1 two-hour presentation workshop for all students in Week 5 of MT.

Module Two: 4 one-hour lectures and 4 two-hour seminars on Leadership in Weeks 7-10 of MT.

In addition students should attend 5 practitioner seminars (GV4D5a) in Michaelmas Term run by Sir Richard Mottram GCB.

Indicative reading: A full reading list will be distributed at the beginning of the course but useful preliminary readings are:

Module One: Group Working P Senge (et al), *The Fifth Discipline Fieldbook: Strategies and Tools for Building a Learning Organization* (Nicholas Brealey, London, 1994).

Module Two: Leadership K Grint (ed), *Leadership: Classical, Contemporary and Critical Dilemmas* (Oxford University Press, 1997); G. Miller, *Managerial Dilemmas: The Political Economy of Hierarchy* (Cambridge University Press, 1992); G Allison, *The Essence of Decision: Explaining the Cuban Missile Crisis* (Little Brown, 1971); J. Nye, *Powers to Lead* (Oxford University Press, 2008); W. H. Riker, *The Art of Political Manipulation* (Yale UP, 1986); I. McLean, *Rational Choice in British Politics: An Analysis of Rhetoric and Manipulation from Peel to Blair* (Oxford University Press, 2001).

Assessment: Assessment has four elements:

- one group presentation in Week 5 of Michaelmas Term relating to Module One: Group Working (counting for 10% of overall marks);
- the completion of one essay of 2,000 words relating to Module One: Group Working, submitted by Week 11 Michaelmas Term (counting for 25% of overall marks);
- an essay of no more than 3,000 words relating to Module Two: Leadership, submitted by the end of Week 1 Lent Term (50%); and
- the student's structured participation in the seminars, including preparation of briefing notes, presentations and oral contributions (15%).

GV4D7 Half Unit Dilemmas of Equality

This information is for the 2009/10 session.

Teachers responsible: Professor Anne Phillips (on leave) and Dr James Gledhill

Availability: For MSc Political Theory, MSc Gender, MSc Gender, Development and Globalisation, MSc Gender and the Media, and MSc Gender and Social Policy. Other students may take the course with the approval of the course organiser.

Course content: The course takes the value of equality as its uncontroversial starting point, and focuses on the difficulties in determining which equalities matter. The first weeks focus on current positions in the contemporary egalitarian literature, including the 'equality of what?' debates; critiques of luck egalitarianism; and the relationship between a politics of redistribution and a politics of recognition. The second half of the course looks at dilemmas that arise in the implementation of policies for equality, some of which involve a trade-off between equality and other compelling values, but many of which suggest trade-offs between different aspects of equality. Topics addressed in this section may include: whether affirmative action offends principles of equal treatment; the relationship between individual and group equality; the tension between equality of opportunity and 'legitimate parental partiality'; the role of the market in promoting or preventing equality; and whether the discourse of human rights is best understood as an alternative or complement to notions of equality.

Teaching: Ten two-hour lecture/seminar sessions in the Michaelmas

Term, and one two-hour revision session in the third week of the Summer Term.

Formative coursework: Students will be given the opportunity to submit a short essay (up to 1,000 words) and will be given feedback on this before submitting their assessed coursework.

Indicative reading: Elizabeth Anderson 'What is the Point of Equality?' *Ethics*, 109, 1999; K Anthony Appiah and Amy Gutmann *Color Conscious: The Political Morality of Race* (Princeton University Press, 1996); G A Cohen *If You're an Egalitarian, How Come You're so Rich?* (Harvard University Press, 2000); Ronald Dworkin *Sovereign Virtue: the Theory and Practice of Equality* (Harvard University Press, 2000); David Miller *Principles of Social Justice* (Harvard University Press, 1999); Anne Phillips *Which Equalities Matter?* (Polity, 1999), Chris Armstrong, *Rethinking Equality* (Manchester University Press, 2006).

Assessment: One 2,000 word essay, accounting for 40% of the total mark; and one two hour examination, accounting for 60%.

GV4E1 Half Unit Comparative Democratization

This information is for the 2009/10 session.

Teacher responsible: Dr Bill Kissane

Availability: MSc Comparative Politics (Democracy stream) only.

Course content: To introduce students to the fundamental political science debates about the phenomenon of democratization, to explore the explanatory strength of key paradigms, and to identify obstacles to democratization today. Specific topics are: Definitions of democratization and democratic consolidation; capitalist development and democratization, civil society, elite transitions and international interventions, post-communist transitions, post-civil war democracy, obstacles to consolidation: 'stateness problems', problems of state bias and hybrid regimes.

Teaching: 10 lectures and 10 seminars in MT and two revision seminars in the first and second week of ST.

Formative coursework: All students are expected to submit two non-assessed essays.

Indicative reading: Rueschmeyer, Stephens and Stephens, *Capitalist Development and Democracy*; R Puttnam, *Making Democracy Work*; V. Bunce, *Subversive Institutions: The Design and Destruction of Socialism and the State*; J. Linz and A.S Stepan, *Problems of Democratic Transition and Consolidation*, M Plattner (ed.) *The Global Resurgence of Democracy*.

Assessment: A two-hour unseen written examination in the ST (75%) and a 3,000 word essay in the MT (25%).

GV4E2 Half Unit Capitalism and Democracy

This information is for the 2009/10 session.

Teachers responsible: Dr Jonathan Hopkin and Dr David Woodruff

Availability: Primarily for MSc Comparative Politics (Politics and Markets) and MSc Political Science and Political Economy. Available as an outside option and for students on other programmes with the teacher's consent.

Course content: Compatibility and incompatibility of capitalism and democracy: theoretical and empirical perspectives; Constitutional restraints on economic policymaking in central banking and property rights; Democracy and economic inequality; World context and the compatibility of democracy and capitalism; Democracy and economic crisis.

This course examines the uneasy interaction between the two dominant concepts underpinning political and economic institutions in advanced industrial societies. It addresses in particular questions about the relationship of capitalism to democracy, both conceptually and empirical. We consider whether democracy undermines or supports capitalism, focusing on policies relating to central banking, redistribution, and property rights. We also examine how capitalism may undermine or sustain democracy and whether contemporary international circumstances heighten the tension between democracy and capitalism.

Teaching: One hour lecture and 90 minute seminar every week for 10 weeks in LT and two seminars in the Summer Term.

Formative coursework: All students are expected to submit one non-assessed essay.

Indicative reading: Schumpeter, Capitalism, Socialism, and Democracy. Holmes, 'Precommitment and the Paradox of Democracy'. Mill, *Considerations on Representative Government*. Lindblom, 'The Market as Prison'. Olson, 'Dictatorship, Democracy, and Development'. Stiglitz, 'Central Banking in a Democratic Society'. Beard, *An Economic Interpretation of the Constitution of the United States*. Kenworthy and Pontusson, 'Rising Inequality and the Politics of Redistribution in Affluent Countries.'

Assessment: A two-hour unseen examination in the ST (100%).

GV4E3 Half Unit Conflict and State-Building

This information is for the 2009/10 session.

Teacher responsible: Professor James Hughes

Availability: An optional course for students taking the MSc Comparative Politics Conflict Studies Stream. Other students will be admitted only subject to availability of space and with the approval of the teacher responsible, and should email Professor Hughes by 16 October 2009 with a request to take the course.

Course content: This course provides a theoretically informed assessment and critique of the debates on the relationship between conflict and state-building. It seeks to explain why some state-building projects have succeeded while others failed or are failing. Case studies will be drawn mostly from post-communist Europe and Eurasia, principally focusing on the Western Balkans, North and South Caucasus, Central Asia and other regions as appropriate. Themes considered include: nationalist mobilisation, national homogenisation and the state; democratisation and authoritarianism in state-building; institutional legacies; forms of state-building, resistance and armed conflict; the role of cooption strategies in the ending of conflict and the stable management of conflict potential; theories of conflict regulation; the concepts of partition, secession and 'failed state'; the political economy of conflict; the international politics of state-building, with a particular emphasis on the politics of 'frozen conflicts', state break-up, boundaries and recognition, democracy promotion, international conditionality, and international intervention. As an LSE Moodle course, most of the weekly essential readings are available on-line. Specific dimensions considered include: nationalist mobilisation, national homogenisation and the state; democratisation and authoritarianism in state-building; institutional legacies; forms of state-building, resistance and armed conflict; the role of cooption strategies in the ending of conflict and the stable management of conflict potential; theories of conflict regulation; the concepts of partition, secession and 'failed state'; the political economy of conflict; the international politics of state-building, with a particular emphasis on the politics of 'frozen conflicts', state break-up, boundaries and recognition, democracy promotion, international conditionality, and international intervention.

Teaching: Ten weekly one-and-a-half hour seminars (LT), ten weekly one hour lectures (LT), and two revision seminars (ST).

Formative coursework: Students are expected to submit one non-assessed essay (1,500 words) and prepare one seminar presentation.

Indicative reading: Roland Paris and Timothy Sisk eds, *The Dilemmas of Statebuilding*, Routledge, 2008; David Laitin, *Nations, States and Violence*, Oxford, 2007; Philip G. Roeder and Donald Rothchild eds, *Sustainable Peace. Power and Democracy after Civil Wars*, Cornell, 2005; James Hughes, *Chechnya. From Nationalism to Jihad*, Penn Press, 2007; Gwendolyn Sasse, *The Crimea Question. Identity, Transition and Conflict*, Harvard, 2007; James Hughes & Gwendolyn Sasse (Eds), *Ethnicity and Territory in the Former Soviet Union*, Routledge, 2001; Christoph Zurcher, *The Post-Soviet Wars: Rebellion, Ethnic Conflict, and Nationhood in the Caucasus*, New York University Press, 2007; David Chandler, *From Kosovo to Kabul: Human Rights and International Intervention*, Pluto, 2002; David Chandler, *Empire in Denial. The Politics of State-Building*, Pluto, 2006; Jan Koehler and Christoph Zurcher eds, *Potentials of Disorder Explaining Conflict and Stability in the Caucasus and in the Former Yugoslavia*, Manchester, 2003; Jack Snyder, *From Voting to Violence: Democratization and Nationalist Conflict*, Norton, 2001; Mark Beissinger *Nationalist Mobilization and the Collapse of the Soviet Union*, Cambridge: Cambridge University Press, 2002;

Michael Ignatieff, *Empire-Lite. Nation-Building in Bosnia, Kosovo and Afghanistan*, Vintage, 2003.

Assessment: One 3,000 word essay (50%) and one two-hour unseen written examination in ST (50%).

GV4E4

Public Budgeting and Financial Management

This information is for the 2009/10 session.

Teacher responsible: Dr Joachim Wehner

Availability: This is a compulsory course for the first year of the MPA in Public Policy and Management. It is also an option to students on the MPA in Public and Economic Policy/MPA International Development/MPA European Public and Economic Policy, MSc Political Science and Political Economy, MSc Public Policy and Administration and MSc Public Management and Governance, as well as interested MSc and research students with appropriate backgrounds up to a maximum of 40 students in total.

Course content: The course examines contemporary issues in public budgeting and financial management, and how they interface with public management drawing on comparative experience in OECD countries and elsewhere.

Topics include: theories of budgeting, time horizons in budgeting; legal frameworks; fiscal rules; top-down budgeting; legislative budgeting; fiscal decentralisation; performance budgeting; budget transparency; budget reform; special issues in developing countries; accounting and auditing in the public sector; parliamentary scrutiny of audit findings.

Teaching: Twenty lectures and seminars, plus three revision sessions.

Formative coursework: Students are expected to produce two formative essays, one each in the MT and LT.

Indicative reading: A full reading list will be distributed at the beginning of the course. Relevant items include: A B Wildavsky and N Caiden (2004), *The New Politics of the Budgetary Process*, New York, Pearson/Longman; D-J Kraan (1996), *Budgetary Decisions: A Public Choice Approach*, Cambridge, Cambridge University Press; A Schick (1998), *A Contemporary Approach to Public Expenditure Management*, Washington DC, World Bank Institute; M Hallerberg (2004), *Domestic Budgets in a United Europe: Fiscal Governance from the End of Bretton Woods to EMU*, Ithaca, Cornell University Press; M Power (1999), *The Audit Society: Rituals of Verification*, Oxford, Oxford University Press.

Assessment: Consists of three parts: (i) an unseen three-hour written examination in ST (60%); (ii) a coursework essay of up to 5,000 words, due in the first week after the end of LT (30%); (iii) two application exercises, carried out in groups, together account for 10%.

GV4E6 Half Unit Not available in 2009/10

Human Security

This information is for the 2009/10 session.

Teachers responsible: Professor Christine Chinkin, A154 and Professor Mary Kaldor, M204

Availability: Optional course for MSc Global Politics and LLM students. Available to other MSc students depending on demand. No more than 10 students, per academic year, can be accepted from programmes other than the LLM or MSc Global Politics.

Course content: This inter-disciplinary course will introduce students to the concept of human security. Human security refers to the security of individuals and communities as opposed to the security of the state. It combines physical security and material security; freedom from fear and freedom from want. The course will introduce students to the debates about the concept and its relevance in the contemporary era. It will combine political, military, legal and economic approaches to human security implementation. The course will cover the following topics; the concept of human security; contemporary risks and threats; new and old wars; just war thinking and whether it can be applied to human security; international humanitarian law and human rights law; humanitarian intervention and the Responsibility to Protect; international capabilities for human security; gender dimensions of human security; post-conflict reconstruction.

Teaching: The course will consist of 20 seminars (2 per week) in the

MT plus 4 revision sessions in the ST.

Formative coursework: Students will be expected to undertake class essays during the year as well as class presentations. Students will receive feedback on both.

Indicative reading: Mary Kaldor *New and Old Wars: Organised Violence in a Global Era* Polity Press, 1999; Charlesworth, Hilary and Chinkin, Christine *The Boundaries of International Law: A Feminist Analysis* Manchester University Press, 2000; *Human Security Report 2005* University of British Columbia; *Human Security Now; Report of the Commission on Human Security*, Co-Chairs Sadako Ogata and Amartya Sen, United Nations, 2003; *A Human Security Doctrine for Europe: The Barcelona Report of the Study Group on European Security Capabilities* Barcelona, 2004; G. Evans, M. Sahnoun, et al. 2001. *The Responsibility to Protect. Final Report of the International Commission on Intervention and State Sovereignty*. (Ottawa: International Development Research Centre); Glasius, Marlies and Kaldor, Mary, eds *A Human Security Doctrine for Europe* Routledge, 2005; Independent International Commission on Kosovo *The KosovoReport* Oxford University Press, 2001.

Assigned reading will be given for each seminar session.

Assessment: The course will be assessed by a two-hour examination in the ST.

GV4E7 Half Unit

Islamic Republic of Iran: Society, Politics, the Greater Middle East

This information is for the 2009/10 session.

Teacher responsible: Dr. Zhand Shakibi

Availability: For students of MSc Comparative Politics, MSc International Relations and MSc International Political Economy; Students on other programmes are welcome to apply, but will be admitted only if space permits.

Course content: This course is intended to cover important themes and issues in regard to the Islamic Republic of Iran. It is not an introductory course to modern Iranian history and politics. The first two seminars, however, examine aspects of the Qajar and Pahlavi period in order to place the Islamic Republic in context.

Themes covered in the seminars include: Khomeinism; political Islam; institutions, policymaking and factional politics under the Islamic Republic; forms and trajectories of change under the Islamic Republic; Islamism, Modernism, Iranism and politics of identity; Khatami and the politics of change; Ahmadinejad and the politics of neo-conservatism; the nuclear issue in the context of domestic politics and foreign policy; the geo-politics of Iran; geo-politics of Shiism; the Islamic Republic and the 'Greater Middle East'.

Teaching: 10 two-hour seminars in the MT. Two two-hour revision sessions in the first and second weeks of ST.

Formative coursework: Students will need to write one un-assessed essay of 1,500 words and do at least one presentation.

Indicative reading: M. Milani, *The Making of Iran's Islamic Revolution*. (Westview Press, 1993); M. Moslem, *Factional Politics in Post-Khomeini Iran* (NYU Press, 2002); G. Fuller, 'The Center of the Universe'; the Geopolitics of Iran, (Westview, 1991); S. Akhavi, 'Religion and Politics in Iran'. (State University of New York Press, 1981); E. Abrahamian, 'Khomeinism', (I.B. Tauris, 1993); A. Schirazi, 'The Constitution of Iran: Politics and the State in the Islamic Republic', (I.B. Tauris, 1997); F. Adelkhah, *Being Modern in Iran*. (Hurst, 1999); S.A. Arjomand, *The Turban for the Crown: the Islamic Revolution in Iran*, (OUP, 1988); A. Ansari, *Iran, Islam, and Democracy*. (Chatham House, 2006); V. Nasr, *Democracy in Iran* (Oxford, 2006); H.E. Chehabi, ed., *Distant Relations: Iran and Lebanon in the last 500 years*. (I.B. Tauris, 2006); H.E. Chehabi, *Iranian Politics and Religious Modernism*. (Cornell, 1990) M. Momen, *An Introduction to Shi'i Islam*. (Yale, 1985); N. Keddie, *Iran and the Surrounding World*. (Washington University Press, 2002); A. Mirsepassi, *Intellectual Discourse and the Politics of Modernisation*. (CUP, 2000); J. Esposito, ed., *The Iranian Revolution, its Global Impact*, (Florida International University Press); N. Keddie, *Modern Iran: Roots and Results of Revolution*, (Yale University Press, 2003); S. Chubin, *Iran's Nuclear Ambitions*. (Carnegie, 2006); B. Moin, *Khomeini*. (I.B. Tauris, 1999); Z. Shakibi, *Khatami and Gorbachev: Politics of Change in the Islamic Republic of Iran & USSR* (London

2009); Khair el-Din Haseeb, Arab-Iranian relations. (Beirut, 1998).

Assessment: Two-hour written examination in the ST which determines 50% of the course final mark. One 3,500 word research paper due the second week of ST which determines the remaining 50% of the course final mark.

GV4E8 Half Unit Conflict and Institutional Design in Divided Societies

This information is for the 2009/10 session.

Teacher responsible: Dr Paul Mitchell

Availability: This is a capped course so enrolment cannot be guaranteed. Apply for it here. The deadline to request a place on this course is 9th October 2009.

Available for MSc Political Science and Political Economy; MSc Politics and Government in the European Union; MSc in Comparative Politics (within which priority may be given to the 'Conflict Studies' and 'Democratization' Streams) and MSc in Global Politics. Important note: this course is assessed entirely by a 5000 word research project. In order to be considered for this capped course all interested students must submit a research project proposal of 1-2 pages by 9th October. This proposal should consist of a clear research question, a motivating statement of why this is interesting, a statement of what methods you anticipate using, and if possible some hypotheses and mini bibliography). Where relevant you should explain what quantitative and/or qualitative methods skills you already possess or what methods course you will be taking during the 1st term that will equip you to make progress on the research project of this second term course. It is important to be clear that this is a research based course, and thus a traditional essay will not be sufficient. Joining this course commits you to developing a mini research project. Much fuller information about this and other course matters can be found on the Conflict and Institutional Design (CID) Moodle pages @ <http://moodle.lse.ac.uk/course/view.php?id=548>

Course content: The internal resolution of serious ethnic and national conflicts almost inevitably involves some form of power sharing and/or power division (autonomy and federation). While power sharing is often invoked in normative and comparative accounts of conflict resolution, it is less frequently systematically examined. *Conflict and Institutional Design* (CID) is a comparative analysis of the making, maintenance and too often breaking of power sharing agreements. When and how are peace agreements negotiated? What type of power-sharing and federal designs are available? Under what conditions is power sharing likely to help contain conflict, and when does it fail? The course will pay particular attention to what happens *after* a power-sharing agreement is reached. The institutional focus will include analysis of electoral system design for divided societies, the dynamics of electoral and party competition within ethnic segmentation and consociational governance (power-sharing executives, legislatures and federations). While not neglecting theory and concepts, whenever possible the course will examine the quantitative and qualitative evidence on the successes and failures of power sharing.

Teaching: Ten three-hour seminars in the Lent Term.

Formative coursework: One briefing paper on pre-selected key concepts/cases and one research design plan for the summative essay.

Indicative reading: Noel, Sid (2005, ed), *From Power Sharing to Democracy*. Montreal: McGill-Queen's University Press; Reynolds, Andrew (ed) *The Architecture of Democracy: Constitutional Design, Conflict Management and Democracy*. Oxford UP; Powell, G. Bingham (2000). *Elections as Instruments of Democracy: Majoritarian and Proportional Visions*. New Haven: Yale UP; Shugart, Matthew Soberg and John Carey (1992). *Presidents and Assemblies: Constitutional Design and Electoral Dynamics*. Cambridge UP; Roeder, Philip and Donald Rothchild (2005). *Sustainable Peace: Power and Democracy After Civil Wars*. Cornell UP; Lijphart, Arend (1977). *Democracy in Plural Societies: A Comparative Exploration*. New Haven: Yale University Press; Nordlinger, Eric (1972). *Conflict Regulation in Divided Societies*. Occasional Papers in International Affairs. Cambridge, MA: Center for International Affairs, Harvard University; O'Leary, Brendan, Ian Lustick and Thomas Callaghy

(2001, eds). *Right-Sizing the State: The Politics of Moving Borders*. Oxford UP; Diamond, Larry and Marc Platter (2006, eds). *Electoral Systems and Democracy*. Johns Hopkins UP; Gallagher, Michael and Paul Mitchell (2005, eds), *The Politics of Electoral Systems*. Oxford: Oxford University Press; Reilly, Benjamin (2001). *Democracy in Divided Societies: Electoral Engineering for Conflict Management*. Oxford UP; Birnir, Johanna Kristin (2007). *Ethnicity and Electoral Politics*. Cambridge University Press.

Assessment: A 5,000 word research project.

GV4E9 Approaches and Issues in Public Policy and Administration

This information is for the 2009/10 session.

Teachers responsible: Professor Ed Page and Dr Martin Lodge

Availability: Compulsory for students on MSc Public Policy and Administration.

Course content: The course is designed to introduce MSc students to major issues in understanding public administration and policy. Students will be divided into two classes and each class will be taught for the whole 24 weeks by the same tutor (Lodge/Page). 20 of the lectures will reflect the topics to be covered in the classes which remain the focus of the course and some of the lectures will be given by other colleagues teaching on the MSc degree as well as by outside speakers. An additional 5 lectures in the Lent Term will be given by Sir John Bourn. These five lectures alone will be open to students from all postgraduate degrees in the Government Department, as they are at present.

The core of the course will consist of 20 classes (+4 revision) that will deal with five main themes: Management of Public Bureaucracies (including "Bureaucracy: servant master or irrelevance?"; "Who governs within bureaucracies?"; "Political management of bureaucracy" and "Supervision beyond 'control'"; "Corruption") The Administrative Setting ("International bureaucracies"; "Federalism and decentralisation"; "Development and bureaucracy"; "Military bureaucracies"; "Incentivisation and pay); Bureaucrats and Policy Making ("How policy agendas develop"; "Inertia, incrementalism and change", "The choice of instruments"; "Implementation as policy making"; "Evaluation and policy learning") The Ages of government ("The age of government by regulation"; "The age of new public management"; "The Age of Digital Era Governance"; "The age of government by audit"; "The age of governance").

Teaching: 10 hours of lectures and 10 hours of seminars in the MT, 15 hours of lectures and 10 hours of seminars in the LT. 4 hours of seminars and 4 hours of lectures in the ST.

Formative coursework: Three formative essays, two in the Michaelmas Term and one in the Lent Term and a mock examination.

Indicative reading: BG Peters *The Politics of Bureaucracy*; CC Hood (1995) *The Art of the State*, 1997; M Howlett and M. Ramesh (1995) *Studying Public Policy*; W Parsons (1995) *Public Policy*; CC Hood and M Lodge (2006) *The Politics of Public Service Bargains*; P Dunleavy et al (2006) *Digital Era Governance*.

Assessment: One 3,000 word essay (25%) and one 3-hour examination in the ST (75%).

GV4F1 Half Unit Not available in 2009/10 The Political Philosophy of John Locke

This information is for the 2009/10 session.

Teacher responsible: Professor Paul Kelly

Availability: This course is an option on MSc Political Theory. It is also available as an outside option on other programmes where regulations permit and with the permission of the course teacher.

Pre-requisites: An advanced undergraduate course in the History of Political Thought or Political Philosophy, or following consultation with the course teacher.

Course content: The course combines both an historical and a philosophical approach to the political philosophy of John Locke. Although each class will be focused on the arguments of a particular text, the overall structure of the course follows a

chronological narrative. After an opening class on the methodology of the history of political thought, we turn to Locke's early authoritarian political writings such as the Two Tracts. This is followed by a discussion of Locke's great epistemological work the Essay Concerning Human Understanding and its implications for ethical knowledge. A number of classes will be devoted to issues from the Second Treatise, (Property, The Family, Consent and the Right to Revolution) and then the course will conclude with a discussion of Locke's arguments for Toleration and for the claims of religion in his final works. Although focusing on the developments of Locke's ideas each class will also examine Locke's ideas from a wider and contemporary perspective.

Formative coursework: Students will be expected to submit two formative essays of no more than 1,500 words in the fifth and ninth weeks of the term.

Indicative reading: John Locke, *Two Treatises of Civil Government* – ed. Laslett; Paul Kelly, *Locke's Second Treatise of Government*; Jeremy Waldron, *God, Locke and Equality*.

Teaching: 20 hours of seminars in the Michaelmas Terms and two hours of seminars in the Summer Term.

Assessment: One 5,000 word essay.

GV4F2 Half Unit Not available in 2009/10 Popular Politics in the Middle East

This information is for the 2009/10 session.

Teacher responsible: Dr John Chalcraft

Availability: This course is an option on MSc Comparative Politics and MSc Global Politics. Subject to availability it can be taken by MSc Political Sociology students and as an outside option where regulations permit and with permission of the course coordinator.

Course content: The course aims to explore the role of popular politics in the making of the modern Middle East using methods drawn from comparative politics and history. The primary focus is on the Arab world since the late nineteenth century but reference is also made to Iran, Israel and Turkey.

We will (a) evaluate the most important different approaches to popular politics in the modern Middle East, associated with Oriental Studies, social history, political economy, cultural history and post-colonialism, and, (b) attempt to locate the importance of popular struggle in the making of political order and transformation. We will pay particular attention in this latter regard to the achievements and failures of liberal government, empire-building, national independence, social revolution, Islamic revolution and 'everyday' forms of resistance.

Teaching: 20 hours of seminars in the Lent Term and 2 hours in the Summer Term.

Formative coursework: In order to develop essay skills and obtain feedback outside of formal assessment, students will complete a 2,000 word formative essay by week 6, on which they will receive feedback as to overall standard, argument, evidence, structure and style by the end of term. Students will choose one essay from a list of titles. To prepare for the 5,000 word essay, students will submit for approval a proposed title and a two-page handout summarizing the topic on which written feedback will be given. An eleventh seminar will also be held in the Summer Term as a workshop to assist students prior to the final submission of their 5,000 word essay.

Indicative reading: Abrahamian, Ervand. *Iran between Two Revolutions* (Princeton: Princeton University Press, 1982); ayat, Asef. *Street Politics: Poor People's Movements in Iran* (New York: Columbia University Press, 1997); Beinim, Joel. *Workers and Peasants in Modern Middle East* (Cambridge: Cambridge University Press, 2001); Burke, Edmund III. *Struggle and Survival in the Modern Middle East* (Berkeley: University of California Press, 1993); Gelvin, James. *Divided Loyalties: Nationalism and Mass Politics in Syria at the close of Empire* (Berkeley: University of California Press, 1998); Hasso, Frances. *Resistance, Repression, and Gender Politics in Occupied Palestine and Jordan* (Syracuse: Syracuse University Press, 2005); Lockman, Zachary. *Contending Visions of the Middle East* (Cambridge University Press, 2004); Swedenburg, Ted. *Memories of Revolt: The 1936-1939 Rebellion and the Palestinian National Past* (Fayetteville: University of Arkansas Press, 2003).

Assessment: One 5,000 word essay (100%), submitted in the third week of ST.

GV4F3 Half Unit

Russia's Transformation. From Post-Communist Change to Authoritarian Rule

This information is for the 2009/10 session.

Teacher responsible: Professor Marie Mendras

Availability: Optional course on MSc Comparative Politics. The course is available as an outside option but is not available to General Course students. This course has limited availability (is capped), and requires that students (regardless of Department) apply for it here. The deadline to request a place on this course is 9th October 2009; however the timeliness of your request may be taken into consideration, so an early application is recommended.

Course content: The course provides a study of the historical trajectory of Russia since Gorbachev's reforms and the fall of the Soviet Union. The focus is on domestic developments, with some attention to the impact of internal change on Russia's regional and international policies:

Why has the Russian transformation been so difficult and, in many respects, different from the experience of Central European countries? The transition paradigm has proved misleading and the challenge today is to build a new conceptual framework to explain Russia's unfulfilled exit from Communism and Authoritarianism. Change in Russia has traditionally been closely related to the elites' opening to the European world. Gorbachev in the late 1980s and Yeltsin in the early 1990s have pushed through major institutional, economic and social reforms when they both believed in close cooperation with the former western rivals. The dramatic economic and social crisis that came along with democratisation and market reforms has undermined the very basis of state building and democracy consolidation.

Putin's regime has led to the systematic deconstruction of most public institutions and the concentration of economic and political power in the hands of a few men and networks, undermining accountability and rule of law. High oil prices, economic growth and rising living standards are powerful factors in the consolidation of a non-democratic regime. In foreign affairs, Moscow holds an ambivalent posture, made of political protectionism, economic pressures and anti-western rhetoric.

The course combines both a survey of the major cycles in Russia's post-Communist history and a critical assessment of constitutional, political, sociological, and economic developments. "How Russia is ruled" is the central question with the aim of defining the nature of the successive political régimes and studying in-depth a changing society and polity.

Teaching: 10 one-hour lectures and 10 one-hour seminars in the Lent Term. 2 one-hour seminars in the Summer Term.

Formative coursework: Two essays, each limited to 2,000 words.

Indicative reading: Archie Brown, ed., *Contemporary Russian Politics. A Reader*, Oxford University Press, 2001; Timothy Colton, *Transitional Citizens. Votes and What Influences Them in the New Russia*, Cambridge, Mass, Harvard University Press, 2000; D. Lane, C. Ross, *The Transition from Communism to Capitalism*; Ruling Elites *From Gorbachev to Yeltsin*, New York, St Martin Press, 1999; David Woodruff, *Money Unmade: Barter and the Fate of Russian Capitalism*, Cornell University Press, 1999; Richard Sakwa, *Russian Politics and Society*, Routledge, latest edition; Michael McFaul, Nikolai Petrov, and Andrei Ryabov, *Between Dictatorship and Democracy. Russian Post-Communist Political Reform*, Carnegie Endowment for Peace, Washington D.C., 2004; McFaul, Michael, *Russia's Unfinished Revolution. Political Change from Gorbachev to Putin*, Ithaca, Cornell University Press, 2001; James Hughes, Gwendolyn Sasse, eds., *Ethnicity and Territory in the Former Soviet Union: Regions in Conflict*, Frank Cass, 2002; Lilia Shevtsova, *Russia. Lost in Transition. The Yeltsin and Putin Legacies*, Carnegie Endowment for International Peace, Washington, 2007; Marie Mendras, *Citizens in Danger. Human Rights and Freedom in Putin's Russia*, Study for the European Parliament, Brussels, 2008, and "Authority an Identity in Russia" in Katlijn Malfliet, ed., *Elusive Russia*, Leuven University, 2006; Websites: levada.ru, polit.ru, oecd.org, res.ethz.ch, demoscope.ru.

Assessment: One 5,000 word essay.

GV4F4 Half Unit The Politics of Policy Advice

This information is for the 2009/10 session.

Teacher responsible: Edward C Page

Availability: MSc Public Policy and Administration. Available as an outside option where regulations permit.

Course content: Many masters graduates in public policy and administration go on to work in organizations that produce or consume policy advice. This course has two main objectives: it introduces students to a range of theoretical and empirical scholarship on the issues involved in producing policy advice and exposes them to practitioners who produce and commission advice. The course will look at how policy advice is commissioned, produced, managed and used.

Teaching: 5 hours of lectures and 15 hours of seminars in the Lent Term. In addition there will be five guest speaker sessions.

Formative coursework: One formative essay (2,000) designed to help students in developing their project work (middle of LT) and one mock examination (end of LT)

Indicative reading: Lindblom, C E and Cohen, DK (1979) Usable knowledge: social science and social problem solving (New Haven and London: Yale University Press). Majone, Giandomenico (1989) Evidence, argument and persuasion in the policy process, New Haven: Yale University Press. Weiss, C (1997) Evaluation. New York: Prentice Hall. Greenberg, DH, Links, D and Mandell, M (2003) Social Experimentation and Public Policymaking. Washington DC: Urban Institute. McGann, J (2006) Comparative Think Tanks, Politics And Public Policy. Cheltenham: Edward Elgar. Davies, H.T.O., Nutley, S.M. & Smith, P.C. (2000) What Works? Evidence-Based Policy and Practice in Public Services Bristol: The Policy Press

Assessment: A 2,500 word project (50%) and a two-hour examination (50%) in the Summer Term.

GY403 Half Unit Contemporary Debates in Human Geography

This information is for the 2009/10 session.

Teacher responsible: Dr Sharad Chari, S418

Availability: MSc Human Geography (Research) and nominated MPhil/PhD Geography students in their first year of registration.

Course content: This is a course based upon intensive reading of key and canonical texts within the discipline. The course will begin with two lectures on the history of geographical thought. Thereafter, the course will comprise seminars on key concerns essential to the social science of human geography. Readings cover a range of influential approaches to the discipline of human geography, to understand the relation of past approaches to those currently employed, and to appreciate the dynamic constitution of the discipline and its changing research foci.

Teaching: 10 x two-hour introductory lectures and student-led seminars in MT. Students are expected to carry out directed readings for seminars, and to produce a summary two page essay for most sessions.

Indicative reading: S Aitkin and G Valentine (eds) *Approaches to Human Geography*, Sage, 2004; P Cloke et al, *Practising Human Geography*, Sage, 2004; D Harvey, *The Condition of Postmodernity*, Blackwell, 1989; D Harvey, *Spaces of Capital*, Edinburgh, 2001; R Johnston et al, *The Dictionary of Human Geography* (4th edn), Blackwell, 2001; *Progress in Human Geography*; G Rose, *Feminism and Geography*, Polity, 1993; D Sayer, *Method in Social Science* (2nd edn), Routledge, 1992; D Livingstone, *The Geographical Tradition*, 1992; N Smith, *American Empire: Roosevelt's Geographer and the Prelude to Globalization*, California, 2003.

Assessment: An unseen exam of two-hours (two from five) (75%) and an essay of 3,000 words (25%). Examination takes place in June.

GY404 Half Unit Seminar in Local Economic Development

This information is for the 2009/10 session.

Teacher responsible: Dr Simona Iammarino, Room S410

Availability: MSc Local Economic Development, LSE-Sciences Po Double Degree in Urban Policy and nominated MPhil/PhD

Geography students in their first year of registration, but also available to other suitably qualified students.

Course content: This course is concerned with both the theoretical underpinnings and practical implementation of specific local economic development policies. It will cover a range of different strategies and a number of different institutional contexts. Each seminar is given by a different academic drawing on their own research in the area. Topics covered vary by year, but are likely to include: changes in competitiveness, the role of infrastructure, the growing importance of networks, clusters and local growth coalitions, marketing strategies, social capital and institutions.

Teaching: 10 x two-hour lecture/seminar in alternate weeks of the MT and LT. Students will be expected to make presentations and participate actively in seminars.

Indicative reading: R J Bennett & A McCoshan, *Enterprise and Human Resource Development: Local Capacity Building*, Paul Chapman, 1993; M Best, *The New Competition: Institutions of Industrial Restructuring*, Polity, 1990; R D Putnam, *Bowling Alone. The Collapse and Revival of American Community*, Simon and Schuster, 2000; A Pike, A Rodríguez-Pose & J Tomaney, *Local and Regional Development*, Routledge, 2006; F Pyke & W Sengenberger (Eds), *Industrial Districts and Local Economic Regeneration*, ILO, 1992; W Stöhr (Ed), *Global Challenge and Local Response*, Mansell, 1990; F Sforzi (Ed), *The Institutions of Local Development*, Ashgate, 2003; M Storper, *The Regional World*, Guilford, 1997; A Vázquez-Barquero, *Endogenous Development. Networking, Innovation, Institutions and Cities*, Routledge, 2002.

Assessment: Unseen examination (75%) and one extended essay of 2,500 words to be handed in at a specified date in the ST (25%).

GY407 Globalization, Regional Development and Policy

This information is for the 2009/10 session.

Teacher responsible: Professor A Rodríguez-Pose, S407

Availability: Primarily for students taking MSc Local Economic Development, MSc Contemporary Urbanism, MSc Human Geography (Research), MSc Urbanisation and Development, MSc Environment and Development and MSc Development Management. Optional for students on LSE-Sciences PO Double Degree in Urban Policy and other suitably qualified graduate students as permitted by the regulations for their degrees.

Course content: This course analyses the theory and practice of economic development focusing on response to change, stimulation of development, and methods of local or regional delivery.

Semester A: Theories of regional economic development, location, and trade are applied to the contemporary process known as "globalization," and used to decipher this phenomenon and its effects on development, employment, and political institutions. A number of major issues for regional and industrial policy are considered, including trade, convergence/divergence, corporate power, knowledge and technology, governance, and inter-place competition.

Semester B: This section of the course deals with the management and institutions of local and regional economic development. It dwells on the socio-economic implications of the emergence of local and regional governments and institutions as key actors in the design and implementation of economic development strategies across the world. In particular, the consequences for economic efficiency and equality of the gradual but relentless shift of development responsibilities from the national and the supranational to the local and regional scale are analysed, before focusing, from a theoretical and empirical perspective, on the strategies being implemented by subnational governments across the world in order to cope and redress development problems. The course draws on examples from Europe, the US, Latin America, and Asia.

Teaching: 20 Lectures/Seminars in MT; 20 Lectures/Seminars in LT; 6 Lectures/Seminars in LT.

Indicative reading: S Brakman, H Garretsen & C van Marrewijk, *The New Introduction to Geographical Economics*, Cambridge University Press, 2009; G Clark, M Gertler & M Feldman (Eds), *The Oxford Handbook of Economic Geography*, Oxford University Press,

2000; P Dicken, *Global Shift: Mapping the Changing Contours of the World Economy*, Sage, 2007; J H Dunning (Ed), *Regions, Globalization and the Knowledge-Based Economy*, Oxford University Press, 2000; J V Henderson & J F Thisse (Eds) *Handbook of Regional and Urban Economics*, volume 4: Cities and Geography, Elsevier, 2004; P Krugman & M Obstfeld, *International Economics: Theory and Policy*, Harper-Collins, 1991; A Pike, A Rodriguez-Pose & J Tomaney, *Local and Regional Development*, Routledge, 2006; A Scott (Ed), *Global City Regions*, Oxford University Press, 2000; M Storper, *The Regional World: Territorial Development in a Global Economy*, Guilford Press, 1997. A number of more specialised texts will be recommended at the beginning of the course.

Assessment: One unseen examination of three hours (75%) and written work to be submitted during the session (25%).

GY408

Local Economic Development and Policy

This information is for the 2009/10 session.

Teacher responsible: Professor Ian Gordon, S505a. Other teacher involved, Dr Riccardo Crescenzi

Availability: Primarily for students taking MSc Local Economic Development, LSE-Sciences Po Double Degree in Urban Policy, MSc Development Management, MSc Development Studies and MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy. Also available to other suitably qualified graduate students as permitted by the regulations for their degrees.

Course content: This course deals with the analysis of theoretical and institutional issues, empirical evidence, development pre-requisites and economic development policies in the context of actions to stimulate the economic development of local and regional economies.

The course is split in two parts. Both are concerned with the analysis of local economic development management. The first part of the course (GY410) is focused on the macro and meso-level determinants of regional and local economic development and on the design and implementation of the corresponding 'top-down' policies. The second part of the course (GY415) is concerned with 'bottom-up' approaches and focuses on locally owned and managed processes which may involve a much wider range of actors in managing local economic development.

Term A: This section of the course is generally focused on the macro and meso-level determinants of regional and local economic development and on the capacity of 'top-down' policies to exert an influence on these drivers, promoting growth and convergence. The course starts by examining the existing disparities in regional economic performance in a number of industrial, emerging and developing countries, illustrating the scope and justification for government intervention in this area. The course then considers how different theories and approaches to local and regional economic development identify different macro and meso determinants of economic performance and, consequently, suggest differentiated sets of 'top-down' development policies. With these analytical tools in place, the EU regional policy is used as a case study to discuss the benefits of a 'balanced' approach to the analysis, design and implementation of regional development policies, overcoming the limitations of the one-sided approaches presented in the first part of the course.

Term B: This section of the course deals mainly with socio-economic restructuring and labour market changes in recent decades and the policy issues which these present to local and regional agencies to formulate and deliver effective 'bottom-up' strategies for economic development. The strengths and weaknesses of traditional theories of growth and labour market functioning are analysed. The lectures and seminars will focus on the relations between social cohesion and competitiveness; human resources in development organisations and in local economies; clustering, inter-firm partnering and innovation; labour market processes and policies, urban competition, the role of institutions, policy and politics in the genesis of growth. A significant part of this course will be based on case studies.

Teaching: MT and LT will each have 12 one-hour lectures and eight hours of seminars/debates (GY408.1 and GY408.2).

Indicative reading: H W Armstrong & J Taylor, *Regional Economics and Policy*, Macmillan, 2000; R Capello, *Regional Economics*, Routledge, 2007; P C Cheshire & I R Gordon (Eds), *Territorial Competition in an Integrating Europe*, Avebury, 1995; P McCann *Urban and Regional Economics*, OUP 2001; M J Porter, *The Competitive Advantage of Nations*, 1990; OECD, *Competitive Cities in the Global Economy*, 2006; A Pike, A Rodriguez-Pose & J Tomaney, *Local and Regional Development*, 2006; M Storper, *The Regional World*, 1997; N Buck, I Gordon, A Harding & I Turok (Eds), *Changing Cities*, 2005.

Assessment: One unseen examination of three hours (75%) and two essays of 1,500 words on a title approved by the course convener to be submitted early in the ST (25%).

GY409 Half Unit

Globalization and Regional Development

This information is for the 2009/10 session.

Teacher responsible: Professor M Storper, S408

Availability: Primarily for students taking MSc Local Economic Development, MSc City Design and Social Science, MSc Development Management, MSc Regional and Urban Planning Studies, MSc Urbanisation and Development, MSc Environment and Development and LSE-Sciences PO Double Degree in Urban Policy. Also available to other suitably qualified graduate students as permitted by the regulations for their degrees.

Course content: The economic geography of globalization, and examination of some of the principal effects of globalization on economic development of cities, regions and nations.

Theories of regional economic development, location, and trade are applied to the contemporary process known as "globalization," and used to decipher this phenomenon and its effects on development, employment, and political institutions. A number of major issues for regional and industrial policy are considered, including trade, convergence/divergence, corporate power, knowledge and technology, governance, and inter-place competition.

Teaching: Two lectures per week (respectively two hours and one and one-half hours) for ten weeks. Attendance is expected at all session. (GY407.1).

Indicative reading: P Aghion & J G Williamson, *Growth, Inequality and Globalization*, Cambridge University Press, 1998; S Brakman, H Garretsen & C van Marrewijk, *The New Introduction to Geographical Economics*, Cambridge University Press, 2009; G Clark, M Gertler & M Feldman (Eds), *The Oxford Handbook of Economic Geography*, Oxford University Press, 2000; C Crouch, P Le Galès, C Trigilia & H Voelzkow (Ed), *Local Production Systems in Europe: Rise or Demise?* Oxford University Press, 2001; J H Dunning (Ed), *Regions, Globalization and the Knowledge-Based Economy*, Oxford University Press, 2000; P Krugman & M Obstfeld, *International Economics: Theory and Policy*, Harper-Collins, 1991; A Scott (Ed), *Global City Regions*, Oxford University Press, 2000; M Storper, *The Regional World: Territorial Development in a Global Economy*, Guilford Press, 1997. A number of more specialised texts will be recommended at the beginning of the course.

Assessment: One unseen examination of two hours.

GY410 Half Unit

Economics of Local and Regional Development

This information is for the 2009/10 session.

Teacher responsible: Dr Riccardo Crescenzi

Availability: Primarily for students taking MSc Local Economic Development, MSc Regional and Urban Planning Studies, LSE-Sciences Po Double Degree in Urban Policy, MSc Development Management, MSc City Design and Social Science and MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy. Also available to other suitably qualified graduate students as permitted by the regulations for their degrees.

Course content: Why do some regions and territories perform systematically better than others in terms of economic development and wealth? What are the key drivers of local and regional economic performance? How can local and regional economic development policies boost economic activity and improve socio-

economic conditions in disadvantaged areas? Globalisation and technological change have challenged the 'traditional' answers to these questions and call for new analytical and policy tools. This course provides students with an in-depth understanding of the macro and meso-level determinants of regional and local economic development and of the policies influencing these drivers. After examining the existing disparities in regional economic performance between and within a number of advanced, emerging and developing countries, the course illustrates the scope and justification for government intervention in this area. Various theories and approaches to local and regional economic development, leading to different policy prescriptions, are analysed in order to identify different macro and meso determinants of economic performance (from innovation and human capital to knowledge spillovers and global networks). In particular, the course dwells on the regional policy of the European Union (EU) – one of the most important large-scale regional policy experiences – in order to discuss the pros and cons of existing policy tools and illustrate the benefits of a 'balanced' approach to the analysis, design, management and implementation of regional and local economic development policies in a globalising world.

Teaching: Twelve one-hour lectures and eight hours of seminars/debates (GY408.1).

Indicative reading: H W Armstrong & J Taylor, *Regional Economics and Policy*, Macmillan, 2000; R Capello, *Regional Economics*, Routledge, 2007; P C Cheshire & I R Gordon (Eds), *Territorial Competition in an Integrating Europe*, Avebury, 1995; C Jones *Introduction to Economic Growth* 2nd edition, Norton 2001; P McCann *Urban and Regional Economics*, OUP 2001; A Pike, A Rodríguez-Pose & J Tomaney, *Local and regional development*, Routledge, 2006.

A number of more specialized texts will be recommended at the beginning of the course.

Assessment: One unseen examination of two hours.

GY413 Half Unit

Regional Development and Policy

This information is for the 2009/10 session.

Teacher responsible: Professor A Rodríguez-Pose, S407.

Availability: For students taking MSc Local Economic Development, MSc Environment and Development, MSc Regional and Urban Planning Studies, MSc Cities, Space and Society, MSc Urbanisation and Development, LSE-Sciences PO Double Degree in Urban Policy, MSc Global Media and Communications, also available to other suitably qualified graduate students as permitted by the regulations for their degrees. A good background is required in one of the fields of management, economics, economic geography, regional and urban studies.

Course content: Management and institutions of local or regional economic development.

This course deals with the management and institutions of local and regional economic development. It dwells on the socio-economic implications of the emergence of local and regional governments and institutions as key actors in the design and implementation of economic development strategies across the world. In particular, the consequences for economic efficiency and equality of the gradual but relentless shift of development responsibilities from the national and the supranational to the local and regional scale are analysed, before focusing, from a theoretical and empirical perspective, on the strategies being implemented by subnational governments across the world in order to cope and redress development problems. Strategies based on the building of infrastructure, the attraction of foreign direct investment, the support to local production and the promotion of local human resources are analysed in different institutional and governance contexts. The course draws on examples from Europe, the US, Latin America, and Asia.

Teaching: 20 one-hour lectures and 20 one-hour hour seminars (GY407)

Indicative reading: R J Bennett, *Decentralization, Local Governments and Markets: Towards a Post-Welfare Agenda*, Clarendon Press, 1990; N Brenner, *New state spaces: Urban governance and the rescaling of statehood*, Oxford University Press, 2004; P Dicken, *Global Shift: Mapping the Changing Contours*

of the World Economy, Sage, 2007; J D Donahue, *Disunited States*, Harper Collins, 1997; R Kanbur and A J Venables, *Spatial inequality and development*, Oxford University Press, 2005; A Pike, A Rodríguez-Pose and J Tomaney, *Local and regional development*, Routledge, 2006; R J Putnam, *Making Democracy Work: Civic Traditions in Modern Italy*, Princeton University Press, 1993; A J Scott, ed., *Global city-regions*, Oxford University Press, 2001; M Storper, *The Regional World: Territorial Development in a Global Economy*, Guilford Press, 1997. A number of more specialised texts will be recommended at the beginning of the course.

Assessment: Two-hour unseen examination.

GY414 Not available in 2009/10

Gender, Space and Society

This information is for the 2009/10 session.

Teachers responsible: Professor D Perrons, B505. Other teacher involved, Professor S Chant, S515

Availability: Optional for MSc Culture and Society, MSc Gender and Social Policy, MSc Environment and Development, MSc Development Studies, MSc Urbanisation and Development, LSE-Sciences Po Double Degree in Urban Policy, MSc Gender, MSc Regulation and MSc Regulation (Research). Other graduate students may take the course subject to the Regulations for their Degrees. Not to be taken alongside GI407, GY421 or GY422.

Course content: An analysis of the geography of gender inequality in the advanced capitalist countries and in the developing world. The course focuses on the variability of gender roles and relations and their socio-spatial implications in different geographical contexts. *LT- Part 1:* Globalisation, the new economy, feminisation of work, work life balance and social sustainability. Theorising the changing organisation of work, the structure of urban space and gender divisions in the new economy. Global cities: polarisation and feminisation of work. Divisions of labour of paid and unpaid work, migrant workers and the global care chain. Transnationalism and the urban experience. Alternative models of work and care, welfare regimes and gender welfare regimes Gender mainstreaming and policies for greater gender equality in the European Union Gendered spaces: city spaces, city times, safety and urban design.

LT- Part 2: Gender inequalities and development in the South. Incorporation of gender into development analysis and practice. Indicators of gender inequality and the 'status of women'.

Households, families and kinship. Fertility and family planning. Health and health care. Reproductive labour. Gender divisions in urban labour markets. Female labour force participation. Internal and international migration. Gender and development policy and practice. Men and masculinities in GAD.

Teaching: *LT:* 10 x two-hour lecture and seminar sessions (weekly in two blocks).

Note this is a full unit made up of two blocks of teaching taught entirely in the LT.

Formative coursework: Students will be expected to produce one essay for each part of the course and make seminar presentations.

Indicative reading: No single book covers the whole course. The following are useful basic reading:

LT Block 1: M Daly & K Rake, *Gender and the Welfare State*, Polity, 2003; M Carnoy, *Sustaining the new economy*, 2000, R Dickens, *The Labour market under new labour*, Macmillan, 2003, B Ehrenrich & A Hochschild, *Global Women*, Granta, 2003, R Fincher & J Jacobs, *Cities of Difference*, 1998; J Giles, *The Parlour and the Suburb: Domestic Identities, Class, Femininity and Modernity*, 2004; C Hamnett, *Unequal City*, 2003, L McDowell, *Capital Culture*, 1997, D. Perrons et al (eds) *Gender Divisions and working time in the new economy*, 2006; J Rubery & D Grimshaw, *The organization of employment*, 2003, S Sassen, *Cities in a world economy*, 2001 I M Young, *Inclusion and democracy*, 2000; L Sandercock, *Cosmopolis. II*, 2003.

LT Block 2: H Afshar & S Barrientos (Eds), *Women, Globalisation and Fragmentation in the Developing World*, 1999; W Benedek, E Kisaakye & G Oberleitner (Eds), *Human Rights of Women: International Instruments and African Experiences*, 2002; S Chant with N Craske, *Gender in Latin America*, 2003; S Chant & M Gutmann, *Mainstreaming Men into Gender and Development: Debates, Reflections and Experiences*, 2000; *IDS Bulletin* 35:4

Special issue: 'Repositioning Feminisms in Development', 2004; C Jackson & R Pearson (Eds), *Feminist Visions of Development*, 1998; N Kaber, *Gender Mainstreaming in Poverty Eradication and the Millennium Development Goals*, 2003; M Marchand & J Parpart (Eds) *Feminism/Postmodernism/Development*, 1995; K Saunders (Ed), *Feminist Post-Development Thought: Re-thinking Modernity, Post-colonialism and Representation*, 2002; UNRISD, *Gender Equality: Striving for Justice in an Unequal World*, 2005; K Willis & B Yeoh (Eds), *Gender and Migration*, 2000; Women's International Coalition for Social Justice (Eds), *Seeking Accountability on Women's Human Rights*, 2004.

Assessment: One essay, 3,000 words (25% marks) to be submitted at beginning of ST. One three-hour unseen examination paper, three questions out of nine (75% marks).

GY415 Half Unit Local Capacity and Economic Development Policy

This information is for the 2009/10 session.

Teacher responsible: Professor Ian R Gordon, S505a

Availability: For students taking MSc Local Economic Development, MSc Regional and Urban Planning Studies, LSE-Sciences Po Double Degree in Urban Policy, MSc Human Geography (Research) MSc Urbanisation and Development and MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy. Also available to other suitably qualified graduate students as permitted by the regulations for their degrees.

Course content: Analysis of theoretical and institutional issues, empirical evidence, development pre-requisites and economic development policies in the context of actions to stimulate the economic development of local and regional economies. This section of the course focuses on the social and institutional dimension of local economic development. In particular it is concerned with the implications of changing forms of economic competition and labour market operations over recent decades and the challenge these present for formulation and delivery of effective 'bottom-up' strategies for economic development. The strengths and weaknesses of traditional theories of growth and labour market functioning are analysed, and related to alternative perspectives. The lectures and seminars will focus on the relations between social cohesion and competitiveness; human resources in development organisations and in local economies; clustering, inter-firm partnering and innovation; labour market processes and policies, urban competition, the role of institutions, policy and politics in the genesis of growth. A significant part of this course will be based on case studies.

Teaching: 12 one-hour lectures and 8 hours of seminars/debates (GY408.2).

Indicative reading: H W Armstrong & J Taylor, *Regional Economics and Policy*, Macmillan, 2000; P C Cheshire & I R Gordon (Eds), *Territorial Competition in an Integrating Europe*, Avebury, 1995; M.J. Porter, *The Competitive Advantage of Nations*, 1990; OECD, *Competitive Cities in the Global Economy*, 2006; A. Pike, A. Rodriguez-Pose & J. Tomaney, *Local and Regional Development*, 2006; M Storper, *Regional Worlds*, 1997; N Buck, I Gordon, A Harding & I Turok (Eds), *Changing Cities*, 2005.

Assessment: Two-hour unseen examination.

GY420 Environmental Regulation: Implementing Policy

This information is for the 2009/10 session.

Teachers responsible: Dr R Perkins, S413. Other teacher involved: Dr C Palmer; Dr C Marchiori, K102; Dr M Mason, S510.

Availability: GY420 is a compulsory course for all MSc Environmental Policy and Regulation students. It is also available to MSc Biomedicine, Bioscience and Society, MSc Environment and Development, MSc Human Geography (Research), MSc Management and Regulation of Risk, MSc Local Economic Development, MSc Development Studies, MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy, MSc Regulation and MSc Regulation (Research) and LSE-Sciences Po

Double Degree in Urban Policy students. This course cannot be taken with **GY465 Concepts in Environmental Regulation**.

Course content: This course provides critical insights into the characteristics, processes and evolving dynamics of environmental policy, regulation and governance. In MT, the course considers the rationale for public policy intervention, and the factors that shape the influence of different interest groups over government policy making. It proceeds to examine the nature, design and performance of different policy instruments, together with the various influences governing policy implementation processes. Ranging across different scales of governance, the LT course addresses contemporary themes in environmental policy and regulation, including environmental cooperation, governance beyond the state and the role of science, and dispute resolution.

Teaching: Ten (one-and-a-half hour) lectures and nine (one-hour) seminars in the MT and ten (one-hour) lectures and nine (one-hour) seminars in the LT.

Formative coursework: Students are expected to prepare one formative essay in MT.

Indicative reading: While there is no one single text that covers all aspects of the course, you are strongly advised to consult the following:

Core reading, MT: D Fiorino (2006) *The New Environmental Regulation*, London: MIT Press; J Holder and M Lee (2007) *Environmental Protection Law and Policy* (2nd edition), Cambridge: Cambridge University Press; S Bell and D McGillivray (2008) *Environmental Law* (7th edition), Oxford: Oxford University Press.

Core reading, LT: N Carter (2007) *The Politics of the Environment: Ideas, Activism, Policy* (2nd edition), Cambridge: Cambridge University Press; J Connelly & G Smith (2003), *Politics and the Environment*, Abingdon: Routledge; T Doyle and D McEachern (2008) *Environment and Politics* (3rd edition), Abingdon: Routledge; M Mason (2005) *The New Accountability: Environmental Responsibility Across Borders*, London: Earthscan; S Barrett (2005) *Environment and Statecraft: The Strategy of Environmental Treaty-Making*, Oxford: Oxford University Press; T Sandler (2004) *Global Collective Action*, Cambridge: Cambridge University Press.

Assessment: There is a three-hour formal examination paper. In addition, there is a course essay of 3,000 words maximum, on a topic to be set by the teacher. The course essay will account for 25% of the final marks, the formal examination for 75%.

GY421 Half Unit Gender and Development: Geographical Perspectives

This information is for the 2009/10 session.

Teacher responsible: Professor S Chant, S515

Availability: For students taking MSc Urbanisation and Development, MSc Human Geography (Research), MSc Cities Space and Society, MSc Environment and Development, MSc Health, Community and Development, MSc Population and Development, MPA Public and Economic Policy/MPA Public Policy/MPA International Development/MPA European Public and Economic Policy and Management, MSc Gender and Social Policy, MSc Social Policy and Development, MSc Global Politics, MSc Development Management, MSc Gender, MSc Development Studies, MSc Development Studies (Research), MSc Regulation (Research) and MSc Regulation. Other suitably qualified and interested graduate students may take or audit the course with the permission of the teacher responsible. Not to be combined with G1407.

Course content: An analysis of gender roles, relations and inequalities in developing world regions, with particular emphasis on the variability of these in different geographical contexts, and their outcomes for low-income groups, especially in urban areas. Specific themes include: Incorporation of gender into development analysis and practice. Indicators of gender inequality. Households, families, domestic inequalities and carework. Fertility, family planning and reproductive rights. Health, healthcare and housing; Gender divisions in urban labour markets. Female labour force participation. Internal and international migration. Gender and development policy and practice. Men and masculinities in GAD.

Teaching: 5 x two-hour lectures and 5 x 1.5 hour seminar sessions

LT (starting week one).

Formative coursework: Students will be expected to produce one essay during the course as well as to prepare presentations for seminars.

Indicative reading: H Afshar & S Barrientos (Eds), *Women, Globalisation and Fragmentation in the Developing World*, 1999; W Benedek, E Kisaakye & G Oberleitner (Eds), *Human Rights of Women: International Instruments and African Experiences*, 2002; S.Chant Gender, *Generation and Poverty*, 2007; S.Chant (Ed.) *The International Handbook on Gender and Poverty*, 2010; S Chant with N Craske, *Gender in Latin America*, 2003; S Chant & M Gutmann, *Mainstreaming Men into Gender and Development: Debates, Reflections and Experiences*, 2000; A.Cornwall, E.Harrison & A.Whitehead (Eds) *Feminisms in Development*, 2007; A.Cornwall and M.Molyneux (Eds) *The Politics of Rights: Dilemmas for Feminist Praxis*, 2008; C Jackson & R Pearson (Eds), *Feminist Visions of Development*, 1998; J.Jaquette & G. Summerfield (Eds), *Women and Gender Equity in Development Theory and Practice*, 2006; N Kabeer, *Gender Mainstreaming in Poverty Eradication and the Millennium Development Goals*, 2003; M Marchand & J Parpart (Ed), *Feminism/ Postmodernism/Development*, 1995; J.Momsen (Ed) *Gender and Development: Critical Concepts in Development Studies*, 2008; S.Razavi (ed.) *The Gendered Impacts of Liberalisation*, 2009; K Saunders (Ed), *Feminist Post-Development Thought*, 2002; UN-DESA *World Survey on the Role of Women in Development* 2009, 2009; UNRISD, *Gender Equality: Striving for Justice in an Unequal World*, 2005; UNFPA *State of the World's Population 2006: A Passage to Hope, Women and International Migration*, 2006; UNMP/TFEGE *Taking Action: Achieving Gender Equality and Empowering Women*, 2005; Women's International Coalition for Social Justice (Eds), *Seeking Accountability on Women's Human Rights*, 2004.

Assessment: One essay of 2,500 words to be submitted at beginning of ST (25%); One two-hour unseen examination, two questions out of five in ST (75%).

GY422 Half Unit Not available in 2009/10 Gender, Work and Urbanisation

This information is for the 2009/10 session.

Teacher responsible: Professor Diane Perrons, B505

Availability: Especially for students on MSc Urbanisation and Development, LSE-Sciences Po Double Degree in Urban Policy, MSc Human Geography (Research), MSc Local Economic Development, MSc Gender and Social Policy and MSc Gender, Development and Globalisation. Other suitably qualified and interested graduate students may take or audit the course with the permission of the teacher responsible. This course may be combined with GY421 above as a full-unit course.

Formative coursework: Students will be expected to produce one essay and also make seminar presentations.

Teaching: LT: 10 x two-hour sessions lecture and seminar (weekly).

Course content: The course focuses on contemporary economic and social restructuring in the global new economy, the implications for gender roles and gender relations and the organisation of urban space with respect mainly to European Union countries and North America. Globalisation, the new economy, feminisation of work, work life balance and social sustainability. Theorising the changing organisation of work, the structure of urban space and gender divisions in the new economy. Global cities: polarisation and feminisation of work. Divisions of labour of paid and unpaid work, migrant workers and the global care chain. Transnationalism and the urban experience. Alternative models of work and care, welfare regimes and gender welfare regimes Gender mainstreaming and policies for greater gender equality in the European Union Gendered spaces: city spaces, city times, safety and urban design.

Indicative reading: M Carnoy, *Sustaining the New Economy*; M Daly & K Rake, *Gender and the Welfare State*, 2003; P.Daniel et.al. (eds) *Geographies of the new economy*; ; R Dickens, *The Labour Market Under New Labour*, 2003; B Ehrenrich & A Hochschild, *Global Women*, 2003; R Fincher & J Jacobs, *Cities of Difference*, 1998; J Giles, *The Parlour and the Suburb: Domestic Identities, Class, Femininity and Modernity*, Berg, 2004; C Hamnett, *Unequal City*, 2003; J Lewis, (ed) *Children in the Context of Family and*

Welfare State Change, 2007; L McDowell, *Capital Culture*, 1997; D.Perrons et al (eds) *Gender Divisions and Working Time in the New Economy*, Edward Elgar, 2006; J Rubery & D Grimshaw, *The Organization of Employment*, 2003; L Sandercock, *Cosmopolis.II*, 2003; S Sassen, *Cities in a World Economy*; I M Young, *Inclusion and Democracy*, 2000.S. Walby et al (eds) *Gendering the Knowledge Economy*, 2007.

Assessment: One essay (2,500 words) (25%). One two-hour unseen paper, two questions out of five (75%).

GY423

Sustainability: Economy, Business and Technology

This information is for the 2009/10 session.

Teachers responsible: Professor E Neumayer, S503. Other teachers involved: Dr Salvatore Di Falco, K101, Dr Charles Palmer, Dr Perkins, S413

Availability: This course is a core course for MSc Environmental Policy and Regulation and MSc Environment and Development. It may be taken as an option by students on MSc Biomedicine, Bioscience and Society, MSc Urbanisation and Development, MSc Human Geography (Research), MSc Development Studies, MSc Development Management and MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy if there are available spaces (this is a capped course). Students who have not completed a course in first year undergraduate level Economics might find it useful to audit EC100 **Economics A**.

Course content: MT: Environment-economy linkages and the concept of sustainable economic development; The 'source'-side: Resource availability for sustained economic growth; The 'sink'-side: Economic growth and the environment; Carrying capacity, the concept of ecological footprints, and the concept of material throughput; Trade, investment and the environment; Measuring progress towards sustainability: Genuine Savings (GS), the Index of Sustainable Economic Welfare (ISEW) and the Genuine Progress Indicator (GPI); Ecosystem services, resilience and biodiversity; Population growth and the environment; Adaptation to climate change in developing countries.

LT: Land use and forestry; Deforestation, poverty and climate change; Equity in resource use and management; Bioenergy in developing countries; The concept of ecological modernisation; Technological lock-in, innovation and system transformation; Corporate social responsibility, cross-border management and greenwash.

Teaching: The course will be taught through a combination of 20 weekly lectures and 20 weekly seminars (1 hour).

Indicative reading: MT: E Neumayer, *Weak versus Strong Sustainability: Exploring the Limits of Two Opposing Paradigms*, 2nd edn, Edward Elgar, 2003; E Neumayer, *Greening Trade and Investment: Environmental Protection without Protectionism*, Earthscan, 2001.

LT: K Hargroves and M Harrison Smith (eds), *The Natural Advantage of Nations: Business Opportunities, Innovation and Governance in the 21st Century*, Earthscan, 2006; M Blowfield and A Murray, *Corporate Responsibility: A Critical Introduction*, Oxford University Press, 2008.

Assessment: A three-hour written examination (75%) and a 3,000 word extended essay (25%). (5,000 word extended essay (25%) for students of MSc Environment and Development not writing a dissertation).

GY430

Cities, Space and Society

This information is for the 2009/10 session.

Teachers responsible: Dr M M Low, S512 . Other teachers involved: Dr A C Pratt, S410 and Dr Hyun Bang Shin, S509.

Availability: Students registered on MSc Contemporary Urbanism and LSE-Sciences PO Double Degree in Urban Policy. Optional for students on MSc Global Media and Communications (with Fudan or USC), MSc Regional and Urban Planning Studies, MSc Human Geography (Research), MSc City Design and Social Science, MSc

Environment and Development, MSc Culture and Society and MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy. Other graduate students are welcome but should seek the permission of the course director.

Course content: Theoretical perspectives on contemporary cities, with a specific focus on the global nature of urban social and cultural change and development. A primary intention of the course is to challenge western-centric views of the city, exploring the mutual shapings of 'Western' and 'Third World' urban experiences in a wide range of areas. The course will equip students interested in urban change and development to understand and consider appropriate responses to social and cultural aspects of cities.

As crucibles of social transformation, successful interventions in contemporary cities around the globe require awareness of and sensitivity to social and cultural dynamics. A practical component of the course will use London as a laboratory for the examination of social and cultural aspects of contemporary urbanism and urban change in comparison with case studies of selected other cities from around the world. It will highlight the fractured and fragmented nature of the 'urban experience' as well as the global determinants of the contemporary city.

Topics covered will include: The emergence and history of the notion of the urban – the urban imaginary in global perspective: Modernism and urbanism in post-colonial contexts: migration, tradition and the development of 'different' urbanisms; Class, politics and citizenship; Immigration, race and empire in urban form: imperial and colonial cities; Regulating cities: the origins of modern urban management and colonial translations; Globalisation, economic change and the rise of cultural industries; Urban movements: from the western city to the third world – a new internationalism or a cultural politics of difference. Two topics will be selected for further investigation in an individual student projects.

Teaching: 10 x two-hour meetings in MT, 10 x two-hour meetings in LT.

Indicative reading: Brenner, N and Keil, R (Eds) *The global cities reader*, 2006; M Cross & M Keith (Eds), *Racism, the City and the State*, 1993; M Davis, *City of Quartz*, 1991; J Eade (Ed), *Living the Global City*, 1997; A Escobar & S Alvarez (Eds), *The Making of Social Movements in Latin America: Identity, Strategy and Democracy*; J Jacobs, *Edge of Empire: Postcolonialism and the City*, 1996; A King (Ed), *Re-Presenting the City: Ethnicity, Capital and Culture in the Twenty-First Century Metropolis*, 1996; A King, *Urbanism, Colonialism and the World Economy*, 1990; P Rabinow, *French Modern: Norms and Forms of the Urban Environment*, 1989; S Sassen, *The Global City: London, Tokyo, New York*, 1991; D Simon, *Cities, Capital and Development: African Cities in the World Economy*, 1992; L Sandercock, *Towards Cosmopolis*, 1998; M P Smith, *Transnational Localism*, 2001; E Soja, *Postmetropolis*, 2000; S Zukin, *The Cultures of Cities*, 1995.

Assessment: Unseen three-hour examination (75%); two projects of 2,000 words (25%).

GY431 Half Unit Cities, People and Poverty in the South

This information is for the 2009/10 session.

Teacher responsible: Professor Sylvia Chant, S515

Availability: For students taking MSc Urbanisation and Development, MSc Cities, Space and Society; LSE-Sciences Po Double Degree in Urban Policy; MSc Human Geography (Research); also MSc Environment and Development, MSc Health, Community and Development, MSc Regional and Urban Planning Studies. MSc Development Studies, MSc Development Studies (Research), MSc Development Management, MSc Social Policy and Development, MSc Gender, Development and Globalisation. Other suitably qualified and interested graduate students may take or audit the course with the permission of the teacher responsible. Experience and/or knowledge of development and urbanisation in the South would be a distinct advantage.

Course content: The course examines the patterns, processes and implications of urbanisation in developing societies, with particular reference to the survival and well-being of low-income groups, and the

variability of urban life and poverty in different geographical contexts. The conceptual and empirical focus of the course revolves around strategies adopted at individual household and community levels to ensure sustainable livelihoods, and the interrelations of grassroots processes with policy interventions on the part of governments, international development agencies and NGOs. Specific themes include: Trends in urban development in the 20th and 21st centuries; population and rural-urban migration; shelter and housing; land and tenure; urban services; the conceptualisation and measurement of poverty; the 'urbanisation' of poverty; the 'feminisation of poverty'; poverty reduction strategies; employment and urban labour markets; urban livelihood strategies and economic restructuring; households and gender; women-headed households; health and healthcare; participatory urban governance and civil society.

Teaching: Five x 2 hour lectures and five x 1.5 hour seminar sessions in LT, starting in week 1.

Formative coursework: Students will be expected to produce one essay during the course, as well as to prepare for seminars.

Indicative reading: J. Beall and S. Fox, *Urban Poverty and Development in the 21st Century* 2007; R Burgess et al (Eds), *The Challenge of Sustainable Cities*, 1997; S. Chant, *Gender, Generation and Poverty*, 2007; S. Chant, *Gender, Cities, and the Millennium Development Goals in the Global South*, 2007; M. Davis *Planet of Slums*, 2006; V. Desai & R. Potter (Eds), *The Companion to Development Studies*, 2nd ed, 2008; *Environment and Urbanisation*, Vol 11, No 2, 2000: 'Poverty Reduction and Urban Governance' *Environment and Urbanisation*, Vol 14, No 1, 2002: 'Globalisation and Cities' *Environment and Urbanisation*, Vol 17, No 1, 2005: 'Meeting the Millennium Development Goals in Urban Areas'; A. Grinspun (Ed), *Choices for the Poor*, 2001; J. Gugler (Ed), *Cities in the Developing World*, 1997; D. Mitlin and D. Satterthwaite (Eds) *Empowering Squatter Citizen: Local Government, Civil Society and Urban Poverty Reduction*, 2004; M. Montgomery, R. Stren, B. Cohen & H. Reed (Eds), *Cities Transformed: Demographic Change and its Implications in the Developing World*, 2004; E. Pieterse *City Futures*, 2008; D. Satterthwaite, *The Transition to a Predominantly Urban World and its Underpinnings*, 2007; B. Roberts, *The Making of Citizens: Cities of Peasants Revisited*, 1995; C. Tacoli (Ed.) *Earthscan Reader in Rural-Urban Linkages*, 2006; G. Tannerfeldt & P. Ljung *More Urban, Less Poor*, 2006; UN-Habitat, *State of the World's Cities*, 2006-7, 2006; UNFPA, *State of the World's Population* 2007: *Unleashing the Potential of Urban Growth*, 2007; World Bank, *World Development Report 2000/2001: Attacking Poverty*, 2000; World Bank, *World Development Report 2009, Reshaping Economic Geography*, 2009.

Assessment: One extended essay (2,500 words) (25%) to be submitted at the beginning of the ST. One two-hour unseen examination in ST (75%): two questions out of five.

GY432 Half Unit Cities, Culture and Politics in the South

This information is for the 2009/10 session.

Teacher responsible: Dr Gareth Jones, S506

Availability: For students taking MSc Urbanisation and Development, MSc Regional and Urban Planning Studies, LSE-Sciences Po Double Degree in Urban Policy, MSc Development Studies, MSc Development Studies (Research), MSc Development Management, MSc Human Geography (Research) and MSc Environment and Development. Other suitably qualified and interested graduate students may take or audit the course with the permission of the teacher responsible.

Course content: The course covers representations of cities; colonial management, sanitation and race; post-colonialism and modernism; ; conservation, nostalgia and heritage; daily life and informality; representations of slums; cities in film. It aims to provide theoretically informed perspectives on social and cultural aspects of cities in developing countries. It offers an opportunity to reflect on urban places in a way which does not reduce them to arenas for technical, policy-driven planning. In addition to considering the history and present condition of urbanism, urban experience and politics of cities, the course raises questions about the conceptual approach which labels the urban as different in these contexts

and seeks to understand the nature of the complex links between 'Western' and developing country cities. The course considers cities through different media including cinema and literature, public art and architecture.

Teaching: 10 two-hour lectures followed by seminar discussion in the LT.

Formative coursework: One essay and seminar presentations.

Indicative reading: No single book or small group of books covers the material adequately. Separate reading lists will be provided for each seminar. Nevertheless, basic reading material includes: N Alsayyad, *Hybrid Urbanism: on the identity discourse and the built environment*, 2001; R Bishop; J Philips & W W Yeo, *Postcolonial Urbanism: southeast Asian Cities and Global Processes*, 2003; J Holston, *The Modernist City: An Anthropological Critique of Brasília*, 1990; A King, *Spaces of Global Cultures*, 2004; A King, *Representing the City: ethnicity, capital and culture in the 21st Century Metropolis*, 1996; King, A. *Spaces of Global Cultures: architecture, urbanism, identity*, 2004; Mitchell, W.J. *Placing Words: symbols, space and the city*, 2005; P Rabinow, *French Modern: norms and forms of the social environment*, 1995; A Roy, A & N Alsayyad, *Urban Informality: transnational perspectives from the Middle East, Latin American and South Asia*, 2004.

Assessment: One extended essay (2,500 words) (25%) to be handed in at beginning of ST; two-hour examination paper at end of academic year (two questions out of five) (75%).

GY438 Half Unit Cities and Social Change in East Asia

This information is for the 2009/10 session.

Teacher responsible: Dr Hyun Bang Shin, S509

Availability: Optional course on MSc Regional and Urban Planning Studies, LSE-Sciences Po Double Degree in Urban Policy, MSc Local Economic Development, MSc Environment and Development, MSc Human Geography (Research), MSc Urbanisation and Development, MSc City Design and Social Science, MSc Development Studies, MSc China in Comparative Perspective, MSc Social Policy and Development. The course is also available as an outside option where regulations permit.

Course content: The aim of the course is to examine the process of social and spatial transformation that globalising East Asian cities experience. In particular, the course encourages students to develop their critical knowledge and comparatively understand how urban space is transformed in different social, economic and political settings, and what social implications are made upon the powerless and poor. The course will draw on various examples of urban policy and practice from cities across the region, with special emphasis on cities in mainland China and newly industrialised economies. The course comprises of ten lectures and ten seminars on the following themes: globalisation and production of urban space in East Asia; urban change and conflicts in cities after socialism; property-led urban redevelopment and growth politics; displacement and gentrification; home-ownership; community participation; social movement and housing rights; city marketing and mega-events; sustainable development and limits to urban growth.

Teaching: Ten 1.5-hour lectures and nine 1-hour seminars in the LT. A 1-hour revision session in the ST.

Formative coursework: Students will be expected to make seminar presentations, and produce one essay (1,500 words) on which they will receive written feedback.

Indicative reading: Mok, K.H. and R. Forrest (eds) (2008) *Changing Governance and Public Policy in East Asia*. New York, Routledge; Shin, H.B. (2008) *Living on the edge: financing post-displacement housing in urban redevelopment projects in Seoul*. *Environment and Urbanization* 20(2): 411-426; Groves, R., A. Murie and W. Christopher (eds) (2007) *Housing and the New Welfare State: Perspectives from East Asia and Europe*. Aldershot, Ashgate; Wu, F. (ed.) (2007) *China's Emerging Cities: The Making of New Urbanism*. London, Routledge; Wang, Y.P. (2004) *Urban Transition, Poverty and Housing in China*. London, Routledge; Forrest, R. and J. Lee (eds) (2003) *Housing and Social Change: East-West Perspectives*. London, Routledge; Olds, K. (2001) *Globalization and Urban Change: Capital Culture, and Pacific Rim Mega-Projects*. Oxford, Oxford University Press.

Assessment: One two-hour examination in the ST (75%) and one 3,000 word essay (25%).

GY444 Half Unit Environmental Assessment

This information is for the 2009/10 session.

Teacher responsible: Dr Simon Dietz, tba

Availability: A compulsory course for students taking the MSc Environmental Policy and Regulation. Optional for students taking MSc Environment and Development, MSc Human Geography (Research), MSc Biomedicine, Bioscience and Society, MSc Regional and Urban Planning Studies, MSc City Design and Social Science, LSE-Sciences Po Double Degree in Urban Policy, MSc Management and Regulation of Risk and MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy. Also available to other students subject to programme regulations.

Course content: Public policy-makers from local planning authorities to multilateral institutions such as The World Bank and Intergovernmental Panel on Climate Change now rely on a number of evidence-based procedures to assess the impacts of projects and policies on the environment and 'sustainability'. This course provides an introduction and overview of the most important of these procedures.

A particular emphasis is on the practical implementation of these techniques. This will be linked to a critical, theoretical appraisal of the approaches examined, as well as an assessment of the extent to which the gallery of different environmental assessment procedures can be viewed as substitutes for, or complements to, one another. As such, it is also important to view the overarching rationale and policy framework that supports these decision-informing tools, so the course examines this 'bigger picture' too.

We will discuss a number of assessment frameworks, most notably environmental impact assessment (EIA), strategic environmental assessment (SEA) and regulatory impact assessment (RIA). We will also compare and contrast various methods and tools relevant across all assessment frameworks, such as cost-benefit analysis (CBA), multi-criteria analysis (MCA) and environmental risk assessment.

Teaching: Ten weekly one-and-a-half hour lectures supported by five fortnightly one-hour classes (MT).

Formative coursework: Students will write one essay (unassessed) on which they will receive written feedback on.

Indicative reading: Detailed reading lists will be provided to support each course component. For an overview and introduction to the main issues covered by the course students may wish to consult the following:

Glasson, J., R. Therivel and A. Chadwick (2005). *Introduction to Environmental Impact Assessment*. Abingdon, UK, Routledge; Petts, J., Ed. (1999). *Handbook of Environmental Impact Assessment*. Oxford, Blackwell, volumes 1 and 2; Therivel, R. (2004). *Strategic Environmental Assessment in Action*. London, Earthscan.

Assessment: A two-hour written examination in the ST.

GY445 Urban Policy and Practice in the South

This information is for the 2009/10 session.

Teachers responsible: Dr Gareth A Jones, S506 and Dr Hyun Shin, S509

Availability: MSc Urbanisation and Development, LSE-Sciences Po Double Degree in Urban Policy, MSc Environment and Development, MSc Local Economic Development, MSc Development Management, MSc Development Studies and MSc Development Studies (Research). Other suitably qualified and interested graduate students may take or audit the course with the permission of the teacher responsible.

Course content: This course concentrates on key urban policy debates in the developing world particularly over the past two decades. It highlights the interconnections between evolving development trends and research, urban policy and practice. Urban Bias; New Urban Agenda; the State and 'Public' Policy; Housing and Squatter Upgrading; Rights and Evictions; Access to Land and Security of Tenure; Urban regeneration; Violence and Post-Conflict

cities; Governance and Participation; civil society actors; livelihoods and gender. Dedicated lectures will draw from staff research, with particular emphasis on Mexico, South Africa and China, and sessions to examine techniques in the formulation and assessment of urban policy.

Teaching: 20 one-and-a-half hour lectures and 20 one-hour seminars MT and LT.

Formative coursework: One essay of 1,500 words (formative).

Indicative reading: J Auyero, *Poor People's Politics: Peronist Networks and the Legacy of Evita* (2001); A Azuela, E Duhau & E Ortiz (Eds), *Evictions and the Right to Housing: experience from Canada, Chile, the Dominican Republic, South Africa and South Korea*, IDRC (1998); T Caldeira, *City of Walls: Crime, Segregation, and Citizenship in São Paulo* (2000); D Chavez & B Goldfrank, *The Left in the City: Participatory Local Governments in Latin America* (2004); K Datta & G A Jones (Eds), *Housing and Finance in Developing Countries*, Routledge (1999); M Davis, *Planet of Slums* (2006); A Durand-Lasserve & L Royston, *Holding their Ground: secure land tenure for the urban poor in developing countries*, Earthscan (2001); M Hamza & R Zetter (Eds), *From Welfare to Market: The State, Aid and Policy Shifts in Urban Development Programmes*, Earthscan (2002); G A Jones & P M Ward, *Methodology for Land and Housing market Analysis*, UCL Press (1994); K Koonings and D Kruijt (Eds), *Fractured Cities: Social Exclusion, Urban Violence, and Contested Space in Latin America* (2006); C Rakodi (Ed), *Urban Livelihoods: a people centred approach to reducing urban poverty*, Earthscan (2002); J Schneider & I Susser (Eds), *Wounded Cities: Destruction and Reconstruction in a Globalized World* (2003); A Simone, *For the City Yet to Come: Changing African Life in Four Cities* (2004); H de Soto, *The Mystery of Capital*, Bantam Books (2001); F Wu (Ed), *China's Emerging Cities: The Making of New Urbanism* (2007); R Forrest & J Lee (Eds), *Housing and Social Change: East-West Perspectives* (2003).

Assessment: One assessed essay of 3,000 words (25%) and one three-hour unseen examination (75%).

GY446 Half Unit Planning for Sustainable Cities

This information is for the 2009/10 session.

Teacher responsible: Dr. Nancy Holman, S514

Availability: This course is available as an option on MSc Regional and Urban Planning Studies, MSc Urbanisation and Development, MSc City Design and Social Science and LSE-Sciences Po Double Degree in Urban Policy. It is also available as an outside option where regulations permit and with the agreement of the course teacher.

Course content: A critical examination of the issues involved in planning for sustainable development at the urban level together with a review of policies and practice; the course focus largely on the problems facing developed countries. The course comprises ten lectures on the following themes; sustainability, sustainable development at the urban level, sustainability indicators, environmental assessment, environmental limits, carrying capacity and ecological footprints, the debate on sustainable urban form, Local Agenda 21, public participation, environmental governance.

Formative coursework: Students are expected to prepare a seminar paper and presentation.

Teaching: Ten lectures and ten seminars in the MT. One lecture in the ST.

Indicative reading: Detailed reading on specific policy areas will be provided. The basic principles are covered in: J Agyeman & B Evans (Eds), *Local Environmental Policies and Strategies*, 1994; A Blowers & B Evans (Eds), *Town Planning in the 21st Century*, 1997; S Buckingham-Hatfield & B Evans (Eds), *Environmental Planning and Sustainability*, 1996; G Houghton & C Hunter, *Sustainable Cities*, 1994; A Blowers (Ed), *Planning for a Sustainable Environment*, 1993; P Selmán, *Local Sustainability*, 1996; R Gilbert et al, *Making Cities Work*, 1996; J Ravelz, *City Region 2020*, 2000.

Assessment: A two-hour examination in the ST (100%).

GY448 Half Unit Social and Political Aspects of Regional and Urban Planning

This information is for the 2009/10 session.

Teachers responsible: Professor Andy Thornley, S420, Dr Nancy Holman, S514 and Dr Hyun Bang Shin, S509

Availability: For MSc Regional and Urban Planning, MSc City Design and Social Science, LSE-Sciences Po Double Degree in Urban Policy, MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy, MSc Public Policy and Administration, MSc Public Policy and Administration (Research) and MSc Social Policy (Research). Other postgraduate students may attend where regulations permit.

Course content: The course will explore the impact of key social and political processes on the activity of urban and regional planning. These processes will be explored from the global, through national, to local scale focusing on the impact of globalisation on cities and urban planning. Key concepts covered in the course will include: the 'world city' debate; the governance of London and New York City; urban regime analysis; gentrification; community politics; and the effect of institutional structures on the nature and form of the planning system.

Teaching: 10 lectures and eight seminars in the MT.

Formative coursework: Students will be required to submit a 3,000-word essay. In addition work will be undertaken for a seminar presentation.

Indicative reading: P Newman & A Thornley, *Planning World Cities: Globalization and Urban Politics*; N. Brenner & R. Keil (eds) *The Global Cities Reader*; J Short & Y Kim, *Globalization and the City*; S Sassen, *The Global City*; T. Hall & P. Hubbard (eds) *The Entrepreneurial City*; A Thornley, *Urban Planning under Thatcherism*; P Newman & A Thornley, *Urban Planning in Europe*; D Judge et al, *Theories of Urban Politics*; S Fainstein, *The City Builders: Politics and Planning in London and New York*; S Fainstein et al, *Divided Cities: New York and London in the Contemporary World*; N Smith, *The New Urban Frontier: gentrification and the revanchist city*; D King & G Stoker, *Rethinking Local Democracy*; A Etzioni, *The Spirit of Community*.

Assessment: Course work in the form of a 3,000-word essay (25%). A two-hour written examination in the ST (75%).

GY450 Planning Practice and Research

This information is for the 2009/10 session.

Teacher responsible: Dr Nancy Holman, S514

Availability: Course intended primarily for MSc Regional and Urban Planning Studies. It is also available as an option for LSE-Sciences Po Double Degree in Urban Policy.

Course content: The aim of this course is to provide students with an understanding of the current planning issues faced by practitioners and their policy responses. This will begin with an introduction to the planning context of London and an overview of the British planning system. This will be followed by weekly sessions with invited speakers involved in planning practice and research. They will be engaged in relevant current research or be practicing planners or policy-makers from central or local government, research agencies or consultancy. Finally there will be a day study trip to explore planning practice outside London. The content will consist of a series of guided walks, lectures and seminars covering issues of current concern and debate within urban and regional policy and planning.

Teaching: There will normally be 25 hours of lectures and seminars, mainly from visiting speakers, plus three study trips. These will take place throughout the year.

Assessment: There is no Assessment in this course but the content will be relevant to the assessed courses in the MSc Regional and Urban Planning Studies Programme.

GY454 Half Unit Urban Policy and Planning

This information is for the 2009/10 session.

Teachers responsible: Dr N Holman, S514. Other teacher involved, Professor A Thornley, S420

Availability: Course intended primarily for MSc Regional and Urban Planning Studies. Also available for LSE-Sciences Po Double Degree in Urban Policy, MSc Human Geography (Research), MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy and MSc Social Policy and Planning.

Course content: The course provides a synthesised approach to the analysis of urban policy-making and plan formulation. It will explore the way in which economic, political and social forces interact to effect policy approaches in different spatial settings. The aim is also to gain an understanding of the causes for similarity and difference in policy approaches. Issues covered include: Development of urban regeneration policy; current British urban policy initiatives; urban containment policy; new settlements and new urbanism; post-industrial spatial transformation of cities – mega projects, retail development, leisure projects including Olympic Games.

Teaching: 10 (one-hour) lectures in the LT and 10 (one-and-a-half hour) seminars, including a project on a London neighbourhood.

Indicative reading: Urban Task Force, *Urban Renaissance*; DETR, *Our Towns and Cities: The future*; R Atkinson & G Moon, *Urban Policy in Britain*; P Hall & C Ward, *Sociable Cities*; E Blakely & M Snyder, *Fortress America*; D Judd & S Fainstein, *The Tourist City*; J Mannigan, *Fantasy City*; T Hall & P Hubbard, *The Entrepreneurial City*.

Assessment: A two-hour unseen examination paper in June.

GY455 Half Unit Economic Aspects of Project Appraisal

This information is for the 2009/10 session.

Teachers responsible: Dr Giles Atkinson, S513. Other teacher involved: Dr Susana Mourato, S416

Availability: Compulsory for MSc Environmental Policy and Regulation. Optional for MSc Environmental Policy and Regulation, MSc Regional and Urban Planning Studies, LSE-Sciences Po Double Degree in Urban Policy, MSc Management and Regulation of Risk, MSc Human Geography (Research), MSc Cities, Space and Society, MSc Urbanisation and Development, MSc City Design and Social Science, MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy and MSc Environment and Development. Other graduate students are welcome to attend if their course regulations permit.

Course content: This course is concerned with the foundations and practical use of applied economics in the context of project appraisal and policy evaluation and will include the following content. Introduction to economic aspects of project appraisal and cost-benefit analysis. Efficiency, equity and distributional concerns. Measurement of costs and benefits with a specific emphasis on non-market valuation methods such as stated preference approaches. The application of project appraisal methods to policy sectors such as transport and the environment. Seminars will focus extensively on practical case studies of the appraisal of projects by for example development agencies such as The World Bank. Examples particularly from environmental, health, development and transport policy in the developed and developing world.

Teaching: Twenty hours, in total, including lectures and seminars in the LT.

Indicative reading: Detailed reading lists will be provided to support each course component. Emphasis will be placed on texts, case study material and state-of-the-art contributions to, for example, the literature on non-market valuation. For an overview and introduction to the main issues covered by the course, students may wish to consult the following: DW Pearce, G Atkinson and S Mourato, "Environmental Cost-Benefit Analysis" Annual Review of Environment and Resources, 2008; AE Boardman *et al*, *Cost-Benefit Analysis: Concepts and Practice*, 2006 (chapters 1 and 2); P Champ *et al*, *A Primer on Non-market Valuation*, 2003.

Assessment: A two-hour unseen written examination in the ST.

GY457 Applied Urban and Regional Economics

This information is for the 2009/10 session.

Teacher responsible: Dr C Hilber, S418a

Availability: This course is intended primarily for students on MSc Real Estate Economics and Finance. It is optional on MSc Human Geography (Research) and MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy. The course assumes that students already have knowledge of economics equivalent to a good first degree in the subject. It is available as an option to students who can show that they are suitably qualified.

Course content: This course aims to provide students with a theoretical and empirical understanding of urban economic processes and price determination in land and real property markets within an institutional context. Examples of topics covered include: the function of cities and the urban system; the determinants of urban structure; patterns of urban land use; the determinants of urban and regional growth – theory and evidence; land and real property markets; the impact of land market regulation including the economic impact of land use planning; local public finance and house price capitalisation; real estate cycles; homeownership; the economics of schooling, crime and urban transport; urban labour markets. The institutional frame of reference within which the course is taught relates mainly to Western Europe and the United States.

Teaching: 40 hours of lectures and 20 x 1.5 hour seminars in the MT and LT. Students will be expected to prepare presentations.

Indicative reading: Detailed reading list will be given out at the beginning of the course. Much of the reading will be journal articles. However, some important items are: J. F. McDonald & D. P. McMillen, *Urban Economics and Real Estate*, 2007. D. DiPasquale & W. Wheaton, *Urban Economics and Real Estate Markets*, 1996; A. O'Sullivan, *Urban Economics* (5th edn), 2003; J. F. McDonald, *Fundamentals of Urban Economics*, 1997; P. C. Cheshire & E. S. Mills, *Handbook of Regional and Urban Economics Vol III: Applied Urban Economics*, North Holland, 1999; M. Fujita, *Urban Economic Theory*, 1988; Henderson, J. V. and J. F. Thisse, *Handbook of Regional and Urban Economics Vol IV*, North Holland, 2004.

Assessment: Three-hour written examination in June (100%).

GY458 Half Unit Real Property Market Practice

This information is for the 2009/10 session.

Teacher responsible: Professor P C Cheshire, S405

Availability: This course is intended primarily for students on MSc Real Estate Economics and Finance. It is available by arrangement with the teacher responsible as an option to other students on other programmes who have an interest in real estate markets.

Course content: An examination of how real property markets operate in practice and of the analytical techniques and data available to analysts and practitioners. Specific areas of study include: the availability and structure of data sets in the context of property. Problems of: price/secondary property; user/investment categories; professional methods of valuation and price formation. Creating and manipulating datasets; measuring property performance; analysis to guide portfolio structure; anticipation investment opportunities. Specific sector case studies: industrial, retail, commercial, and residential. Investment portfolio choice and management. Briefing on course project essay. Defining research objectives and methodology in practice.

Teaching: 10 x two-hour lectures plus 3 x two-hour project seminars MT. The majority of the lectures are provided by senior practitioners in real estate research and analysis.

Indicative reading: CSO guides to Government Statistics; publications from Investment Property Databank and other research departments and organisations in the real property markets; *Journal of Property Research*, *Estates Gazette*.

Assessment: A 3,000 word essay identifying a research problem in real estate markets on a specific issue (e.g., 'The market for and the demand for food outlets' or 'How could we measure the advantages and disadvantages of mortgage securitisation?') which will require the student to investigate data sources, suggest techniques of data

analysis and provide conclusions on the problem set. Topics must be agreed with the teacher responsible and students participate in small group seminars to prepare for their project.

GY460 Half Unit Techniques of Spatial Economic Analysis

This information is for the 2009/10 session.

Teacher responsible: Dr S Gibbons, S511

Availability: Intended for students on MSc Regional Science and MSc Regional and Urban Planning Studies and LSE-Sciences Po Double Degree in Urban Policy. Available as an option to students on other programmes who can show they are suitably qualified.

Course content: The aim of the course is to develop the technical tools necessary to understand and analyse spatial economic and social phenomena and to apply quantitative techniques to analyse economic and social problems, processes and policies at the urban and regional scale.

Econometrics of cross-sectional and panel data. Spatial data and spatial correlation. Spatial regression and statistical analysis for spatial data. Local analysis. Point pattern analysis. Indices of inequality and spatial inequality. Analysis of spatial interactions and discrete choice models. Application of these techniques to policy-relevant analysis in economic geography, regional and urban economics.

Teaching: 20 hours of lectures and 10 hours of seminars in the MT. Roughly half the seminars will take the form of classes to discuss pre-assigned exercises. The other half will involve discussion of pre-assigned papers.

Indicative reading: A detailed reading list will be distributed at the start of the course. The core technical material is covered in: A Fotheringham, C Brunsdon & M Charlton, *Quantitative Geography: Perspectives on Spatial Data Analysis*; P Diggle *Statistical Analysis of Spatial Point Patterns*.

Assessment: An unseen examination of two hours (75%) and a project of not more than 2,500 words to be handed in at a specified date in the ST (25%).

GY462 Half Unit Real Estate Finance

This information is for the 2009/10 session.

Teacher responsible: Dr Olmo Silva, S506a

Availability: Compulsory for MSc Real Estate Economics and Finance. Subject to availability optional for MSc Accounting and Finance and MSc Management and Regulation of Risk.

Course content: This course aims to provide students with concepts and techniques for analysing financial decisions in real estate development and investment. Topics include: basic real estate investment analysis and financial leverage; real options theory applied to real estate; real estate investment performance and portfolio considerations; fixed and flexible rate mortgage loans and mortgage payment issues; debt securitisation (secondary mortgage market & mortgage backed securities); tax transparent real estate investment vehicles (REITs); and international real estate

Teaching: Ten two-hour lectures and five two-hour classes (LT).

Formative coursework: Students will be expected to complete in-class exercises and one take-home case-study.

Indicative reading: Key texts are: Brueggeman, W. B. and J. D. Fisher (2005) *Real Estate Finance & Investments* (13th edition or newer), New York City, NY: McGraw-Hill/Irwin; Linneman, Peter (2004) *Real Estate Finance & Investments: Risks and Opportunities*, (2nd edition or newer). Philadelphia: Linneman Associates. A more detailed reading list will be handed out at the beginning of the course.

Assessment: A two-hour unseen written examination in the ST (100%).

GY464 Half Unit Race and Space

This information is for the 2009/10 session.

Teacher responsible: Dr Sharad Chari, S418

Availability: MSc Urbanisation and Development, MSc Cities,

Space and Society, MSc Regional and Urban Planning Studies, LSE-Sciences Po Double Degree in Urban Policy, MSc Environment and Development, MSc Human Geography (Research), MSc Development Management, MSc Development Studies, MSc Development Studies (Research), MSc Development Management and PhD Human Geography. Also available as an outside option.

Course content: This postgraduate course introduces students to key works in critical race, colonial and postcolonial studies, as applied to the social analysis of a series of geographical objects constructed at the interface of racial and spatial control. We will consider powerful archetypes like the colony, concentration camp, prison system, reservation, Bantustan, ghetto, slaving circuits, and Apartheid planning apparatus, through tools for situated, comparative analysis of racial spaces in the contemporary world? While postcolonial studies typically focuses on colonial legacies in literary and cultural-historic processes, it is rarely applied to the concerns of the political economy of capitalism and social control. By focusing the course thus, students will be able to integrate insights from older traditions of anti-colonial and diasporic black intellectual traditions, with more recent work in colonial, postcolonial and critical race studies, to complement their studies and research projects. Finally, this course uses a specifically geographical approach to the study of structural racism, through developments in human geography that attend specifically to the social production of space, to attend to the central questions of the course: how are racialized geographies made, reproduced, and transformed, and what critical tools might be useful to the linked tasks of anti-racism and spatial justice.

Teaching: Ten two-hour lecture/seminar (MT). The seminar is linked to readings for the week. Students will be expected to have read the readings for the week and come to the session prepared to engage in directed discussion.

Formative coursework: Students will write an essay between 2,000 and 2,500 words, to be submitted at the end of the LT. This is non-assessed.

Indicative reading: Reivel Netz 2004, *Barbed Wire: An ecology of modernity*, Wesleyan University Press; C.L.R. James 1989, *The Black Jacobins*, Vintage; Peter Linebaugh & Marcus Redicker *The Many-headed Hydra* Beacon, 2000; Franz Fanon 1963, *Wretched of the Earth*, Grove Press, New York; Edward Said 1983, *Orientalism*, Penguin Books; David Harvey 1975, *Social Justice and the City*, Edward Arnold; Steven Gregory 1998, *Black Corona: Race and the Politics of Place in an Urban Community*, Princeton; Valerie Kuletz 1998, *The Tainted Desert: Environmental Ruin in the American West*, Routledge; Ruth Wilson Gilmore 2005, *Golden Gulag*, University of California Press; Loic Wacquant 2006, *Deadly Symbiosis: Race and the Rise of Neoliberal Penalty*, Cambridge, Polity Press; Eyal Weizman 2002, *The Politics of Verticality*, Clarendon Press, Oxford./p>

Assessment: A 2,500 word essay (25%) and a two-hour examination (75%).

GY465 Half Unit Concepts in Environmental Regulation

This information is for the 2009/10 session.

Teachers responsible: Dr R Perkins, S413. Other teacher involved: Dr C Palmer

Availability: This course is available on MSc Biomedicine, Bioscience and Society, MSc Environment and Development, MSc Human Geography (Research), MSc Management and Regulation of Risk, MSc Local Economic Development, MSc Development Studies, MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy, MSc Regulation, MSc Regulation (Research), MSc Regional and Urban Planning Studies and LSE-Sciences Po Double Degree in Urban Policy. This course cannot be taken with **GY420 Environmental Regulation: Implementing Policy**.

Course content: This course provides critical insights into the nature, dynamics and practice of environmental regulation. It considers the rationale for policy intervention and the influence of different interest groups on environmental policy making. The course proceeds to examine the characteristics, design and

performance of different policy instruments, together with the various influences governing policy implementation processes. Within the context of debates about regulatory reinvention and reform, it also assesses the scope for and sources of policy change.

Teaching: Ten (one-and-a-half hour) lectures and nine (one-hour) seminars (MT).

Formative coursework: Students are expected to prepare one formative essay.

Indicative reading: While there is no one single text that covers all aspects of the course, you are strongly advised to consult the following:

Core reading: D Fiorino (2006) *The New Environmental Regulation*, London: MIT Press; J Holder and M Lee (2007) *Environmental Protection Law and Policy* (2nd edition), Cambridge: Cambridge University Press; S Bell and D McGillivray (2008) *Environmental Law* (7th edition), Oxford: Oxford University Press.

Assessment: There is a two-hour formal examination in the ST.

GY467 Half Unit Development, Diaspora and Migration

This information is for the 2009/10 session.

Teacher responsible: Dr Claire Mercer

Availability: MSc Contemporary Urbanism, LSE-Sciences Po Double Degree in Urban Policy, MSc Environment and Development, MSc Human Geography (Research), MSc Urbanisation and Development, MSc Development Studies, MSc Development Management, MSc Anthropology and Development, MSc Social Policy and Development. The course is also available as an outside option where regulations permit.

Teaching: 10 hours of lectures in the LT and 10 hours of seminars in the LT. One 1-hour revision session.

Formative coursework: One 1,500 word essay from a choice of three questions.

Indicative reading: Castles, S. and R. D. Wise (eds) (2008) *Migration and development: perspectives from the South*, International Organization for Migration, Geneva; de Haas, H. (2005) 'International migration, remittances and development: myths and facts', *Third World Quarterly*, 26, 8, 1269-1284; Mercer, C., B. Page and M. Evans (2009) *Development and the African Diaspora: place and the politics of home*, Zed, London; Mohan, G. (2002) 'Diaspora and development', in J. Robinson (ed.) *Development and displacement*, Oxford University Press, Oxford, 77-140; Orozco M. and R. Rouse (2007) *Migrant hometown associations and opportunities for development: a global perspective*, Migration Policy Institute; Smith, M.P. and L.E. Guarnizo (eds) (1998) *Transnationalism from below*, Transaction Publishers, New Brunswick NJ; Smith, M. P. (2000) *Transnational urbanism*, WileyBlackwell; Vertovec, S. and R. Cohen (eds) (1999) *Migration, diasporas and transnationalism*, Edward Elgar, Cheltenham.

Assessment: One 2 hour examination in the ST (75%) and one 2,500 word essay (25%).

Course content: The aim of this course is to examine the relationship between diasporas, migrants and development. In particular, the course encourages students to develop a critical understanding of the role of different diasporas in political, social and economic development. This will be achieved through (i) a critical consideration of key theoretical concepts, including diaspora, migration, transnationalism and development, (ii) an engagement with policy debates on diaspora and migration, paying particular attention to the 'migration-development nexus', and debates about 'social cohesion' in host societies, (iii) an exploration of a number of key sites where diasporas intervene in development, including politics, remittances, trade, and associational life. The course will draw on examples of diasporas from the Global South, with a particular emphasis on the African diaspora.

GY499 Dissertation

This information is for the 2009/10 session.

Teacher responsible: Programme Director of relevant MSc programme. Other teacher involved, Professor Andy Thornley, S420

Availability: For students taking MSc Contemporary Urbanism,

LSE-Sciences Po Double Degree in Urban Policy, MSc Environmental Policy and Regulation; MSc Environment and Development; MSc Human Geography (Research); MSc Local Economic Development; MSc Real Estate Economics and Finance; MSc Regional and Urban Planning Studies, MSc Urbanisation and Development and MSc Regional Science.

Course content: The dissertation may be on any topic within the field of the MSc programme studied. Approval for the topic must be obtained from the relevant Programme Director.

Arrangements for supervision: The dissertation should take the form of a personal investigation of an issue identified by the candidate. It may include some original fieldwork, or other empirical analyses, or derive more substantially from a review of secondary sources. In either case, candidates are expected to offer original reasoned argument and interpretation and show evidence of competence in research methods. Guidance on topic selection and methods will be organized by each Programme Director and will include three individual tutorials. The dissertation is primarily a reflection of the candidate's own work; hence feedback will not be given on drafts of the dissertation, and no supervision will be provided after the end of the summer term.

Teaching: Two Lectures in weeks 7 and 9 of the MT: An introduction to preparing, planning and writing a Master's dissertation, including choosing a topic, writing and keeping track of sources, time management and data sources and information handling.

Assessment: The course is assessed 100% by Dissertation.

Dissertations must be submitted on a specified date in late August/early September in the academic year registered (Full-Time), or the subsequent year (Part-Time). Exact dates will be provided in Induction materials. They must not exceed 10,000 words and must be word processed, fully referenced using a recognized citation system, and include a statement of originality.

HY400 Crisis Decision-Making in War and Peace, 1914-1991

This information is for the 2009/10 session.

Teacher responsible: Dr Heather Jones

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

Pre-requisites: The course is intended for students with or without a detailed knowledge of the international relations of the twentieth century.

Course content: The history of international relations from the First World War to the post-Cold War period. Particular stress is placed upon key turning points and on crisis decision-making. Topics examined in this course include German decision-making 1914; Peacemaking, 1919; the Ruhr crisis; Manchurian, Abyssinian and the crises of collective security; the Munich conference; the Nazi-Soviet Pact; the outbreak of the Pacific War; the decision to drop the Atomic bomb; the origins of containment; the decision on Palestine, 1948; the Berlin Blockade; the Korean War; the Suez crisis; the Cuban missile crisis; the US and Vietnam; the Arab-Israeli wars of 1967 and 1973; Iran, Afghanistan and the fall of détente; the end of the Cold War; the first Gulf 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*; R.W. Boyce and J.A. Maiolo (eds.), *The Origins of World War Two: The Debate Continues*; T.E. Vadney, *The World Since 1945*; A. Best, J.M. Hanhimaki, 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*; D. Stevenson, *1914-1918: the History of the First World War*; Z. Steiner, *The Lights that Failed: European International History, 1919-1933*; 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 are 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.

HY409

Origins and Conduct of the Second World War, 1935-1945

This information is for the 2009/10 session.

Teacher responsible: Professor M Knox, E410

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: The course covers three themes in the history of the Second World War that are normally treated separately, but were in reality inextricably intertwined: its diplomatic, internal-political, and ideological origins; its military, strategic, and economic preparation; and its conduct by governments and peoples. The course aims to introduce students to a variety of methods and interpretative perspectives; to provide comprehensive understanding of the origins, events, and dynamics of the Second World War; to offer a firm basis for more advanced historical work in this and other areas; and to provide the factual grounding and conceptual apparatus necessary to understand the contemporary implications of the greatest war in history. After an introduction to the structure of world politics in the interwar period and to the military, economic, political, and strategic lessons the powers drew from the Great War, the course will analyse German rearmament and foreign policy, the responses of the major powers, the crises of 1935-39, the outbreak of the war, its diplomatic and strategic structure and turning-points, the military-economic balance, the role of ideology in diplomacy, strategy, and unit-level fighting power, the wars in East Asia and the Pacific, in the air, and at sea, the final destruction of National Socialist Germany and Imperial Japan, and the emerging conflict between the victors.

Teaching: 22 two-hour weekly seminar meetings (HY409, MT, LT, ST).

Formative coursework: Students will be expected to submit three 3,000-word essays, two in MT and one in LT, from topics designated in the course reading list and in addition to complete a one-hour mock examination in ST. Essays do not form part of the final course assessment, but are an expected component of the course, and essential preparation for the course examination.

Indicative reading: A detailed course outline and reading list will be provided at the first meeting, and will also be found, along with other course materials, in the departmental public folders. The following works offer useful background: G Weinberg, *The Foreign Policy of Hitler's Germany* and *A World at Arms*; W Murray, *The Change in the European Balance of Power, 1938-39*; M Knox, *Mussolini Unleashed, 1939-1941 and Common Destiny*; A Iriye, *The Origins of the Second World War in Asia and the Pacific*; O Bartov, *Hitler's Army: Soldiers, Nazis, and War in the Third Reich*; R B Frank, *Downfall: The End of the Imperial Japanese Empire* (New York, 1999).

Assessment: The course is assessed entirely through a three-hour formal examination in the ST. Candidates will be expected to answer three questions.

HY411

Democracy, Dictatorship and Foreign Intervention: Spain and the Great Powers, 1931-1953

This information is for the 2009/10 session.

Teacher responsible: Dr N P Ludlow, E502

Availability: For MSc Comparative Politics, MSc European Identities, MA/MSc History of International Relations, MSc History of Nationalism, 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 MSc 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; the Council of Europe; 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, and developments in the 1970s and 1980s; recapitulation and themes.

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: Four essays will be required in the course of the year. The second essay in the LT will be an assessed piece of work counting towards the final assessment.

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.

HY412

Democracy, Dictatorship and Foreign Intervention: Spain and the Great Powers, 1931-1953

This information is for the 2009/10 session.

Teacher responsible: Professor P Preston, J314

Availability: For MA/MSc History of International Relations, MSc Theory and History of International Relations, MSc History of Nationalism, LSE-Columbia University Double Degree in

International and World History and LSE-PKU Double Degree in MSc International Affairs.

Course content: A detailed analysis of the relationship between political and social tensions within Spain and the international context of the pre-1939 period, the Second World War and the Cold War. The course consists of three chronologically linked sections. It will examine the international dimension of the Spanish Civil War and the interplay between domestic and international factors in determining its outcome. It will then analyze the causes and consequences, international and domestic, of Spanish neutrality in the Second World War. Finally, it will examine the process of transition from international ostracism of the Franco dictatorship, the United Nations condemnations of 1945 and 1946, through to international acceptance in the form of the Spanish-U.S. Pact of Madrid signed in 1953.

Teaching: There are 20 hours of lectures (shared with HY209) and 20 hours of classes (HY412) given by Professor P Preston.

Indicative reading: A very substantial reading list is issued at the beginning of MT. The following titles are strongly recommended as preliminary reading: S Balfour & P Preston (Eds), *Spain and the Great Powers* (Routledge, 1999); B Liedtke, *Embracing A Dictatorship: US Relations with Spain, 1945-53* (Macmillan, 1998); C Leitz & D J Dunthorn (Eds), *Spain in an International Context, 1936-1959* (Berghahn Books, New York, 1999); D Little, *Malevolent Neutrality: The United States, Great Britain, and the Origins of the Spanish Civil War* (Cornell University Press, 1985); P Preston, *A Concise History of the Spanish Civil War* (Fontana Books, 1996); P Preston, *Franco: A Biography* (HarperCollins, 1993); R Rein, *Spain and the Mediterranean since 1898* (Frank Cass, 1999); H Thomas, *The Spanish Civil War* (Penguin, 1977).

Assessment: There will be a three-hour written examination in the ST in which the candidate will be required to answer three questions.

HY422

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

This information is for the 2009/10 session.

Teacher responsible: Dr Steven Casey, E601

Availability: Intended primarily for MA/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 MSc 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 three 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

This information is for the 2009/10 session.

Teachers responsible: Dr Joan-Pau Rubiés, E500 (TR 2009-10); Dr Joanna Lewis; Professor Dominic Lieven; Dr Sujit Sivasundaram

Availability: Intended primarily for MSc Empires, Colonialism, Globalisation. Also available for MA/MSc History of International Relations, MSc Global History, MSc Race, Ethnicity and Post-Colonial Studies, MSc History of Nationalism, 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 history of empires and their legacy in the contemporary world. It analyses specific imperial formations, from classical Rome through to the contemporary era. It explores comparative and theoretical debates concerning how empires are run, the dynamics of their success and decline and the ways in which they manage multi-ethnicity and nationalisms. It looks at imperial ideologies, the processes of decolonisation and the emergence of 'neo-colonialism' in the twentieth century. The course also explores the extent to which the imperial past has helped to shape the processes of globalisation in the contemporary world, including a look at the hegemonic power of Soviet Union and the USA in the twentieth century. Themes covered will include the emergence of European commercial and territorial empires, the conquest of America, the Ottoman empire, early-modern agrarian empires in Mughal India and Qing China, the British empire in India, imperialism in the liberal age, the colonization of Africa. 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 19 one-hour lectures taught by a team of specialists and 20 one-hour and a half seminars taught within the Department of International History, ten each in the Michaelmas and Lent terms.

Indicative reading: Full Reading lists will be provided. As introductory reading, students should consult M Doyle, *Empires*, Cornell University Press, Ithaca, 1986; P Kennedy, *The rise and fall of the great powers*, 1988; J Tracy (Ed), *The Political Economy of Merchant Empires*, Cambridge, 1993; 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; G Lundestad, *The Fall of Great Powers*, Oxford University Press, 1994.

Assessment: Three-hour written examination in the ST.

HY424

The Napoleonic Empire: The Making of Modern Europe?

This information is for the 2009/10 session.

Teacher responsible: Dr Paul Keenan, E391

Availability: For MA/MSc History of International Relations, MSc Comparative Politics, MSc History of Empires, MSc History of Nationalism 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, not only at the time but also in the later nineteenth and twentieth centuries.

The making 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 which remained outside it and on the non-European world; the diplomacy of war and the diplomatic ‘system’ which 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; developments in culture and the arts in support or reaction to the empire; the ‘myth’ of empire; case study of the use of the Napoleonic myth in the twentieth century (the 1812 and 1941 invasions of Russia compared in Soviet literature). Extensive use will be made of primary materials.

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, *The Napoleonic Empire*; M Broers, *Europe under Napoleon 1799-1815*; S J Woolf, *Napoleon's Integration of Europe*; C Esdaile, *The French Wars 1792-1815*; O Connolly, *Napoleon's Satellite Kingdoms*; P Geyl, *Napoleon, For and Against*.

Assessment: A three-hour written examination in the ST.

HY426

The European Enlightenment, c1680-1830

This information is for the 2009/10 session.

Teacher responsible: Dr Tim Hochstrasser, E407

Availability: Intended primarily for MA/MSc History of International Relations and MSc Theory and History of International Relations students. Optional for MSc European Studies: Ideas and Identities, MSc History of Nationalism, 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 of the Enlightenment through a reading of selections from the writings of the leading political, scientific and philosophical thinkers of the period. The chronological framework of the Enlightenment is taken to be Europe between the reign of Louis XIV and the end of the Bourbon Restoration in France in 1830. The Enlightenment is conventionally taken to be 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 and Kant, among others, will be highlighted, and fleshed out with a detailed study of selected texts including the writings of Voltaire, Gibbon, Smith and Diderot.

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: Four assignments are required, two essays of up to 3,000 words each, a formal assessed presentation, and a mock examination (in the ST).

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.

HY427

Germany, Europe and the World, c. 1945-1990: the creation of humanitarian aid and policies in the Cold War era

This information is for the 2009/10 session.

Teacher responsible: Dr Antony Best

Availability: Optional on MA/MSc History of International Relations, MSc Theory and History of International Relations, MSc History of Empires, LSE-PKU Double Degree in International Affairs, MSc LSE-Columbia University Double Degree in International and World History. The course is also available as an outside option where regulations permit.

Course content: Efforts to ‘Make Poverty History’ (to invoke a current slogan) have a past which is worth studying to better understand the present-day dilemmas of the existing aid systems. Many humanitarian and development agencies originated in the era following the Second World War. So did some of the fundamental ideas and motivations underpinning them. It was the devastation in war-torn Europe itself which first triggered aid efforts before repeated crises and political/ economic interests in former colonies turned European attention towards other parts of the world. The course examines the entanglement between European domestic and foreign affairs and their relations to the Third World. In a comparative perspective, Germany will be in the focus of attention. Its history exemplifies many of the paradoxical features of humanitarian aid and development.

Teaching: 18 hours of seminars in MT and 20 hours of seminars in LT. Two hours of seminars in the ST.

Formative coursework: Three 3,000 word essays to be submitted in MT and LT, and one mock exam in ST.

Indicative reading: Berman, Nina, *Impossible missions? German economic, military, and humanitarian efforts in Africa*, Lincoln 2004; Bessel, Richard / Schumann, Dirk (eds.), *Life after death: approaches to a cultural and social history of Europe during the 1940s and 1950s*, Cambridge 2003; Easterly, William, *The white man's burden: why the efforts to aid the rest have done so much ill and so little good*, New York 2006; Havinden, Michael / Meredith, David (eds.), *Colonialism and development: Britain and its tropical colonies, 1860-1960*, London 1993; Reinisch, Jessica (ed.), *Relief in the Aftermath of War*, special issue, *Journal of Contemporary History* 43/3, pp. 371-551; Rist, Gilbert: *The history of development: from western origins to global faith*, transl. by Patrick Camiller, London 1997, 69-108; Schulz, Brigitte H., *Development policy in the Cold War era: the two Germanies and sub-Saharan Africa, 1960-1985*, Münster 1995; Staples, Amy L. S., *The birth of development: how the World Bank, Food and Agriculture Organization, and World Health Organization changed the world, 1945-1965*, Kent, Ohio, 2006; West, Odd Arne, *The global cold war: third world interventions and the making of our times*, Cambridge, 2005.

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

HY429

Anglo-American Relations from World War to Cold War

This information is for the 2009/10 session.

Teacher responsible: Dr N Ashton, E408.

Availability: For MA/MSc History of International Relations, MSc Theory and History of International Relations, MSc History of Empires, 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: Four pieces of written work must be submitted by students taking this course. These consist of three 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.

Assessment: A three-hour written examination in the ST.

HY432 Not available in 2009/10

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

This information is for the 2009/10 session.

Teacher responsible: Dr K Spohr Readman, E507.

Availability: For MA/MSc History of International Relations, MSc Theory and History of International Relations, MSc History of Nationalism, 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 *Ostpolitik* and the reunification of Germany; the collapse of the Soviet Union, the collapse of the Soviet Empire; the Rhodesian Settlement; the Falklands and Gulf Wars; America and her Western European partners; the Single European Act, the ERM and the Maastricht Treaty; the security arrangements of Russia and NATO after the fall of communism; Germany after reunification; Eastern Europe after communism; Russia and the former territories of the USSR; Italy after the fall of communism.

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

Formative coursework: Short class papers, engagement in role play, a number of discussions on Moodle, and four essays will be required, one of which will be a 4,000 word assessed essay in LT.

There will be a one-hour timed essay in ST.

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*; Philip Zelicow & Condoleeza Rice, *Germany Unified and Europe Transformed*; 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*; 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.

HY433

Cultural Encounters from the Renaissance to the Modern World

This information is for the 2009/10 session.

Teachers responsible: Dr J-P Rubies, E500, and Dr Sujit Sivasundaram, E602

Availability: For MA/MSc History of International Relations, MSc Theory and History of International Relations, MSc History of Nationalism, MSc History of Empires, MSc Race, Ethnicity and Post-Colonial Studies and LSE-Columbia University Double Degree in International and World History. Students taking other taught Master's programmes may take this course where appropriate.

Course content: The aim of this seminar-course is to address from a historical perspective fundamental questions about European imperialism, colonial contexts for cross-cultural interaction, the role of perceptions of the other, issues of gender and religion in situations of cultural conflict, and the role of non-Europeans in the making of the West.

Through a series of well-defined case-studies, the course will seek to offer a coherent historical perspective on a legacy of cross-cultural encounters over more than five-hundred years, from the late Middle Ages up to the 20th century.

Each seminar will address specific questions about a key, well-defined scenario, combining two kinds of issues: power struggles and perceptions of 'the other'. Case studies will be evenly spread to include examples from Africa, Asia, America, the Pacific and the Mediterranean. Topics will include: Medieval ethnography, Christian and Muslim; Europe's inner enemies: Jews and moriscos; First encounters with American Indians; American civilizations: Spanish and Peruvians; The debate on the nature of the American Indians; Jesuit accommodation and the rites controversy in China; Independent travellers as observers in India; The debate on Oriental despotism; Captain Cook and the Pacific islands; The depiction of Pacific islanders in the early nineteenth century; Indigenous responses to British expansion; The European view of "ancient" India; Christian evangelism in India and the sati debate; The 'invention' of caste; The display of foreign peoples in Europe; The fears of 'going native' in the tropics; The notion of race and racism in empire; Orientalism and Islam 1800-1860; European ideas about "tribes"; Missionaries and the clitoridectomy debate; Whenever possible, both Western and non-Western sources will be considered. The discussion in each seminar will draw on a combination of secondary sources and primary material.

Teaching: 20 two-hour seminars and two revision classes.

Formative coursework: Students will be required to write three essays and a timed essay.

Indicative reading: A full Reading list will be issued at the start of the course. Besides primary texts, key readings include: S Schwartz, *Implicit understandings. Observing, reporting and reflecting on the encounters between Europeans and other peoples in the Early-Modern era* (1994); J Larner, *Marco Polo and his description of the world* (1999); D Brading, *The first America* (1991); A Pagden, *The fall of natural man* (2nd edn, 1986); L Hanke, *All mankind is one* (1974); A Gerbi, *The dispute of the New World* (1973); J Spence, *The memory palace of Matteo Ricci* (1985, rep. 1999); J Rubies, *Travel and ethnology in the Renaissance* (Cambridge,

2000); P Marshall & G Williams, *The great map of mankind: British perceptions of the world in the age of the Enlightenment* (London, 1982); A Grossrichard, *The sultan's court. European fantasies of the East* (London, 1998); B Smith, *European vision and the South Pacific* (1985); M Sahlins, *How 'natives' think. About captain Cook, for example* (1995); R Inden, *Imagining India* (1990); Lata Mani, *Contentious Traditions. The Debate on Sati in Colonial India* (Berkeley, 1998); B Cohn, *An Anthropologist among Historians and Other Essays* (Oxford and Delhi, 1988); Aziz-al-Azmeh, *Islams and Modernities*; Frederick Cooper and Ann Laura Stoler eds. *Tensions of empire: Colonial cultures in a bourgeois world* (California, 1997); Nicholas Dirks ed. *Colonialism and culture* (Ann Arbor, 1992); R Hyam, *Empire and Sexuality: the British Experience* (Manchester, 1991); M Sahlins, *Tribesmen* (Englewood Cliffs NJ, 1968).

Assessment: One three-hour unseen examination (100%).

HY434 Not available in 2009/10 The Rise and Fall of Communism in Europe 1917-1990

This information is for the 2009/10 session.

Teacher responsible: Professor Anita J Prazmowska, E506

Availability: Primarily for postgraduate students registered for the following degrees: MAMSc History of International Relations, MSc Theory and History of International Relations, MSc History of Empires, MSc History of Nationalism, LSE-Columbia University Double Degree in International and World History and LSE-PKU Double Degree in MSc 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 timed one hour essay during LT.

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 Geiger, *Sun, 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

This information is for the 2009/10 session.

Teacher responsible: Dr K 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:

- To examine the evolution of political Islam as a set of ideas.
- To compare and contrast different models of Islamic State.
- To explore the strategies used by Islamist movements to Islamise a state as well as state strategies to prevent this.
- To explore the phenomena of transnational Islamism and international jihadism.
- To analyse and evaluate the relationship between Islam and the West.
- 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 – the Wahhabis, the Sanussiyya, and the Mahdiyya; Models of Islamic State – Iran, Pakistan, Afghanistan, Malaysia and Sudan; Islamist Movements – Muslim Brotherhood, Hizb'allah, Hamas, the Islamic Salvation Front, Darul Islam, the Moro Islamic Liberation Front and Abu Sayyaf; transnational Islam and international jihadism – Jama'at Islamiyya and al-Qaeda; Islam and the West.

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 three 2,500 word essays, and a one-hour timed essay. These should be submitted to the Departmental Office no later than 12pm on the due date.

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).

HY436

Race, Violence and Colonial Rule in Africa

This information is for the 2009/10 session.

Teacher responsible: Dr Joanna Lewis

Availability: For MA/MSc History of International Relations, MSc Theory and History of International Relations, MSc Race, Ethnicity and Post-Colonial Studies, MSc History of Empires, MSc History of Nationalism, LSE-Columbia University Double Degree in International and World History and LSE-PKU Double Degree in MSc 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 impact of the Second World War on Africa; 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; decolonisation and the 'wind of

change'; the rise and fall of 'white' Rhodesia; the wars of liberation in the Portuguese colonies; the fall of the apartheid state; the legacy of colonialism in Africa; the emergence of African dictatorships.

Teaching: 22 two-hour seminars.

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

Indicative reading: N Mandela, *Long Walk to Freedom* (1994); J Iliffe, *Africans: The History of a Continent* (1995); 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); Andrew Thompson, *The Empire Strikes Back: Britain and Imperialism* (2005); David Cannadine, *Ornamentalism: how the British saw their empire* (2001); Bernard Porter, *The Absent Minded Imperialists* (2004); B. Porter, *The Lion's Share: A Short History of British Imperialism 1850-1995*; P. Hoffenberg, *An Empire on Display: English, Indian and Australian Exhibitions from the Crystal Palace to the Great War* (2001); D Gilmour, *The ruling caste: Imperial lives in the Victorian Raj* (2005); S Gilkandi, *Maps of Englishness: Writing Identity in the Culture of Colonialism* (1996); P Clarke, *Hope and Glory: Britain 1900-1990* (1997); B Shwarz, *The Expansion of England: Race, Ethnicity and Cultural History 1714-1980* (1983, 1996); K Robbins, *The Eclipse of a Great Power: Modern Britain 1870-1975* (1983, 1994); R McKibbin, *The Ideologies of Class: Social relations in Britain 1880-1950* (1990)

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

HY437

'Global Oceans': Empires, Ideas and Migrations, 1750-1914

This information is for the 2009/10 session.

Teacher responsible: Dr. Sujit Sivasundaram

Availability: MSc History of Nationalism, MSc History of Empires, MA/MSc History of International Relations, MSc Theory and History of International Relations, MSc International Affairs, MSc International and World History, MSc Global History and MA Global Studies: A European Perspective. Also available to students on the LSE-PKU Double Degree in MSc International Affairs. The course is also available as an outside option where regulations permit.

Course content: What will the narrative of the birth of the modern world look like if we take an oceanic perspective?

This course will explore the role of the oceans -the Indian, Pacific and Atlantic -- in giving birth to our modern world, and in particular to globalisation.

Students will study several types of oceanic connections. First how empires were shaped by oceans in the long nineteenth century; for empires used coastal regions as stepping stones to wider imperial programmes of trade and colonization. Second, how people, from elites to labourers, moved with the expansion of empires, taking with them particular cultures, religions and political ideas. Third how ideas were globalised across the oceans, leading to new forms of patriotism, rights and nationalism; and new kinds of knowledge such as science, medicine, art and orientalism.

Globalisation is seen to be the recent product of a shrinking world, yet this course seeks to historicise globalisation, by thinking through a particular moment in its history, which was linked to the great seas and to routes of shipping. Like us, many people in the long nineteenth century felt that theirs was a world which was becoming smaller, and that new exchanges were possible across vast distances. In historicising globalisation, we will be able to reflect more critically on our own condition.

In addition to seminars at the LSE, we will make four visits to the National Maritime Museum. The purpose of these visits is for students on the one hand, to be given access to unique historical materials. The Museum will allow students to handle objects, and curatorial staff will be on hand to advise on how to use these objects as historical sources. A second objective is for students to learn how a museum works, and also to consider how a museum creates and disseminates international history. As part of the assessment each student will complete an assignment based on

materials at the Museum, and this will give them the chance to put into practice the experience of these visits, by understanding the research skills associated with doing historical work in museums.

Teaching: 16 hours of seminars in the MT and two visits to the National Maritime Museum. 16 hours of seminars in the LT and 2 hours of seminars in the ST.

Formative coursework: The formative course work will include two essays to be written in Michaelmas Term of 2,500 words each.

Indicative reading: Chris Bayly, *The Birth of the Modern World 1780-1914* (2004)

Bernard Bailyn, *Atlantic History: Concepts and Contours* (2005)

Rainer Buschmann *Oceans in World History* (2006)

D. Cannadine ed. *Empire, the Sea and Global History* (2007)

Sugata Bose, *A Hundred Horizons: The Indian Ocean in the Age of Global Empire* (2006)

Greg Denning, *Mr Bligh's Bad Language: Passion, Power and Theatre on The Bounty* (1992)

A.G. Hopkins ed. *Globalization in World History* (2002)

Adam McKeown, *Melancholy Order: Asian Migration and the Globalization of Borders* (2008)

Thomas Metcalf, *Imperial Connections: India in the Indian Ocean Arena, 1860-1920* (2007)

Bernard Smith, *Imagining the Pacific: In the Wake of the Cook Voyages* (1992)

Assessment: A 3,000 word project essay (25%) and a 3-hour exam in the ST (75%)

HY451

Persecution in Europe: From Witch-Hunts to Ethnic Cleansing

This information is for the 2009/10 session.

Teacher responsible: Professor M J Rodriguez-Salgado, E603

Availability: For MSc Theory and History of International Relations, MA/MSc History of International Relations, MSc History of Nationalism, LSE-Columbia University Double Degree in International and World History and as an outside option where regulations permit.

Course content: This is a unique and challenging course. It examines the mentality behind the savage persecutions of certain 'out-groups' in Europe from the Renaissance to the present day, and the mechanisms that were employed to achieve their execution or expulsion. The European witch-craze has been repeatedly used as a paradigm to explain processes of persecution. Consequently, the course begins with an in-depth study of the ideological underpinning and practical processes that allowed the witch-craze to take place. It moves on to consider other persecution and mass extermination: the expulsion of Muslims from Spain; French Revolutionary Terror and Genocide; the Stalinist pogroms in Russia and Eastern Europe; the Holocaust and Nazi policies of extermination ethnic cleansing in the Balkans and recent panics over Child Abuse and Terrorism'. Issues such as the psychology of mass fear, moral panics, political expediency and the control of the masses will be investigated, alongside notions of how gender, race, age and place of origin might make some groups vulnerable to persecution. Psychological explanations for violent and coercive interactions will be looked at, as well as processes of persecution, especially changes to legal theory and practice. We will also devote three sessions to the emergence of Toleration and Human Rights and consider why they have failed to put a stop to these persecutions. The course will make use of a diverse range of primary and secondary materials, as well film and fiction. Ambitious and conceptually challenging, it requires that students both enter and yet distance themselves from other mentalities in order to understand persecution in Europe across the centuries, and why theories of toleration have made little progress.

Teaching: The course will be taught in two-hour seminars.

Minimum contact hours: 44.

Formative coursework: Four formal pieces of work are required: two essays of up to 3,000 words; a substantive class presentation, and a mock exam (timed essay). Feedback will be given for all these. In addition, students are expected to do reading prior to each class and may be assigned specific, brief contributions to the class.

Indicative reading: A full bibliography will be provided at the start of the course, but students will find the following useful: N Cohn, *Europe's Inner Demons*; B P Levack, *The Witch-hunt in Early-Modern Europe* (2nd edn), J Oplinger, *The Politics of Demonology. The European Witch-craze and the Mass Persecution of Deviance*; J La Fontaine, *Speak of the Devil. Tales of Satanic Abuse in Contemporary England*; *The Policy of Ethnic Cleansing*. Final report of the United Nations Commission of Experts. www.ess.uwe.ac.uk/comexpert/ANX/IV.htm; F Chalk & K Jonassohn, *The History and Sociology of Genocide*; M Mann, *The Darkside of Democracy: Explaining Ethnic Cleansing*; H Kamen, *The Rise of Toleration*. M. Shaw, *What is genocide?*

Assessment: Three-hour examination in the ST.

HY456 Not available in 2009/10 Sex, Race and Slavery: The Western Experience This information is for the 2009/10 session.

Teacher responsible: Dr Alan Sked, E503

Availability: For MA/MSc History of International Relations, MSc Theory and History of International Relations, 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: This course is designed to enable students both to examine historical change over a much longer period than usual and to examine how human beings behave in contexts which are not exclusively-or even mainly-political. The focus of the course is the individual as a member of a race, family, or sexual group, rather than as a political animal. The subjects chosen interact at all stages of history: slavery involved the enslavement of different races and the need to justify this by inventing theories of race; sexual fears often conditioned relations between races; while the sexual exploitation of slaves has been a constant throughout history. The advent of Christianity certainly altered attitudes and practices with regard to all three; but change came at different times and at different speeds in each distinct area of study. This course examines how and why.

The course concentrates on the following themes: attitudes towards race in the classical world; Christianity and race; western attitudes to slavery; the rise and fall of the slave trade; ethnic perils and imperialism; decolonization; anti-semitism; scientific racism; fascism/nazism; racism as a contemporary problem; multi-culturalism; race relations and immigration; sexual attitudes in the classical world; sex in the Christian era; sexual revolutions; the history of women; the history of gays.

Teaching: One one-hour lecture per week and one one-hour seminar per week for twenty weeks.

Formative coursework: Four essays and some class papers during the academic year.

Indicative reading: A detailed reading list will be distributed at the start of term. Key books include; John Boswell, *Christianity, Social Tolerance and Homosexuality*. Gay People in Western Europe from the beginning of the Christian Era to the Fourteenth Century; Leonie Archer (Ed), *Slavery and other forms of Unfree Labour*; Robin Blackwell, *The Overthrow of Colonial Slavery, 1776- 1848*; and Michael Burleigh & Wolfgang Wippermann, *The Racial State. Germany, 1939-1945*.

Assessment: A three-hour written exam in the ST, in which the candidates will have to answer three questions.

HY458 LSE-Columbia University Double Degree Dissertation

This information is for the 2009/10 session.

Teacher responsible: Dr Tanya Harner, E395

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

Pre-requisites: During their first year at Columbia University, students will submit a historiographical essay, and an annotated bibliography, related to the topic of dissertation/ thesis chosen for the second year. In November of their year in Columbia University,

students identify a topic of their dissertation/thesis.

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 historiographical themes and 15 sessions in which the students will each present material from their dissertations for group discussion, evaluation and analysis.

Teaching: Ten two-hour seminars in MT and Ten two-hour seminars in LT .

Formative coursework: Students will make a presentation on their dissertation material- a peer review and course teacher evaluation will be provided on this.

Indicative reading: A full reading list 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*.

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

HY461 East Asia in the Age of Imperialism, 1839-1945 This information is for the 2009/10 session.

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%.

HY462**From Nationalism to Fascism: Europe, 1890-1939****This information is for the 2009/10 session.****Teacher responsible:** Dr Heather Jones**Availability:** MA/MSc History of International Relations, MSc History of Nationalism, MSc History of Empires, MSc Theory and History of International Relations, LSE-PKU Double Degree in International Affairs and LSE-Columbia University Double Degree in International and World History. It is available as an outside option.**Pre-requisites:** There are no formal pre requisites for the course, but background reading on twentieth-century European history is recommended.**Course content:** The course re-appraises the European political upheavals of the first half of the twentieth century, taking its leading theme issues of national identity and nationalism. It centres on the origins and impact of the 1914-1918 war and on the road from the First World War to the Second, concentrating on the circumstances in which nationalist movements gained or lost popular support and political influence.

Approaches to the history of nationhood and nationalism; national identity in Germany, France, and Britain before 1914; patriotism and nationalism during World War One; the impact of war and the politics of self-determination (Zionism and the Balfour Declaration, the break-up of Austria-Hungary, independence and partition in Ireland); the cult of war memory and the 'front generation'; nationalism and the rise of Fascism and Nazism in Italy and Germany; the Habsburg successor states; nationalism and civil war in Spain; patriotism and nationalism in inter-war France and Britain.

Teaching: 21 two-hour seminars in the MT, LT and ST: one mock exam in ST.**Formative coursework:** Each student will be required to write four essays over the academic year, including one essay for continuous assessment in the LT and one mock examination answer in the ST.**Indicative reading:** A detailed reading list will be issued at the start of the course. Recommended introductory works include: J. Breuilly, *Nationalism and the State*; O. Zimmer, *Nationalism in Europe, 1890-1940*; A. J. Nicholls and P. M. Kennedy, eds, *Nationalist and Racist Movements in Britain and Germany before 1914*; P. Nora, ed, *Realms of Memory*; D. Stevenson, *1914-1918: The History of the First World War*; G. Mosse, *Fallen Soldiers: Reshaping the Memory of the World Wars*; D. Vital, *A People Apart: the Jews in Europe, 1789-1945*; R. O. Paxton, *The Anatomy of Fascism*.**Assessment:** One three-hour unseen examination paper taken in the ST will account for 75% of the overall grade for the course. The third essay written during the academic year (3,000 words in length) will be assessed and make up the remaining 25%.**HY463****The Origins of the Cold War, 1917-1962****This information is for the 2009/10 session.****Teacher responsible:** Professor Arne Westad, B206**Availability:** MA/MSc History of International Relations, MSc Theory and History of International Relations, MSc History of Empires, LSE-PKU Double Degree in International Affairs and LSE-Columbia University Double Degree in International and World History. This course is capped at 30 students.**Course content:** This course examines the rise of the Cold War as an international system during the period from the Russian Revolution up to the Cuban Missile Crisis. The course centres on how markets, ideas, and cultural interactions affected political discourse, diplomatic events, and strategic thinking in the early 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.

There will be meetings on the following topics: the Cold War and the International History of the Twentieth Century; Ideology and the Origins of the Cold War, 1917-62; The Configuration of the International System and the Origins of the Cold War; The World Economy and the Cold War, 1917-1962; The United States and the Post-War World, 1944-1953; The Soviet Union and the Postwar World, 1944-1953; Great Britain and the Cold War from World

War II to Suez; The Marshall Plan and the Formation of NATO; The Division of Germany; The Sovietization of Eastern Europe, 1944-1953; Cold War in the Balkans from the Greek Civil War to Soviet-Yugoslav Normalization; The United States and Japan, 1945-1960; The Communist Victory in China and the Origins of the Korean War; The Korean War; The Sino-Soviet Alliance and the Cold War in Asia, 1954-1962; Eastern Europe from 1953 to the Aftermath of the 1956 Revolutions; Soviet Foreign Policy from Stalin's Death to the Cuban Missile Crisis; US National Security Policy from Eisenhower to Kennedy; Nuclear Weapons and the Escalation of the Cold War, 1945-62; Culture and Cold War in Europe, 1945-1962.

Teaching: Eleven one-hour survey lectures and 22 one-and-a-half hour seminars. 44 contact hours in all. The lectures are joint with HY206, covering the following topics: the New International History of the Cold War; the Breakdown of the Grand Alliance, 1943-1946; the Division of Germany; the Iron Curtain; the Marshall Plan and NATO; the United States and Japan, 1945-1965; the Outbreak of The Korean War (SC); US Cold War Interventions; the Sino-Soviet Alliance; the 1956 Hungarian Revolution; the Cuban Revolution and the 1962 Missile Crisis.**Formative coursework:** Each student is required to write four essays during the year, including one assessed essay and one mock examination.**Indicative reading:** O.A. Westad and M. Leffler, eds., *The Cambridge History of the Cold War* (selected chs.); O.A. Westad and J. Hanhimäki, 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 Divided*.**Assessment:** One assessed essay due in the LT (25%) and a three-hour written examination in the ST (75%).**HY464****Not available in 2009/10****Crises and Detente in the Cold War, 1962-1979****This information is for the 2009/10 session.****Teacher responsible:** Professor O.A. 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 Détente, 1975-1983, Islamism, the Iranian Revolution, and the Soviet Intervention in Afghanistan, European Integration and Cold War, Détente in Europe, 1962-1975, Cold War and the Transformation of the Mediterranean, 1960-1975, Eastern Europe: Cold War and Détente, 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, Détente, 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. Hanhimäki, 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.

HY475 Not available in 2009/10 International History Since 1900

This information is for the 2009/10 session.

Teacher responsible: Dr Sergey Radchenko – although the teaching will be done by the Philippe Roman Visiting Professor, Chen Jian.

Availability: The course will be available to 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 MSc International Affairs students.

Pre-requisites: A background in international history would be preferable but not essential.

Course content: The focus of the course in 2008-09 will be on the international history of China since 1949.

Subjects covered by this course include:

Traditional Chinese Views of the 'World'; Origins of the Chinese Communist Foreign Policy; The Rise of the 'New China'; Mao, Zhou and China's Foreign Policy Making; The Sino-Soviet Alliance; China and the Korean War; Geneva and Bandung, 1954-1955; The Polish and Hungarian Crises, 1956; The Taiwan Straits Crises, 1954 and 1958; The Tibet Challenge, 1950-1959; The Chinese-Indian Border War, 1962; The Sino-Soviet Split; China and the Vietnam Wars; The Cultural Revolution and the Deepening of the 'Legitimacy Crisis'; The Chinese-American Rapprochement, 1969-1972; The Path toward 'Opening to the Outside World'; Chinese Foreign Policy during the Reform Era; 1989 as a Turning Point; The 'China Challenge' in the 21st Century.

Teaching: Ten one hour lectures (5 in MT, 5 in LT) and 22 90 minute seminars.

Formative coursework: At least two non-assessed essays plus a mock examination.

Indicative reading: A more detailed reading list will be issued at the start of the course; the following list provides a useful introduction to the themes, events and historiography of the course:

Barbara Barnouin and Yu Changgen, *Chinese Foreign Policy during the Cultural Revolution* (London and New York, 1998); Jung Chang and Jon Halliday, *Mao: The Unknown Story* (London, 2005); Chen Jian, *Mao's China and the Cold War* (Chapel Hill, NC., 2001); Chen Jian, *China's Road to the Korean War* (New York, 1994); Michael H. Hunt, *The Genesis of Chinese Communist Foreign Policy* (New York, 1996); John King Fairbank, *The United States and China* (Cambridge, MA, 1983); Gao Wenqian, Zhou Enlai: *The Last Perfect Revolutionary* (New York, 2007); William C. Kirby, Robert S. Ross, and Gong Li eds., *Normalization of U.S.-China Relations: An International History* (Cambridge, MA, 2005); John Lewis and Xue Litai, *China Builds the Bomb* (Stanford, CA, 1988); Lorenz Luthi, *The Sino-Soviet Split* (Princeton, 2008); Maurice Meisner, *Mao's China and After* (New York 1999); Robert Ross and Jiang Changbin, eds., *Re-examining the Cold War: U.S.-China Relations, 1954-1973* (Cambridge, MA, 2001); Philip Short, *Mao: A Life* (New York, 1999); Qian Qichen, *Ten Episodes in China's Diplomacy* (New York, 2005); Odd Arne Westad, ed., *Brothers in Arms: The Rise and Fall of the Sino-Soviet Alliance, 1949-1963* (Washington, DC, 1998); Xia Yafeng, *Negotiating with the Enemy: U.S.-China Talks during the Cold War* (Bloomington, IN, 2006); Qiang Zhai, *China and the Vietnam Wars* (Chapel Hill, NC, 1999); Shu Guang Zhang, *Economic Cold War: America's Embargo against China and the Sino-Soviet Alliance, 1949-1963* (Washington, DC, 2002)

Assessment: A three hour unseen examination in the ST (100%).

HY498 Dissertation

This information is for the 2009/10 session.

Teacher responsible: Dr Steven Casey

Availability: The dissertation is compulsory for the MSc History of Nationalism.

Course content: The dissertation is an exercise in using primary source material to write on a precise topic in the history of nationalism, nation or nation-state formation or national identity. Although candidates may engage with theories and concepts concerned with these subjects, the dissertation should be largely devoted to utilising such theories and concepts in the analysis of one or more specific historical events and should be based largely upon primary sources. Candidates should aim to include an element of originality in the conceptualising of the thesis or the treatment of evidence. The subject must fall within the syllabus of the degree and must be supervised by a member of staff in the Department of International History or the Department of Government. The International History Programme Tutor will be the final judge of whether a particular topic falls within the syllabus.

Teaching: After deciding on a topic in the Lent term, students will have three half-hour meetings with their supervisor in the Summer Term. In one meeting the supervisor will comment on a 1,000 word summary of the dissertation.

Assessment: The dissertation must not exceed 10,000 words including text and footnotes (but excluding bibliography and appendices). Two bound and one electronic copies must be submitted to the International History Departmental Office by the confirmed date in September.

HY499 Dissertation

This information is for the 2009/10 session.

Teacher responsible: Dr Steven Casey

Availability: The dissertation is compulsory for the MA/MSc History of International Relations, MSc Theory and History of International Relations, MSc History of Empires and LSE-PKU Double Degree in MSc International Affairs.

Course content: The dissertation is an exercise in using primary source material to write on a precise topic in international history. The topic must involve an element of engagement with the comparative analysis of relations between states and/or societies; alternatively the comparative dimension at the heart of the topic may involve the study of the history of attitudes/policies in one society towards others (including the history of nationalism and national identity). The topic must not be confined purely to the domestic policy of one society or state. Candidates should aim to include an element of originality in the conceptualising of the thesis or the treatment of evidence. The only formal limit on the choice of subject for the dissertation is that the subject must fall within the syllabus and must be supervised by a member of staff in the Department of International History. MSc Theory and History of International Relations students should note that although they may write on a specific international relations theory, the dissertation should be largely devoted to testing the theory by examining one or more specific historical events and should be based largely upon primary sources. The Programme Tutor will be the final judge of whether a particular topic falls within the syllabus.

Teaching: After deciding on a topic in the Lent term, students have three half-hour meetings with their supervisor in the Summer Term. In one meeting the supervisor will comment on a 1,000 word summary of the dissertation.

Assessment: The dissertation must not exceed 10,000 words including text and footnotes (but excluding bibliography and appendices). Two bound and one electronic copies must be submitted to the Departmental Office by Wednesday 9th September 2010.

ID400

Employment Relations

This information is for the 2009/10 session.

Teachers responsible: Stephen Dunn and Dr Eddy Donnelly

Availability: Compulsory for and only available to those taking MSc Human Resource Management.

Course content: The initial aim of the course is to familiarise students with HRM within different employment relations systems, using the key models (Anglo-Saxon, European and Japanese) as benchmarks. The intention is to explore the relationship between the firm and different types of external regulation. Later this approach focuses specifically on employment law, particularly in the UK and the EU and how it affects managing people at work. In the first term, we study employment relations in an international perspective, comparing various established models and relating them to individual countries both in the advanced and the developing world. The emphasis will be on variations in the role of management, unions and the state in different systems. The main theoretical debates will also be explored, including those related to globalisation, corporate governance regulation of labour markets and conflict. In the second term, we examine employment law in more detail. Topics covered include discipline and dismissal, redundancy and takeovers, equality and equal opportunities, family-friendly policies, information sharing, whistleblowing and privacy, and trade union rights. The approach is from a managerial perspective and is intended for non-legal specialists.

Teaching: 20 lectures (90 minute lectures in LT) and 20 classes of one-and-a-half hours in MT and LT and revision classes in ST.

Indicative reading: G Bamber, R Lansbury & N Wailles (Eds), *International and Comparative Employment Relations*, 4th edn, Sage (2004); P Blyton & P Turnbull, *The Dynamics of Employee Relations*, 3rd edn, Macmillan (2004); H Katz & O Darbishire, *Converging Divergences: worldwide changes in employment systems*, Ithaca: ILR Press (2000); S Taylor and A Emir, *Employment Law*, 2nd edn. Oxford University Press (2009); B Willey, *Employment Law in Context*, 3rd edn. Pitman/Financial Times (2009).

Assessment: Continuous assessment (two essays submitted at the beginning of LT and ST) and examination (three questions in three hours) in ST are equally weighted.

ID410 Half Unit

Management of Human Resources: Strategies and Policies

This information is for the 2009/10 session.

Teachers responsible: Dr Katrina Pritchard and Sue Fernie

Availability: Compulsory for students taking MSc Human Resource Management. Optional for MSc Employment Relations and Organisational Behaviour (Research), MSc International Employment Relations and Human Resource Management; MSc International Management, MSc Management, Organisations and Governance, MSc Management, MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy.

Course content: The course examines central issues pertinent to the theory and practice of Human Resource Management (HRM). It introduces students to a range of theoretical perspectives which underpin the ways in which organizations manage the employment relationship through the deployment of HRM strategy and policy. From a practice perspective, it reviews challenges involved in the design, implementation and evaluation of both overall HRM strategy and specific practice areas. In this respect we review HR policy and practice in the areas of job redesign, recruitment and selection, diversity and work-life issues, performance appraisal and rewards.

Teaching: There are 10 lectures as well as weekly classes (starting in week 2) during the MT, and revision sessions in the ST.

Indicative reading: Students are expected to read widely in the appropriate journals; a detailed reading list will be provided at the start of the course. The course textbook is: J Baron & D Kreps, *Strategic Human Resources: Frameworks for General Managers*, John Wiley, New York, 1999.

Additional textbooks of interest include:

Boxall, P, and Purcell, J. (2008) *Strategy and human resource management*. 2nd ed. Palgrave Macmillan, Basingstoke; Ivancevich, J. M. (2007): *Human Resource Management*. 10th ed., Boston, MA: McGraw Hill; Marchington, M.; & Wilkinson, A. (2005): *People Management and Development. Human Resource Management at Work*. 3rd ed., London: CIPD; Sisson, K. & Storey, J. (2000) *The Realities of Human Resource Management*; Buckingham: Open University Press; Storey, J (2007) *Human Resource Management: a critical text*. London: Thomson.

Assessment: Students do an assessed essay during the Christmas vacation, which counts for one third of their Assessment, and a summer exam which counts for two thirds.

ID411 Half Unit

International and Comparative Human Resource Management

This information is for the 2009/10 session.

Teacher responsible: Professor David Marsden

Availability: Compulsory for students taking MSc Human Resource Management. Optional for MSc International Employment Relations and Human Resource Management, MSc Employment Relations and Organisational Behaviour (Research), MSc Management, Organisations and Governance, MSc Management and MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy. It is recommended for those taking the ID410 **Management of Human Resources: strategies and policy** half unit.

Course content: The course deals with the policies that organisations adopt to deal with a range of human resource issues, and develops an international and comparative perspective. The course considers managerial human resource policies in their institutional, social and market contexts in advanced industrial countries. As an integrating perspective, the lectures analyse how different employment systems shape organisations' HR strategies and policies. The course looks at problems of human resource management in international firms, training, migration, knowledge management, rewards, equal opportunities, employment flexibility, participation, and employer collective action all within the context of different types of employment systems.

Teaching: There will be 10 lectures given by Professor David Marsden, Dr Fei Qin and Dr Jonathan Booth as well as classes in the LT, and in the ST.

Indicative reading: Students are expected to read widely in the appropriate journals; a detailed reading list will be provided at the start of the course. Some useful texts include: D W Marsden, *A Theory of Employment Systems: microfoundations of societal diversity*, Oxford University Press, 1999; Briscoe D. S Schuler R. (2004 & 2008) *International human resource management*, Routledge, London; J Baron & D Kreps, *Strategic Human Resources: frameworks for general managers*, Wiley, New York, 1999; C Crouch, D Finegold & M Sako, *Are Skills the Answer? The political economy of skill creation in advanced industrial societies*, Oxford University Press, 1999; K Koike, *Human resource development; Japanese Economy & Labor Series*, No 2, Japan Institute of Labor, Tokyo, 1997; A-W Harzing & J van Ruysseveldt (Eds), *International Human Resource Management*, 2004; D Rousseau & R Schalk (Eds), *Psychological Contracts in Employment: cross-national perspectives*, Sage, 2000; J Rubery & D Grimshaw, *The Organization of Employment: an international perspective*, Palgrave Macmillan, Basingstoke; Katherine Stone, *From Widgets to Digits: Employment Regulation for the Changing Workplace*, Cambridge University Press, 2004; P DiMaggio (2001) *The Twenty-first Century Firm: Changing Economic Organisation in International Perspective*, Princeton; *International Journal of Human Resource management*, 14: 8, Dec 2003, Special Issue: Developments in Comparative Human Resource Management.

Assessment: Students do an assessed essay during the Easter vacation, which counts for one third of their assessment, and a summer examination, which counts for two thirds.

ID414 Half Unit Not available in 2009/10 Managerial Psychology

This information is for the 2009/10 session.

Teacher responsible: Dr Alexandra Beauregard, H713

Availability: Optional for those taking MSc International Employment Relations and Human Resource Management, MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy. This course is capped.

Pre-requisites: Some background in psychology is useful.

Course content: Work attitudes and motivation. Group processes. Perception and cognition. Personality and individual differences. Leadership. Stress. Conflict. Diversity in organizations.

Teaching: Lecture: one-hour weekly through the MT. One-hour revision lecture, ST.

Class (ID414.A) (one-and-a-half hours) x 10, MT. (one-and-a-half hours) x two, ST.

Formative coursework: A 2,000 word written assignment is required.

Indicative reading: The following reading list contains some of the main volumes and some easily accessible introductory volumes. Most of the course reading is taken from journals. A full reading list will be issued at the start of the course. F J Landy & J M Conte, *Work in the 21st Century: An introduction to industrial and organizational psychology* (2nd ed.) Blackwell; S A Haslam, *Psychology in Organizations: the social identity approach*; R M Steers & L W Porter, *Motivation and Leadership at Work*, McGraw-Hill; P B Warr, *Psychology at Work*, Penguin.

Assessment: A formal two-hour examination in the ST, in which students should answer two questions out of a choice of six (66.7%) and a written assignment due at the beginning of the LT of not more than 2,000 words (33.3%).

ID416 Half Unit Globalisation and Employment

This information is for the 2009/10 session.

Teachers responsible: Professor Carola Frege and Professor Sarah Ashwin

Availability: Optional for students outside the Employment Relations & Organisational Behaviour Group where regulations permit and with the agreement of the teacher responsible.

Pre-requisites: A general knowledge of the social sciences is required.

Course content: The course provides an introduction to the comparative analysis of employment relations at workplace, national and global level. It aims to introduce students to the current debates on work, employment; labour in the global economy. The emphasis is on a comparative analysis of employment issues such as diversity, immigration, globalization and international labour standards. There is also critical attention to the concepts and theories of globalisation and varieties of capitalism.

Teaching: 10 x one-hour lectures and seminars in LT.

Formative coursework: Students may write a practice essay during the LT.

Indicative reading: M J Morley, P Gunnigle & DG Collings (Eds), *Global Industrial Relations*, Routledge, 2006; P Hall and D Soskice (Eds.) *Varieties of Capitalism*, Oxford University Press, 2001; J Stiglitz, *Globalization and its Discontents* 2002; London: Allen Lane 2002; K Sisson & P Marginson, *European Integration and Industrial Relations. Multi-level Governance in the Making* Palgrave 2004

Assessment: One 2,000 word assessed essay to be completed over the Easter vacation, counting for one third, and a two-hour ST examination counting for two-thirds of the final assessment.

ID418 Comparative Employment Relations and Human Resource Management

This information is for the 2009/10 session.

Teachers responsible: Professor Carola Frege, Professor Sarah Ashwin and Dr Virginia Doellgast

Availability: This course is available for those taking MSc

International Employment Relations and Human Resource Management, MSc Employment Relations and Organisational Behaviour (Research) and MSc Management. Not to be taken in conjunction with ID400.

Course content: The course aims to provide an introduction to the comparative analysis of employment relations and human resource management at national, firm and workplace level throughout the world.

The course will introduce the employment relationship, the key concepts surrounding it, and the theories required to understand it. The strategies and policies of the main actors will be explored through cross-national comparative analysis. The course will also introduce the main 'models' of employment relations and varieties of capitalism: the Anglo-Saxon, Japanese and European Social Models, as well as models of employment relations in the developing world. Finally, the course examines wider issues of globalization, international labour standards and multi-national companies.

The aim of the classes will be to provide an introduction to the comparative analysis of employment relations, and to ensure that students have both the conceptual and empirical grounding they need to take the options offered in international comparative human resource management, and cross-cultural management.

Teaching: The teaching is highly participative and includes lectures and seminars. Group working is an integral part of the course and students are expected to actively contribute to their class groups throughout the year. The course is demanding of students and depends for its success partly upon their commitment and willingness to participate fully.

Indicative reading: G Bamber, R Lansbury & N Wailes (Eds), *International and Comparative Employment Relations*, 4th edn, Sage, 2004; J Rubery & G Bosch (Eds) *European Employment Models in Flux: A Comparison of Institutional Change in Nine European Countries*, Palgrave Macmillan, 2009; R Hyman, *Understanding European Trade Unionism: Between Market, Class and Society*, Sage, 2001; M J Morley, P Gunnigle & DG Collings (Eds), *Global Industrial Relations*, Routledge, 2006.

Formative coursework: Students may write one practice essay during the year which is not assessed.

Assessment: One three-hour unseen written exam (50%) and two 2,000 word extended essays (25% each).

ID419 Half Unit Cross Cultural Management

This information is for the 2009/10 session.

Teacher responsible: Dr Hyun-Jung Lee

Availability: This course is available in the Michaelmas Term and the Lent Term. The Michaelmas Term course is available for MSc International Employment Relations and Human Resource Management and MSc Employment Relations and Organisational Behaviour (Research) students. The Lent Term course is compulsory for MSc Management (CEMS MIM) students and is available to all other Masters students interested in this course.

Pre-requisites: Some background in psychology and organizational behaviour is useful.

Course content: The ability to communicate cross culturally and understand diverse perspectives is a necessity in order to achieve a competitive advantage in our global economy. This course involves the study of international management practices and managing diversity in the context of understanding multicultural and international affairs. The aims of the course are to understand the impact of culture on international management; to identify the areas in which cultural differences present a challenge in communication with persons of different cultures; to explore our cultural backgrounds and distinctive management assumptions and practices; and finally to become more self aware of our cultural conditioning, individual biases and assumptions and to understand the management implications it has on our interactions with people who are different from us.

Analytical Frameworks of Cross Cultural Comparisons. Cultural Intelligence and Competence. Expatriation and Repatriation. Cross-Cultural Leadership. Culture and Negotiations. Culture and Communication.

Teaching: The experiential learning is emphasised and team working is an integral part of the course. The teaching is highly participative and includes lectures and seminars. Students will be asked to make presentations and participate in exercise. The course is demanding of students and its success depends partly upon student commitment and willingness to participate fully.

Formative coursework: Students are required to write one piece of un-assessed work.

Indicative reading: The following reading list contains some of the main volumes and some easily accessible introductory volumes. Most of the course reading is taken from journals. A full reading list will be issued at the start of the course. N Adler, *International Dimensions of Organizational Behaviour*, South-Western; D J Hickson (Ed), *Exploring Management Across the World: Selected Readings*, Penguin Business; R Mead, *International Management*, Blackwell.

Assessment: A formal two-hour unseen examination in the ST (100%).

ID420 Half Unit Leadership in Organisations: Theory and Practice

This information is for the 2009/10 session.

Teachers responsible: Dr Emma Soane, Dr David Henderson, Dr Connson Locke, Dr Rebecca van Dijk and Sarah Other

Availability: Optional for MSc Employment Relations and Organisational Behaviour (Research), MSc International Employment Relations and Human Resource Management, MSc Management MSc Accounting and Finance, MSc Management, Organisations and Governance, MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy and other management-related degrees. Other students may attend where regulations permit and with the agreement of the teachers responsible. There are a limited number of places and early enrolment is recommended.

Course content: This course is designed to provide students with the knowledge, skills and analytical capabilities needed to exercise leadership in organisations. It explores the different facets of leadership and leadership development. The emphasis will be on application of theory, comparing and contrasting ideas, and self-reflection. Leadership and Management. Trait, behavioural and contingency theories of leadership. Individual differences in leadership. The dynamics between leaders and their followers. Team leadership. Leadership career and leadership development.

Teaching: There will be ten one-hour lectures and ten one-hour seminars starting in week two of Lent Term. There will be a one-hour revision class for each seminar group in the Summer Term. The teaching includes lectures and seminars. Students are expected to prepare for, and contribute to, the seminars. Seminars will include group work, preparing and giving presentations, case analyses, small group discussions, and self-assessment exercises.

Formative coursework: Students will be offered the opportunity to complete a mock exam based on previous exam questions. There will be formative assessment and feedback. The details will be discussed in week 1. The assignment deadline will be in week 6.

Indicative reading: A full reading list will be provided at the beginning of the term. The key text is: Northouse, P. (2007). *Leadership. Theory and Practice* (4th ed.) Thousand Oaks: Sage; Additional readings are: Daft, R. 2005. *The Leadership Experience* (3rd ed.) Thomson/South-Western; Goffee, R. & Jones, G. (2006). *Why Should Anyone Be Led By You?* Boston, MA: Harvard Business School Press; Yukl, G. A. (2002). *Leadership in Organizations*. (5th ed.). Englewood Cliffs, NJ: Prentice Hall.

Assessment: Unseen two-hour examination in the ST (100%).

ID430 Half Unit Organisational Behaviour

This information is for the 2009/10 session.

Teacher responsible: Dr Jacqueline Coyle-Shapiro

Availability: Compulsory for students taking MSc Human Resource Management.

Optional for MSc International Employment Relations and Human Resource Management, MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy, MSc Decision Sciences, MSc Operational Research, MSc Management, Organisations and Governance, MSc Development Management and MSc Employment Relations and Organisational Behaviour (Research).

This course is available in the Michaelmas Term only. For students on MSc Management (Two-year programme) this course is available in the Lent Term as MG434, please see the MG434 course guide for further details.

Course content: This course seeks to understand individual attitudes and behaviour in an organisational context. It does this by reviewing psychological theories as they apply to organisations; demonstrating the contribution of a psychological perspective to understanding human behaviour at work; and critically evaluate the empirical evidence.

Personality and individual differences, work motivation, decision making, rewards system, psychological contracts, organizational justice, performance and counter-performance (organizational citizenship behaviour, retaliation in organizations), leadership, groups and group processes, design of work, organizational culture.

Teaching: The teaching is highly participative and includes lectures and seminars. Group working is an integral part of the course and students are expected to actively contribute to their syndicate group throughout the year. The course is demanding of students and its success depends partly upon student commitment and willingness to participate fully. The course is taught in the MT.

Formative coursework: Students are required to write one piece of un-assessed work.

Indicative reading: The course relies heavily on journal articles (for example, *Academy of Management Journal*, *Journal of Applied Psychology*, *Journal of Organizational Behaviour*). An extensive reading list is provided at the start of the course. No suitable textbook exists but students may wish to consult one of the following: R Steers, L Porter, G Bigley (2003) *Motivation and Work Behaviour*, McGraw-Hill; D Nelson and J Campbell Quick (2006) *Organizational Behaviour: Foundations, Reality and Challenges* (5th edition) Thomson South-Western; J. Greenberg (2003) *Organizational Behaviour: The State of the Science* (2nd edition) Lawrence Erlbaum Associates; J Barling and C. Cooper (2008) *The Handbook of Organizational Behaviour*, Sage.

Assessment: There will be a two-hour formal examination in the ST (100%). Candidates must tackle two questions from a choice of seven.

ID431 Half Unit Organizational Change

This information is for the 2009/10 session.

Teacher responsible: Dr Jacqueline Coyle-Shapiro

Availability: Compulsory for students taking MSc Human Resource Management. Optional for MSc International Employment Relations and Human Resource Management, MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy, MSc Management, Organisations and Governance, MSc Decision Sciences, MSc Operational Research, MSc Development Management and MSc Employment Relations and Organisational Behaviour (Research).

Pre-requisites: Students are required to take ID430 unless they have a psychology background.

Course content: This course adopts a psychological framework to explore the content, process and outcomes of organizational change. The aim of the course is to provide students with different psychological theories to understand the process and consequences of organizational change and in doing so addresses the following issues: type of organizational change, strategies for change, resistance to change and evaluation of organizational change. Models and frameworks for analyzing change; types of change; strategies of change; ethical decision making; a justice perspective on organizational change; theories of resistance to change; theory and methods of evaluation of organizational change.

Teaching: The teaching is highly participative and includes lectures and seminars. Group working is an integral part of the course and

students are expected to actively contribute to their syndicate group throughout the year. The course is demanding of students and depends partly upon commitment and willingness to participate fully. The course is taught in the LT.

Formative coursework: Students are required to write one piece of unassessed work.

Indicative reading: The course relies heavily on journal articles (for example, *Academy of Management Journal*, *Journal of Applied Psychology*, *Journal of Organizational Behaviour*, *Psychological Bulletin*, *Organizational Behavior and Human Decision Processes* and *Journal of Applied Behavioural Science*).

Assessment: There will be a two-hour formal examination in the ST. Candidates must tackle two questions from a choice of seven (100%).

ID432 Half Unit Varieties of Employment Relations

This information is for the 2009/10 session.

Teachers responsible: Professor Carola Frege, Professor Sarah Ashwin and Dr Virginia Doellgast

Availability: Optional to students outside the Employment Relations & Organisational Behaviour Group including those within the Department of Management where regulations permit and with the agreement of the teacher responsible.

Pre-requisites: A general knowledge of the social sciences is required.

Course content: The course aims to provide an introduction to the comparative analysis of employment relations at national, firm and workplace level throughout the world. It will introduce the employment relationship, the key concepts surrounding it, and the theories required to understand it. The strategies and policies of the main actors will be explored through cross-national comparative analysis. The course will also introduce the main 'models' of employment relations: the Anglo-Saxon, Japanese and European Social Models, as well as models of employment relations in the developing world.

The aim of the classes will be to provide an introduction to the comparative analysis of employment relations, and to ensure that students have both the conceptual and empirical grounding they need to take the options offered in international comparative human resource management, and cross-cultural management.

Teaching: Shared teaching with Comparative Employment Relations & Human Resource Management (ID418).

10 x one-hour lectures and seminars in MT.

The teaching is highly participative and includes lectures and seminars. Group working is an integral part of the course and students are expected to actively contribute to their class groups. The course is demanding of students and depends for its success partly upon their commitment and willingness to participate fully.

Indicative reading: G Bamber, R Lansbury & N Wailes (Eds), *International and Comparative Employment Relations*, 4th edn, Sage, 2004; J Rubery & G Bosch (Eds) *European Employment Models in Flux: A Comparison of Institutional Change in Nine European Countries*, Palgrave Macmillan, 2009; Hyman, R, *Understanding European Trade Unionism: Between Market, Class and Society*, Sage, 2001; M J Morley, P Gunnigle & DG Collings (Eds), *Global Industrial Relations*, Routledge, 2006.

Formative coursework: A non-assessed essay during MT. Students also complete a class presentation.

Assessment: One 2000 word assessed essay to be completed over the Christmas vacation (25%), and a two hour examination in the ST (75%).

ID433 Half Unit Negotiation Analysis

This information is for the 2009/10 session.

Teachers responsible: Dr Marta Coelho and Dr Cinzia Renzo

Availability: Optional course for MSc International Employment Relations and Human Resource Management, MSc Employment Relations and Organisational Behaviour (Research), MSc Management, MSc Management, MSc International Management (CEMS/IMEX), MSc Public Management and Governance and MSc Management, Organisations and Governance.

Course content: This course adopts an interdisciplinary perspective to analyse negotiations, covering ideas from economics, decision sciences and psychology. The course examines game theoretic, decision analytic, and cognitive psychological perspectives to negotiation problems. These approaches highlight the importance of interests, information, strategy and power in defining the structure and outcomes of inter-dependent interactions. Prescriptive as well as descriptive findings from research in negotiations will be discussed throughout the course. The first part covers the basics of distributive bargaining and the importance of pre-negotiation information in the division of a fixed negotiation surplus. The second part introduces the concept of integrative bargaining. The third part covers some basic game theoretic models of strategic interaction. The final part of the course concentrates on psychological mechanisms that can powerfully shape negotiation behaviour and outcomes.

Teaching: 10 one-hour lectures and 9 two-hour classes in the MT.

Formative coursework: Students, individually or in groups, will be asked to make presentations and participate in negotiation exercises.

Indicative reading: L Thompson, *The Mind and Heart of the Negotiator*, Prentice Hall (2004); A Dixit & S Skeath, *Games of Strategy*, Norton (1999); R Clemen, *Making Hard Decisions: An Introduction to Decision Analysis*, Duxbury Press (1996); M Bazerman & M Neale, *Negotiating Rationally*, Free Press (1992); H Raiffa, *The Art and Science of Negotiation*, Harvard University Press (1982). Note that no one book covers the entire syllabus; students will be expected to read widely in appropriate journals, and a list of references will be provided at the start of the course.

Assessment: A formal two-hour examination in January.

ID493 Human Resource Policy and Practice

This information is for the 2009/10 session.

Teachers responsible: Linda Walker and Dr Eddy Donnelly

Availability: Compulsory and only available for students on the MSc Human Resource Management.

Course content: Introduces students to the key professional competencies necessary in human resource management and exposes them to practical human resource management systems and issues within their 'Link' companies.

An introduction to the interviewing, negotiating, accountancy, team-building, legal and IT skills necessary to practice human resource management; later, a series of visits to a company to explore how the HR function works.

Teaching: 1 Skills Workshop: ten all-day sessions, MT; 2 Links programme: development of a research project in a 'Link' company and two Thursday afternoon sessions, one at the beginning of LT and one at the end. These sessions will be concerned with preparation for the Links programme, and reporting back on progress on the programme.

Indicative reading: M Marchington & A Wilkinson *People Management and Development*, CIPD, latest edition; Armstrong M *Handbook of Human Resource Management Practice* latest edition, Kogan Page; Bee R *Managing Information and Statistics* CIPD latest edition; Davies D *Managing Financial Information* CIPD latest edition.

Assessment: If you wish to qualify for Graduate Membership of the Chartered Institute of Personnel Development, then it is essential that you successfully complete and pass the assessment for ID493, as described below.

Students must attend the workshops and complete a company report on their 'Link' and keep a record and plan of their Professional Development for the whole year (or two if you are part-time). In addition, there is a group project, which is assessed by a group presentation on the last session of MT. ID493 is not part of your MSc degree, but enables you to qualify for your professional membership of the CIPD.

ID499 Dissertation

This information is for the 2009/10 session.

Teachers responsible: Dissertation Supervisors

Availability: For MSc International Employment Relations and

Human Resource Management, MSc Human Resource Management and MSc Employment Relations and Organisational Behaviour (Research).

Course content: The aim of the project is to:

1 Examine a problem or topic through a literature review and provide a rigorous analysis of that problem or topic;

and/or

2 Examine a problem or topic through some small scale empirical research or by using information derived from secondary sources; and

3 Show ability to relate the specific to the general and the capacity to sustain a reasoned argument and draw conclusions.

Selection of Topic: MSc International Employment Relations and Human Resource Management and MSc Employment Relations & Organisational Behaviour (Research) students are encouraged to identify a topic from within the broad field of employment relations and organisational behaviour. When a potentially feasible topic area has been identified, with the help of personal tutors, it should be registered with the Group Office, but not later than the first week of Lent Term. MSc Human Resource Management students develop a project with their Link company during the Lent Term.

Arrangements

Students will be allocated to the teacher whose interests are most relevant to the topic. However, account will also be taken of the need to equalise supervisory loads.

MSc International Employment Relations and Human Resource Management and MSc Employment Relations & Organisational Behaviour (Research) students should decide on their topic during the MT and should have been allocated a supervisor during the early part of the LT. The role of the supervisor is to provide guidance in refining, focusing and ensuring the feasibility of the dissertation. Students are expected to follow a set timetable and attend the project lectures to develop their project. Supervision is not available after the end of the ST. MSc Human Resource Management students will be allocated a supervisor during the LT.

To facilitate students to conduct an independent research project, there will be a number of lectures given in the MT and LT that have been specifically designed to introduce students to theoretical and empirical issues in undertaking a dissertation.

Assessment: Dissertation report (100%). Three word-processed copies of the dissertation should be handed in to the 3rd Floor Reception, 54 Lincoln's Inn Fields and recorded as received, not later than Friday August 27th 2010. Individual reports should not exceed 10,000 words in length. If the report is jointly authored (MSc Human Resource Management only), it should not exceed 10,000 words per student. Each contributor is required to clearly designate which parts he or she wrote. The dissertation is considered for examination purposes to be the equivalent of one examination paper. Failing the dissertation cannot be condoned.

IR407

International Political Economy of Environment

This information is for the 2009/10 session.

Teacher responsible: Dr R Falkner, D615

Availability: Course intended primarily for MSc International Political Economy, and LSE-PKU Double Degree in MSc International Affairs. MSc Global Politics, MSc Regulation, MSc Regulation (Research), MSc Management, MSc Political Science and Political Economy. Also available to students taking MSc International Relations or MSc International Political Economy as part of the LSE-Sciences Po Double Degree in Affaires Internationales programme and to other graduates, with enrolment subject to staffing resources, completion of an application form and permission of the teacher responsible.

Course content: An introduction to concepts and issues in the study of international environmental politics, with special emphasis on the political economy of environmental protection. The global politics of sustainable development; Ecological perspectives on international political economy; environmental politics at the UN; domestic sources of environmental diplomacy; environmental leadership in international negotiations; international environmental regimes; role of epistemic communities and non-state

actors; private environmental governance; trade and environment; international environmental aid; greening foreign direct investment. Case studies: climate change; ozone layer; biosafety; deforestation.

Teaching: 18 weekly lectures (IR407.1) beginning in the first week of MT and 18 one-and-a-half hour seminars (IR407.2) beginning in week three of MT, including one revision seminar in week three of ST.

Formative coursework: Students are expected to submit three 2,000-word essays to be marked by the seminar teacher and to present at least three seminar topics.

Indicative reading: Axelrod, R.S., Downie, D.L., and Vig, N.J., Eds. (2005). *The Global Environment: Institutions, Law, and Policy*. Washington, D.C.: CQ Press; Bernstein, S. (2001). *The Compromise of Liberal Environmentalism*. New York: Columbia University Press; Betsill, M.M., Hochstetler, K., and Stevis, D., Eds. (2006). *Palgrave Advances in International Environmental Politics*. Basingstoke: Palgrave Macmillan; Clapp, J., and Dauvergne, P. (2005). *Paths to a Green World: The Political Economy of the Global Environment*. Cambridge, MA: MIT Press; DeSombre, E.R. (2002). *The Global Environment and World Politics*. London: Continuum; Elliott, L. (2004). *The Global Politics of the Environment*. London: Macmillan; Falkner, R., (2008). *Business Power and Conflict in International Environmental Politics*. Basingstoke: Palgrave-Macmillan; Falkner, R., Ed. (2007). *The International Politics of Genetically Modified Food: Diplomacy, Trade and Law*. Basingstoke: Palgrave Macmillan; Laferrière, E., and Stoett, P.J. (1999). *International Relations Theory and Ecological Thought: Towards a Synthesis*. London: Routledge; Lipschutz, R.D. (2004). *Global Environmental Politics: Power, Perspectives, and Practice*. Washington, DC: CQ Press; Vig, N.J., and Faure, M.G., Eds. (2004). *Green Giants? Environmental Policies of the United States and the European Union*. Cambridge, Mass.: MIT Press; Young, O.R. (2002). *The Institutional Dimensions of Environmental Change*. Cambridge, Mass.: MIT Press.

Assessment: One three-hour written examination in the ST based on the lecture course and work covered in the seminars. The paper contains about 12 questions, of which three are to be answered.

IR410

International Politics

This information is for the 2009/10 session.

Teacher responsible: Professor M Cox, B208

Availability: This course is compulsory for the MSc International Relations & MSc International Relations (Research). It is not available to students on any other degree programme.

Course content: An historical and theoretical analysis of core concepts in International Relations, of the normative and analytic issues involved, and of their relationship to the social sciences in general.

Theories of international relations; the history of inter-state practices; states, nations, social forces and structures in international relations; the role of ideas and values; war, cooperation, peace; the disciplinary history of IR.

Teaching: 21 weekly lectures (IR410.1) held in MT, LT and ST, commencing in week one of MT, and 19 weekly seminars (IR410.2) held in MT and LT, commencing in week two of MT.

Formative coursework: Students deliver seminar papers and write three 2,000-word essays for their seminar teachers on topics notified at the beginning of the session.

Indicative reading: Chris Brown with Kirsty Ainley, *Understanding International Relations*, 3rd edn, (Palgrave, 2005); Tim Dunne, Michael Cox, Ken Booth (eds) *The Eighty Years Crisis* (Cambridge University Press, 1998); Michael Cox, Ken Booth & Tim Dunne (eds) *The Interregnum: controversies in world politics, 1989-1999* (Cambridge University Press, 1999); Scott Burchill et al, *Theories of International Relations*, 2nd edn, (Palgrave 2001); Barry Buzan & Richard Little, *International Systems in World History: Remaking the Study of International Relations* (Oxford University Press, 2000); Michael Cox, Tim Dunne & Ken Booth (Eds), *Empires, Systems and States: Great Transformations in International Politics* (Cambridge University Press, 2002); Martin Hollis & Steve Smith, *Explaining and Understanding International Relations* (Oxford University Press, 1991).

Assessment: One three-hour written examination in the ST based on the lecture course and work covered in the seminars. The paper contains about 12 questions, of which three are to be answered.

IR411**Foreign Policy Analysis III**

This information is for the 2009/10 session.

Teachers responsible: Dr J Haacke, D709 and Dr C Alden, D608

Availability: Course intended primarily for MSc International Relations, MSc International Relations (Research), MSc International Relations Theory, MSc Comparative Politics and MSc Theory and History of International Relations students.

It is an optional course on MSc China in Comparative Perspective, LSE-PKU Double Degree in MSc International Affairs and MSc Politics and Government in the European Union. Also available to students taking MSc International Relations or MSc International Political Economy as part of the LSE-Sciences Po Double Degree in Affaires Internationales programme. Other students may take this course, with enrolment subject to staffing resources, the completion of an application form and permission of the teachers responsible.

Pre-requisites: Students need not have studied Foreign Policy Analysis before, but some familiarity with theories of international relations and modern international history will be an advantage.

Course content: The ways in which international actors formulate decisions and strategies for dealing with other members of the international community. Critical examination of theoretical perspectives on foreign policy, involving the analysis of the foreign policy behaviour of a broad range of states through selective use of case studies.

Development of the sub-discipline of Foreign Policy Analysis; the interplay between domestic and external forces; the organisation, psychology and politics of small-group decision-making; the impact of leadership and motivation upon foreign policy; the impact of public opinion, democracy and transitions upon foreign policy; the foreign policies of the major and middle powers as well as small/weak states; conventional and critical IR theories as applied to FPA; ethical foreign policy. Seminars discuss and expand on these topics, covering also questions of choice, rationality and identity and the significance of history and culture in foreign policy, as well as methodological issues, as appropriate. Students are expected to combine an interest in theoretical and comparative aspects of the subject with a solid knowledge of the main foreign policy issues and events of the contemporary era and the twentieth and twenty-first centuries. A detailed programme of lectures will be provided at the start of the session.

Teaching: 15 weekly lectures (IR411), commencing in week one of MT. 16 weekly seminars (IR411) will run from week three of the MT.

Formative coursework: All students who attend the seminar will be expected to write three 2,000 word essays for their seminar leader. Each student will also be expected to present at least one seminar topic.

Indicative reading: The following books are a necessary but not sufficient reading requirement. They provide access to most of the main themes of the course as well as to a considerable amount of empirical material: Graham Allison and Philip Zelikour, *Essence of Decision*, 2nd ed, Longman, 1999; P T Hart, E K Stern & B Sundelius, *Beyond Groupthink*, University of Michigan Press, 1997; Christopher Hill, *The Changing Politics of Foreign Policy*, Palgrave, 2003; Steven Hook (Ed), *Comparative Foreign Policy Adaption Strategies of the Great and Emerging Powers*, Prentice Hall, 2002; Yuen Foong Khong, *Analogies at War: Korea, Munich, Dien Bien Phu and the Vietnam Decisions of 1965*, Princeton University Press, 1992; John Mearsheimer and Stephen Walt, *The Israel Lobby and US Foreign Policy*, Allen Lane, 2007; Alex Mink, ed., *Integrating Cognitive and Rational Theory of Foreign Policy Decision-Making*, Palgrave 2003; Volker Rittberger (Ed), *German Foreign Policy Since Unification*, Manchester University Press, 2001; Karen E Smith & Margot Light (Eds), *Ethics and Foreign Policy*, Cambridge University Press, 2001; Steve Smith, Amelia Hadfield and Timothy Dunne (Eds), *Foreign Policy: Theories, Actors, Cases*, Oxford University Press, 2007; David A Welch, *Justice and the Genesis of War*, Cambridge University Press, 2003; A more detailed reading list will be provided at the beginning of the course.

Assessment: A formal three-hour examination in the ST. Specimen examination papers, together with lecture and seminar programmes and further reading references, will be distributed when the course begins.

IR412 Not available in 2009/10**International Institutions**

This information is for the 2009/10 session.

Teacher responsible: Mr N.A Sims, D609

Availability: MSc International Relations, MSc International Relations (Research), MSc International Relations Theory, MSc Theory and History of International Relations, MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy and LSE-PKU Double Degree in MSc International Affairs. Also available to students taking MSc International Relations or MSc International Political Economy as part of the LSE-Sciences Po Double Degree in Affaires Internationales programme. It will be an advantage to have studied International Institutions within the context of a first degree in International Relations, but this is not formally required. Please note that IR412 and the more theoretically-orientated course IR483 International Organisations and Regimes are mutually exclusive options.

Course content: International institutions as forms of multilateral diplomacy; as exercises in community building; as instruments of international cooperation and international change. The notion of supra-nationalism. The functional approach to political integration. Institutions as arenas and as actors. The genesis of the League of Nations Covenant and the United Nations Charter. The theory and practice of collective security, and its relation to the balance of power. The pacific settlement of disputes in the League of Nations and the United Nations. The development of United Nations peace-keeping. The practice of the League of Nations and the United Nations regarding non-self-governing territories. The approach of regional institutions to the problems of international peace and security. The structure and functioning of alliance systems. International institutions and world economic order.

We focus on the Covenant and Charter and on subsequent practice in the League of Nations and the United Nations, including the following elements within a segment of the Core syllabus:- International institutions as a dimension of international relations and a higher form of conference diplomacy. Types and patterns of international institutions. The constitution, structure and experience of the League of Nations and the United Nations, with particular reference to the Covenant, the Charter and subsequent practice, as illustrating some of the major ideas and issues of international institutions. The work and problems of Specialized Agencies in the UN system; institutions for Antarctica and other special environments.

Teaching and formative coursework: The teaching specific to MSc students taking this option consists of a weekly seminar (IR412) from week one of MT until the end of week five of ST. Lectures followed by discussion predominate in the MT, while in the LT and ST students take it in turn briefly to introduce discussion on topics chosen according to a systematic programme. Three 2,000 (max) word essays will be set and marked by the seminar teacher, who will also provide feedback on student presentations.

Indicative reading: As with LSE courses generally, private reading is most important, and the seminar work depends for maximum usefulness upon students reading themselves into a greater familiarity with the subject-matter. The main books for the course are: David Armstrong, Lorna Lloyd & John Redmond, *International Organisation in World Politics*, (3rd edn), Palgrave, 2004 and Mats Berdal & Spyros Economides (Eds), *United Nations Interventionism, 1991-2004*, Cambridge University Press, 2007. Introductions to the League of Nations include Ruth Henig, *The League of Nations*, Oliver Boyd, 1973; F S Northedge, *The League of Nations*, Leicester University Press, 1986. Introductions to the UN system include Adam Roberts & Benedict Kingsbury (Eds), *United Nations, Divided World* (2nd edn), Clarendon Press, Oxford, 1993; Richard M Price & Mark W Zacher (Eds), *The United Nations and Global Security*, Palgrave, 2004; Thomas G Weiss et al. (Eds), *The United Nations and Changing World Politics* (5th edn), Westview Press, 2007.

Assessment: One three-hour written examination in the ST.

IR415

Strategic Aspects of International Relations

This information is for the 2009/10 session.

Teacher responsible: Professor C Coker, D511

Availability: Course intended primarily for MSc International Relations, MSc International Relations (Research), MSc International Relations Theory, MSc Theory and History of International Relations, LSE-PKU Double Degree in MSc International Affairs. Also available to students taking MSc International Relations or MSc International Political Economy as part of the LSE-Sciences Po Double Degree in Affairés Internationales programme.

Pre-requisites: A working knowledge of international history since 1815 and of traditional theories of international politics is desirable.

Course content: This is *not* a conventional Strategic Studies course. It is about the cultural context of military conflict between states and within them. The place of war in international relations, and the social, political, and economic consequences of the use of force. The greater part of the course is concerned with force in international relations since 1945.

The Western Way of War; Non Western Ways of Warfare; The new political economy of wars. The Revolution in Military Affairs. Clausewitz and the Western Way of Warfare; war and genocide; war in the developing world; terrorism and crime; policing the international order; NATO and its future; Globalisation and Security; the 'end of war' thesis.

Teaching: Students are highly recommended to attend lectures on IR305 (MT and LT) and are required to attend 16 weekly seminars (IR415.1) commencing in week three of MT. The majority of seminar topics will be on strategic aspects of postwar international relations and examination papers will reflect this.

Formative coursework: Three 2,000-word essays will be set and marked by the seminar teacher.

Indicative reading: The following short list comprises some of the most important and some of the best currently available books. An asterisk indicates publication in paperback edition. R Aron, *Peace and War*; C M Clausewitz, *On War* (Ed by M Howard & P Paret); J L Gaddis, *Strategies of Containment*; M E Howard, *War and the Liberal Conscience*; F M Osanka, *Modern Guerrilla Warfare*; C Coker, *War and the Twentieth Century*; J Keegan, *A History of Warfare*; C Coker, *War and the Illiberal Conscience*.

Assessment: There is a three-hour formal examination held in the ST. Three questions must be answered from 12 or more. Examples of recent past examination papers will be appended to the Reading list.

IR416

The EU in the World

This information is for the 2009/10 session.

Teacher responsible: Dr Frederica Bicch, D413

Availability: Course intended primarily for MSc International Relations, MSc International Relations (Research), MSc International Relations Theory, MSc Global Politics, MSc Theory and History of International Relations, and LSE-PKU Double Degree in MSc International Affairs. It is compulsory for MSc Politics and Government in the European Union (Stream 2). Also available to students taking MSc International Relations or MSc International Political Economy as part of the LSE-Sciences Po Double Degree in Affairés Internationales programme.

Pre-requisites: Some basic knowledge of International Relations as an academic discipline is desirable, together with some acquaintance with the general evolution of world politics over the last one hundred years.

Course content: The development of the external activities of the European Communities since 1957, including the development of European Political Cooperation and the Common Foreign and Security Policy. The relationship between the member states and these external activities, in particular the impact of the evolution of EU institutions and policies on national foreign policies.

The external relations of the European Community/Union. European Political Cooperation and the development of the Common Foreign and Security Policy. The issues of security and cohesion, external trade and development policy. Relations between the EU and non-EU states and regions. The foreign policies of European states, with

particular reference to the UK, France, Germany, Poland, Italy and Spain. The impact of EU membership on national foreign policy.

Teaching: 17 weekly lectures commencing in week two of MT and 1 revision lecture in week 1 of ST; 17 weekly seminars commencing in week four of MT.

Formative coursework: Three 2,000-word essays during the course, to be marked by seminar leaders. These do not count towards the final mark.

Indicative reading: Christopher Hill (Ed), *Actors in Europe's Foreign Policy*, Routledge, 1996; Ian Manners & Richard Whitman (Eds), *The Foreign Policies of EU Member States*, Manchester UP, 2000; Christopher Hill & Karen E Smith (Eds), *European Foreign Policy: Key Documents*, Routledge, 2000; Christopher Hill and Michael Smith (Eds), *International Relations and the European Union*, Oxford University Press, 2005; Charlotte Bretherton & John Vogler, *The European Union as a Global Actor*, Routledge, 2004; Simon Nuttall, *European Foreign Policy*, Oxford University Press, 2000; Hazel Smith, *The European Union, What It Is and What It Does*, Pluto Press, 2002; Karen E Smith, *European Union Foreign Policy in a Changing World*, 2nd ed., Polity Press, 2008.

Assessment: Unseen, three-hour written examination in the ST (100%). The normal length of the examination paper is 12 questions, of which candidates are invited to answer any three.

IR418

International Politics: Asia and the Pacific

This information is for the 2009/10 session.

Teachers responsible: Dr J Haacke, D709 and Professor C Hughes, D509 (MT & ST)

Availability: Optional course for MSc International Relations, MSc International Relations (Research), MSc International Relations Theory, MSc Theory and History of International Relations, MSc Comparative Politics, MSc Development Studies, MSc China in Comparative Perspective and LSE-PKU Double Degree in MSc International Affairs. Also available to students taking MSc International Relations or MSc International Political Economy as part of the LSE-Sciences Po Double Degree in Affairés Internationales programme. Available to other interested students where regulations permit with enrolment subject to staffing resources, the completion of an application form and permission of the teachers responsible.

Pre-requisites: A first degree in politics and/or history is desirable but special interest in the region is of prime importance.

Course content: The international political experience of major powers and post-colonial states in a region beset by recurrent conflict and external intervention during the Cold War and subject to a novel multilateralism in its wake.

The inter-linkages between the global, regional and local; the interests and role of the US; foreign and security policies of the major regional powers in relation to East Asia-Pacific; the impact of the legacy of colonialism and external intervention; the sources of bilateral and intra-regional conflict; the problem of regional order with reference to East and South-East Asia; the emergence and development of regional institutions; traditional and non-traditional security challenges after the end of the Cold War and 9/11.

Teaching: A series of ten lectures is offered in MT: **International Politics of Asia and the Pacific** (IR418.1). Six weekly two-hour student-led seminars (IR418.2) will also be held in MT (weeks 3-8), with a further weekly one-and-a-half hour seminar (also IR418.2) with guest speakers organised throughout the LT. There is also a two-hour revision seminar in week one of the ST.

Formative coursework: Students will be expected to write three 2,000-word essays by dates stipulated by the teachers responsible.

Indicative reading: (A full reading guide will be made available to interested students.)

Michael Yahuda, *The International Politics of the Asia-Pacific*, 1945-1995 (Routledge Curzon, 2nd edn, 2004); Muthiah Alagappa (Ed), *Asian Security Practice* (Stanford University Press, 1998); Alagappa (Ed), *Asian Security Order* (Stanford University Press 2003); G John Ikenberry & Michael Mastanduno (Eds), *International Relations Theory and the Asia-Pacific* (Columbia University Press, 2003); Alastair Iain Johnston & Robert Ross (Eds), *Engaging China*

(Routledge, 1999); Glen Hook *et al*, *Japan's International Relation* (Routledge, 2000); Christopher Hughes, *Chinese Nationalism in the Global Era* (London, Routledge, 2006); Amitav Acharya, *Constructing a Regional Security Community in Southeast Asia* (Routledge 1998); Jürgen Haacke, *ASEAN's Diplomatic and Security Culture* (Routledge Curzon, 2003). Ashley J Tellis and Michael Wills (Eds), *Strategic Asia 2006-07: Trade, Interdependence and Security* (The National Bureau of Asian Research, 2006); Mark Beeson (Ed), *Contemporary Southeast Asia* (Palgrave, 2004); Alastair Iain Johnston and Robert S Ross (Eds), *New Directions in the Study of China's Foreign Policy* (Stanford University Press, 2007); Gilbert Rozman, *Northeast Asia's Stunted Regionalism* (Cambridge University Press, 2004).

Assessment: Students will be required to sit a three-hour examination in which they will be asked to answer three of 12 questions.

IR419

International Relations of the Middle East

This information is for the 2009/10 session.

Teachers responsible: Dr K Dalacoura, D412 and Professor F Gerges, D408

Availability: Course intended primarily for MSc International Relations, MSc International Relations (Research), MSc International Relations Theory, MSc Theory and History of International Relations and LSE-PKU Double Degree in MSc International Affairs. Students on MSc Comparative Politics and MSc Global Politics may take the course subject to staffing resources. Also available to students taking MSc International Relations or MSc International Political Economy as part of the LSE-Sciences Po Double Degree in Affaires Internationales programme.

Pre-requisites: A knowledge of the international political system and of the major issues in its contemporary development is required. Background in IR and/or political science and/or history is a prerequisite.

Course content: The course is intended to provide an analysis of the regional politics of the Middle East since 1918, and of their interaction with problems of international security, global resources and great power/super power/hyperpower politics. The emergence of the states system in the Middle East during the inter-war period. The interplay of domestic politics, regional conflicts and international rivalries. The Cold War and post-Cold War significance of the Middle East in global politics. The importance of oil and other economic factors and interests. Conflict in the Gulf and the Arab-Israeli conflict. The foreign policies of major Middle Eastern states and the Lebanese civil war. The role of ideologies and social movements: Arab nationalism, militarism, political Islam and global jihadism. Democracy and human rights issues. International relations theory and its significance for the study of Middle East politics.

Assessment: There is one three-hour examination in the ST.

Teaching and formative coursework: There will be 20 weekly lectures, (IR419.1) **The International Relations of the Middle East** commencing in week one of the MT and 15 seminars (IR419.2) commencing in week three of the MT. Seminar attendees will be expected to submit three 2,000-word essays, based on past examination papers, to be marked by their seminar teacher.

Indicative reading: Students are not particularly advised to purchase any book. However, they are advised to have read, before the beginning of the course: M E Yapp, *The Near East Since the First World War*; and R Hinnebusch & A Ehteshami (Eds), *The Foreign Policies of Middle East States*.

In addition they are recommended to consult: Reinhard Schulze, *A Modern History of the Islamic World*; B Lewis, *The Middle East*; F Halliday, *Islam and the Myth of Confrontation*; F Ajami, *The Arab Predicament*; S Bromley, *Rethinking Middle East Politics*; B Korany & A Dessouki (Eds), *The Foreign Policies of Arab States*; John Roberts, *Visions and Mirages, The Middle East in a New Era*; Fred Halliday, *The Middle East in International Relations*; Fawaz A. Gerges, *The Superpowers and the Middle East: Regional and International Politics*. A detailed reading list will be distributed.

IR422

Conflict and Peace Studies

This information is for the 2009/10 session.

Teacher responsible: Mr M Hoffman, A201

Availability: Course intended primarily for MSc International Relations, MSc International Relations (Research), MSc International Relations Theory, MSc Theory and History of International Relations, MSc Global Politics, and LSE-PKU Double Degree in MSc International Affairs. MSc Comparative Politics (Stream 5), MSc Human Rights. Also available to students taking MSc International Relations or MSc International Political Economy as part of the LSE-Sciences Po Double Degree in Affaires Internationales programme. Other suitably qualified graduate students may only take this course subject to staffing resources, completion of an application form and the permission of the teacher responsible.

Pre-requisites: A basic background knowledge of the subject would be an advantage.

Course content: This course is intended for those interested in theoretical and practical approaches to the question of peace, the problems of conflict and violence, and responses to them. The course is divided into three unequal but interconnected parts. The first part examines ideas about the causes, contexts, dynamics and characterisations of conflict. The second explores and problematises the nature and meanings of peace and peacebuilding. This leads into the third section which is concerned with a critical engagement of the range of international responses to conflict associated with the discourses and practices of liberal peacebuilding and statebuilding. The seminars explore the nexus between theory and practice. Although the course and its readings are mainly theoretical and conceptual rather than empirical, students are encouraged to apply the ideas to actual cases, past and present.

Teaching: Ten one-and-a-half hour lectures (IR422) beginning week one of MT; 20 one-and-a-half hour seminars (IR422.1) beginning in week three of MT, plus two revision seminars in ST. Lectures covering case studies will also be given during LT; further details to be announced.

Formative coursework: Three 2,000-word essays, marked by the seminar teacher.

Indicative reading: A detailed reading guide will be provided at the first meeting. Useful survey texts are: Oliver Ramsbotham, Hugh Miall and Tom Woodhouse, *Contemporary Conflict Resolution: The Prevention, Management and Transformation of Deadly Conflicts*, 2nd ed (Polity, 2005); Chester Crocker, Fen Osler Hampson and Pamela Aall (eds), *Leashing the Dogs of War* (USIP, 2007); David Keen, *Complex Emergencies* (Polity, 2007); Karen Ballantine and Jake Sherman (eds), *The Political Economy of Armed Conflict: Beyond Greed and Grievance* (Lynne Rienner, 2004); Oliver Richmond, *The Transformation of Peace* (Palgrave, 2006); Chester Crocker, Fen Osler Hampson and Pamela Aall (eds), *Herding Cats: Multiparty Mediation in a Complex World* (USIP, 1999); Peter Wallensteen, *Understanding Conflict Resolution*, 2nd ed (London: Sage, 2007).

Assessment: There is a three-hour written examination in the ST, requiring three questions out of 12 to be answered.

IR429

Economic Diplomacy

This information is for the 2009/10 session.

Teacher responsible: Dr S Woolcock, D613

Availability: The course is primarily intended for graduate students studying MSc International Political Economy, MSc Theory and History of International Relations. It is open for students MSc Global Politics, MSc Management, MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy, LSE-PKU Double Degree in MSc International Affairs and LSE Sciences-Po Double Degree in European Studies. Also available to students taking MSc International Political Economy as part of the LSE-Sciences Po Double Degree in Affaires Internationales programme. This course is available on an optional basis for students studying the MSc PGEU (Stream 2), with enrolment subject to staffing resources, completion of an application form and permission of the teachers responsible.

Course content: This course enables students to gain an in-depth understanding of the nature of economic diplomacy. The course focuses on decision making and negotiating processes in international economic relations and includes, as an integral part of the course, an opportunity for a dialogue with a range of senior policy practitioners.

The course covers:

- the theoretical and analytical foundations of decision making in economic diplomacy, focusing on national governments but including the role of non-state actors and international organisations;
- analysis of decision-making of processes in developed and developing countries, the European Union and multilateral institutions;
- case studies in economic diplomacy, on issues such as debt relief for poor countries, managing international financial crises, multilateral trade and investment agreements, and others.

Teaching: There are 20 lectures (IR429.1) beginning in the first week of the MT and continuing through the MT and LT. In addition to the lectures given by LSE staff responsible for the course, senior policy practitioners will make presentations on the case studies. These form an integral part of the course and are designed to provide insights into the factors shaping decision making in international economic relations. The course also includes a weekly seminar series (IR429.2) which will begin in the third week of MT and continue through the MT, LT and into the ST. The seminars will take the form of student presentations followed by group discussion.

Formative coursework: Students will be expected to write three 2,000-word essays during the course of the year to be marked by the seminar teacher.

Indicative reading: Students will be expected to read widely in appropriate books and journals. A detailed reading list will be provided at the beginning of MT. The following provide general background to the topic: N Bayne & S Woolcock, *The New Economic Diplomacy: Decision-Making and Negotiation in International Economic Relations*, second edition 2007; J Odell, *Negotiating the World Economy*, 2001; J Spéro & J Hart, *The Politics of International Economic Relations*, sixth edition, 2003; N Bayne, *Staying Together: The G8 Summit Confronts the 21st Century*, 2005.

Assessment: Assessment will be by means of a three-hour examination in the ST. Students will have to answer three of 12 questions.

IR431 Half Unit European Union Policy-Making in a Global Context

This information is for the 2009/10 session.

Teacher responsible: Dr U Sedelmeier, D508

Availability: Course intended primarily for MSc International Relations, MSc International Relations (Research), MSc International Relations Theory, MSc Politics and Government in the European Union (Stream 2), MSc Theory and History of International Relations, MSc European Social Policy, LSE-PKU Double Degree in MSc International Affairs and LSE Sciences-Po Double Degree in European Studies. Also available to students taking MSc International Relations or MSc International Political Economy as part of the LSE-Sciences Po Double Degree in Affaires Internationales programme.

Course content: The course places the development of EU policy-making in its international context. It examines the impact of the external factors on the evolution of common policies and the external impact of common policies.

The crisis of the European nation state; the USA, and West European regional integration; the single market and the political economy of European integration – regulation, redistribution, taxation, money, social and labour policies; the pursuit of common foreign policy, and of a security and defence dimension; environmental policy; cooperation on police, justice, immigration and border control; enlargement as a policy and a process; the promotion of human rights and democracy.

Teaching: 10 **European Union Policy-making in a Global Context** (IR431) lectures in LT and 1 revision lecture in week 1 of ST; 10 weekly seminars (IR431) commencing in week one of LT.

Formative coursework: Seminar presentations are allocated at the first meeting of the seminar. Two 2,000-word essays are set and marked by the seminar teacher.

Indicative reading: No single book is exactly coterminous with the syllabus. The following are useful introductions: Charlotte Bretherton and John Volger, *The European Union as a Global Actor*, 2nd ed. (Routledge, 2006); Christopher Hill and Michael Smith (Eds.), *International Relations and the European Union* (Oxford, Oxford University Press, 2005); John Peterson and Michael Shackleton (Eds.), *The Institutions of the European Union* (Oxford, Oxford University Press, 2nd ed., 2006); Jeremy Richardson (Ed.), *European Union: Power and Policy Making-Making*, 3rd ed. (Routledge, 2005); Helen Wallace, Mark Pollack and Alasdair Young (Eds.), *Policy-Making in the European Union* (Oxford, Oxford University Press, 2009).

Assessment: An unseen, two-hour written examination in the ST (100%).

IR433 Half Unit **Not available in 2009/10** The International Politics of EU Enlargement

This information is for the 2009/10 session.

Teacher responsible: Dr K E Smith, D411

Availability: MSc Politics and Government in the European Union (Stream 2), MSc International Relations, MSc International Relations (Research), MSc International Relations Theory, LSE-PKU Double Degree in MSc International Affairs and LSE Sciences-Po Double Degree in European Studies. Also available to students taking MSc International Relations or MSc International Political Economy as part of the LSE-Sciences Po Double Degree in Affaires Internationales programme.

Course content: This course examines EU enlargement from the point of view of International Relations. The principal aim is to understand the interplay between enlargement, EU foreign policy and wider geopolitics. With this in mind enlargement is considered both as an act of European foreign policy and as a phenomenon impacting on the foreign policies of other states and actors. The course begins with a discussion of the theoretical issues of the international dimension of EU enlargement, including: size; diversity; pace of change; reach; external reactions; and the widening v. deepening dilemma within the EU. It moves on to a broadly chronological discussion of the various phases of enlargement from 1973 to the present, examining the inputs from key Member States as well as from the EU institutions, and analysing the extent to which strategic policy-making characterised each round. In the last part of the course the attention switches to more thematic concerns: the role of the self-excluded states (Norway, Switzerland, Iceland); the problem of neutrality; security, NATO and the post-Cold War European order; the geopolitical issue of Europe's final border; and the view from outsiders, such as the United States, Russia, Turkey and Morocco.

Teaching: 10 lectures and 10 seminars in the LT.

Indicative reading: Graham Avery & Fraser Cameron, *The Enlargement of the European Union*; Christopher Hill & Karen E Smith (Eds.), *European Foreign Policy: Key Documents*; Heather Grabbe & Kirsty Hughes, *Enlarging the EU Eastwards*; Simon Nuttall, *European Political Cooperation*; Karen E Smith, *The Making of EU Foreign Policy: the Case of Eastern Europe*; William Wallace, *Opening the Door: the Enlargement of NATO and the European Union*; Jan Zielonka (Ed), *Europe Unbound: Enlarging and Reshaping the Boundaries of the European Union*.

Assessment: Two-hour unseen examination in June.

IR434 Half Unit European Defence and Security

This information is for the 2009/10 session.

Teacher responsible: Dr S Economides, J207

Availability: MSc Politics and Government in the European Union (Stream 2), MSc International Relations, MSc International Relations (Research), MSc International Relations Theory, LSE-PKU Double Degree in MSc International Affairs and LSE Sciences-Po Double Degree in European Studies. Also available to students taking MSc International Relations or MSc International Political

Economy as part of the LSE-Sciences Po Double Degree in Affaires Internationales programme.

Course content: This course examines the role of defence and security issues in European integration. It traces the evolution and nature of decision-making with respect to European defence initiatives, and examines the structures and institutions of EU defence and security. It also seeks to understand the relationship between foreign policy and security/defence policy in the EU especially in the context of transatlantic relations, the relationship with NATO and the EU's wider international profile. The course is divided into three parts. Part one provides a theoretical overview of the role of defence and security issues in European integration. It addresses the question of defence and European identity, the relationship between European defence and the national objectives of Member-States, the link between collective defence and collective security as well as the role of defence in the EU's evolution as a civilian actor in international relations. Part two looks at the historical evolution of the plans, structures and institutions of European defence and security. It places this evolution in the context of the early post-Second World War era, the Cold War and German rearmament and the issues of extended deterrence, burden-sharing within NATO and the emergence of a European pillar to Western defence. Part three examines the more contemporary developments in European defence and security and concentrates on the relationship with European Political Cooperation/Common Foreign and Security Policy, moves to institutionalise defence and the initial steps towards a 'European Army'. Included in the third part are examinations of the EU's recent experiences in the Balkans, and elsewhere, with respect to defence and security co-operation, and the implications of this on the EU's role in the world.

Teaching: 10 lectures and 10 seminars in the MT and one revision seminar in the ST.

Indicative reading: Anne Deighton (Ed), *Western European Union: Defence Security Integration*; Andrew Cottey, *Security in the New Europe*; Jolyon Howorth, *Security and Defence Policy in the European Union*; Simon Duke, *The Elusive Quest for European Security*; *From EDC to CFSP*; Paul Gebhard, *The United States and European Security*; Heather Grabbe, *The Sharp Edges of Europe*; Francois Heisbourg et al, *European Defence: Making it Work*; Sean Kay, *Nato and the Future of European Security*; G Rees Wyn, *The Western European Union at the Crossroads*; Stanley Sloan, *The United States and European Defence*; Panos Tsakaloyannis, *The European Union as a Security Community* (1996).

Assessment: Two-hour unseen examination in June.

IR435 Not available in 2009/10 International Security (Advanced)

This information is for the 2009/10 session.

Teacher responsible: Professor B Buzan, D611

Availability: Primarily intended for MSc International Relations, MSc International Relations (Research), MSc International Relations Theory, MSc Theory and History of International Relations and LSE-PKU Double Degree in MSc International Affairs. Also available to students taking MSc International Relations or MSc International Political Economy as part of the LSE-Sciences Po Double Degree in Affaires Internationales programme.

Pre-requisites: Background in International Relations is a pre requisite.

Course content: The aim of the course is to give students a thorough introduction to the literature on international security, both theoretical and policy-orientated. The concept of international security itself is featured as an alternative lens to power as a way of looking at the study of international relations. The main approach is through the work of the Copenhagen school of security studies, which means that the following themes are strongly emphasised: the salience of levels of analysis (individual, national, regional, global) in thinking about international security; the use of sectors to understand the new (or liberal) international security agenda (military, political, economic, societal, environmental); and the understanding of security agendas not only in material terms (balancing, bandwagoning), but as socially constructed through

the processes of securitisation and desecuritisation. The course will start with theory, but then work its way towards an extensive empirical look at both 'unipolarity' and regional security as ways of understanding the contemporary agenda of international security. The course is divided into five sections each covering a specific theme. Weeks 1-4 introduce the literature of security studies and how it has evolved, the concept of security and the debates around it, and the concept of securitisation central to the Copenhagen school's constructivist approach. Weeks 5-7 explore levels of analysis and the tensions among them, and give particular attention to the regional level by way of setting up weeks 14-19. Weeks 8-11 cover sectors and the development of a 'new' security agenda. Weeks 12-13 take a polarity approach to understanding international security at the global level, and focus on the interplay between the dynamics of 'unipolarity' and the particularities of the US as the sole superpower. Weeks 14-20 take a tour of most of the world's major regions focusing on the specific security agendas that arise at that level, and how they interplay with the distribution of power at the global level.

Indicative reading: A full reading list will be provided at the beginning of the year.

Key texts: There are some copies of these in the library, but probably not enough for everyone to use at the same time. You should consider buying 2 or 3 of these books, or teaming up with someone else to do so in a sharing arrangement.

Essential

Barry Buzan, Ole Wæver & Jaap de Wilde (1998), *Security: A New Framework for Analysis*, Lynne Rienner, hereafter **SANFFA CC KZ5588 B99 [WEEK, 3 DAY AND SET TEXT]**

Barry Buzan & Ole Wæver (2003), *Regions and Powers: The Structure of International Security*, Cambridge University Press, hereafter **RaP. JX1979 B99**

Optional:

Barry Buzan (1991), *People, States and Fear – 2nd Edition: An Agenda for International Security Studies in the Post Cold War Era*, hereafter **PSF**. [a useful introduction to think about international security, **especially for those new to the subject**] **CC UA10.5 B99 [3 DAY]**

Michael Sheehan (2005), *International Security: An Analytical Survey*, Boulder, CO.: Lynne Rienner. [a more critical theory perspective on the topic] **JZ5588 S54** Peter Hough (2004), *Understanding Global Security*, London: Routledge. [an introductory text for beginners] **JZ5595 H83** Lene Hansen (2006), *Security as Practice: Discourse Analysis and the Bosnian War*, Routledge. [especially useful as a 'how to' guide to using discourse analysis.] **JZ1253.5 H24**

Alan Collins (2007), *Contemporary Security Studies*, Oxford University Press.

Teaching: There will be 20 lectures during MT and LT (IR309) and 20 seminars starting in week three of MT.

Formative coursework: Students must write three essays of 2,000 words length and make seminar presentations.

Assessment: Unseen three-hour, three question examination in the ST = 100%

IR436 Theories of International Relations

This information is for the 2009/10 session.

Teacher responsible: Dr G Lawson, B210

Availability: The course is compulsory for students on MSc International Relations Theory and MSc International Relations (Research). It is not available to students on any other degree programme. It may not be combined with IR410 International Politics.

Course content: The major schools of thought in the contemporary theory and methodology of international relations.

The course will cover the main explanatory and normative paradigms in international relations theory. The purpose of the course will be to provide a thorough background in all schools of International Relations theory and the debates between them regarding their view on the nature of international politics and how it is to be conceptualised, understood and judged. Theoretical/methodological approaches to be considered include: classical

and neo-realism; liberal institutionalism and neo-liberalism; Marxism; constructivism; English School theory; critical theory; post-structuralism; historical sociology; feminism; rationalism and reflectivism.

Teaching: The course will be taught using a combination of lecture, seminar and small group tutorials. 20 one-hour lectures, weekly from Week 1 of MT and 20 two-hour weekly seminars also from Week 1 of MT. There will also be small group tutorial sessions in each of MT and LT and two revision seminars in the ST.

Formative coursework: Students will be required to submit formative coursework and to deliver at least one formal seminar presentation. All student are expected to prepare for and participate in seminar discussion.

Indicative reading: Chris Brown with Kirsten Ainley (2005) *Understanding International Relations*, 3rd Ed. (Palgrave Macmillan); Bull, H., (2002) *The Anarchical Society: A Study of Order in World Politics*, 3rd edn. (Basingstoke: Palgrave); Scott Burchill et al (2005), *Theories of International Relations* 3rd ed (Basingstoke: Palgrave Macmillan); Buzan, Barry (2004) *From International to World Society? English School Theory and the Social Structure of Globalisation*, Cambridge, Cambridge University Press; Cox, R. (with Sinclair, T.) (1996) *Approaches to World Order* (Cambridge: Cambridge University Press); Enloe, C. (1989) *Bananas, Beaches and Bases* (London: Pandora Books); Halliday, F (1994), *Rethinking International Relations* (London: Macmillan Press); Martin Hollis & Steve Smith (1991) *Explaining and Understanding International Relations* (Oxford University Press); Linklater, A. (1998) *The Transformation of Political Community* (Cambridge: Polity Press); Jennifer Sterling-Folker, (2005) *Making Sense of IR Theory* (Boulder CO.: Lynne Reiner); Walker, R. B. J. (1993) *Inside/Outside: International Relations as Political Theory* (Cambridge: Cambridge University Press); Waltz, K. (1979) *Theory of International Politics*, Ch 6 (Reading MA: Addison Wesley); Wendt, A. (1999) *Social Theory of International Politics* (Cambridge: Cambridge University Press).

Assessment: One 4,000 word essay (50%) and one two-hour examination in ST (50%).

IR437 Half Unit Postcolonial Perspectives in International Relations

This information is for the 2009/10 session.

Teacher responsible: Professor K Hutchings, D409

Availability: An option on MSc International Relations Theory, MSc International Relations, MSc International Relations (Research). The course will also be available as an outside option where regulations permit but priority will be given to International Relations Department students.

Pre-requisites: No specific requirements, students should have a theoretical background in social science or humanities.

Course content: The aim of the course is to introduce students to the growing body of postcolonial work in International Relations. This will include examining postcolonial readings of the history of international political thought, theories of imperialism and neo-imperialism, the work of postcolonial thinkers such as Fanon, Said, Chakrabarty and Spivak and the ways these ideas are being used in contemporary examinations of race and racism in International Relations, in attempts to provincialize the Westphalian system and to understand the international politics of diaspora and indigeneity.

Teaching: 10 x one-hour lectures and 10 x 1.5 hour seminars in the MT.

Formative coursework: Students will be required to produce 2 short pieces of formative course work: One textual analysis exercise, which will involve answering a series of questions in under 1,000 words, and one essay of up to 2,000 words.

Indicative reading: Butler, J. & Spivak, G. C. (2007) *Who Sings the Nation-State? Language, politics, belonging*, London: Seagull books; Chowdry, G. & Nair S. (eds) (2002) *Power, Postcolonialism and International Relations: reading race, gender and class*, London: Routledge; Inayatullah, N. & Blaney, D. (2003) *International Relations and the Problem of Difference*, London: Routledge; Jahn, B. (ed) (2006) *Classical Theory in International Relations*, Cambridge: CUP; Keene, E. (2002) *Beyond the Anarchical Society: Grotius, colonialism and order in world politics*, Cambridge: CUP; Hutchings, K. (2008)

Time and World Politics: thinking the Present, Manchester: MUP.

Assessment: One 5,000 word essay (100%).

IR438 Half Unit Theory of International Society: English School Texts

This information is for the 2009/10 session.

Teacher responsible: Dr P Wilson, D516

Availability: Course intended primarily for students on MSc International Relations, MSc International Relations (Research), and MSc International Relations Theory. Also available to students taking MSc International Relations or MSc International Political Economy as part of the LSE-Sciences Po Double Degree in Affaires Internationales programme. The course is also available as an outside option where regulations permit and with the permission of the course coordinator.

Course content: A critical examination of the principal texts and core ideas of the English school (ES) of International Relations. This course examines the idea of international society and the formal structure of that society as depicted by Bull, Wight, James and other leading ES scholars. It also examines the dynamics of and challenges to international society as articulated by Vincent, Watson, Buzan among others. The course aims at a close reading of specific texts in the context of their critical reception and subsequent theoretical debates. It seeks to evaluate the importance of these texts and their contribution to international theory. It explores the solidarist and pluralist strands of ES theory and the nature of the interrelationship between international and world society.

Teaching: 1 x 1 hour (introductory) lecture and 9 x 2 hour seminars in the Lent Term. 1 x 1 hour (concluding) lecture in Summer Term.

Formative coursework: Two x 2,000 word essays

Indicative reading: T. Dunne, *Inventing International Society: A History of the English School* (1998); A. Linklater and H. Suganami, *The English School of International Relations: A Contemporary Reassessment* (2006); C. A. W. Manning, *The Nature of International Society* (1962); H. Bull, *The Anarchical Society: A Study of Order in World Politics* (1977); A. Watson, *Diplomacy: The Dialogue Between States* (1982); A. James, *Sovereignty: The Basis of International Society* (1986); R. J. Vincent, *Human Rights and International Relations* (1986); J. Mayall, *Nationalism and International Society* (1990); A. Watson, *The Evolution of International Society* (1992); B. Buzan, *From International to World Society* (2004); R. Little, *The Balance of Power in International Relations* (2007).

Assessment: One unseen two-hour examination (100%) in Summer Term.

IR450 International Political Economy

This information is for the 2009/10 session.

Teachers responsible: Dr J Chwieroth, D512 and Dr A Walter, D507

Availability: This course is compulsory for the MSc International Political Economy and MSc International Political Economy (Research). Also available to students taking MSc International Political Economy as part of the LSE-Sciences Po Double Degree in Affaires Internationales Programme.

It is available on an optional basis to a limited number of students on MSc Management, with enrolment subject to staffing resources, the completion of an application form and permission of the teachers responsible. It is not available to students on any other degree programme.

Course content: An advanced introduction to concepts and contending approaches in international political economy, and an overview of the evolution of international economic relations since the late nineteenth century.

This course is the core course for MSc International Political Economy. It aims to introduce students to various approaches to the study of international political economy (IPE), and to apply theories to important historical and contemporary empirical issues. The first part of the course introduces students to the main theoretical concepts in and methodological approaches to political economy, emphasising the overlap between international and comparative

approaches. After surveying the main schools of thought in the subject, it examines more recent theoretical developments, including the comparative and domestic approaches that have become increasingly prominent in the literature. The second and third parts of the course address the political and economic history of the international political economy since the Industrial Revolution. The issues covered in this part include particular events such as the 1930s economic depression, the issue of economic development, the construction and evolution of international economic regimes and institutions, and contemporary issues related to 'globalisation'. Previous background in international relations, international economics, comparative politics and history is helpful but is not a requirement. Students with no previous background in the subject should read Walter and Sen, *Analyzing the Global Political Economy* (2009), Oatley, *International Political Economy* (2008) and Ravenhill, *Global Political Economy* (2008) by the end of the first term.

Teaching and formative coursework: There will be a lecture course (IR450.1) on **International Political Economy** commencing in week one of the MT. Students will be assigned to **International Political Economy** seminar groups (IR450.1A) which accompany the lecture series; each seminar group will be run by a teacher involved in the MSc IPE programme. Three 2,000-word essays will be set and marked by the seminar teacher. A supplementary series of 10 lectures on **Introduction to Some Concepts in Economics** will also be given as part of IR450.1, explaining the law of comparative costs, purchasing power parity, the quantity theory of money, the balance of payments and other concepts currently used in the literature. This supplementary lecture series is primarily intended for those with little or no background in international economics and is not examinable.

Indicative reading: It is advisable to begin reading before the lectures start, and the following general texts are recommended. A more complete source-list is provided in the course outline. Oatley, *International Political Economy* (2008); Ravenhill, *Global Political Economy* (2008); Walter and Sen, *Analyzing the Global Political Economy* (2009); J Frieden & D Lake (eds), *International Political Economy*; J Frieden, *Global Capitalism* (2006); Robert Gilpin, *Global Political Economy* (2001); Susan Strange, *States and Markets*; Angus Maddison, *Phases of Capitalist Development*.

Assessment: Students will be required to sit a three-hour examination on the full syllabus of the course. Students will be asked to answer three out of 12 questions.

IR451 Politics of Money in the World Economy

This information is for the 2009/10 session.

Teachers responsible: Dr A Walter, D507 and Dr D Josselin, D515

Availability: Course intended primarily for MSc International Political Economy and LSE-PKU Double Degree in MSc International Affairs. It is an optional course for MSc Political Science and Political Economy, MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy, MSc Management and with enrolment subject to staffing resources, the completion of an application form and permission of the teachers responsible. Also available to students taking MSc International Relations or MSc International Political Economy as part of the LSE-Sciences Po Double Degree in Affaires Internationales programme.

Course content: This course is designed as a component of the study of an international system in which the management and mismanagement of money and finance are matters of fundamental consequence, for both international relations and domestic politics. It is intended to be of particular relevance to students specialising in international political economy.

This is a course in applied political economic theory. It deals with the basic concepts regarding the creation, use and management of money and finance in the international system. Students are introduced to international monetary relations over the past one and a half centuries. Issues covered include the use of national currencies as international money, the politics of exchange rate adjustment, the operations of banks and other institutions in international money and capital markets, the evolution

of international financial markets, the relationship between states and markets in the arena of global finance, international monetary cooperation, and the choices of monetary and financial policies open to developed and developing countries. The course emphasises that contemporary issues, such as financial crises, financial regulation and the politics of IMF conditionality, are best understood in a broader theoretical and historical context.

Teaching and formative coursework: One lecture course (IR451.1) and one seminar course (IR451.2). Lectures begin in the first week of MT and continue in the LT, with a revision session in the ST. Students are expected to make presentations on topics of their choice and to write three 2,000-word essays, to be marked by the seminar teacher. In the MT a series of ten additional lectures are given as part of IR451.1, **Introducing Concepts in Monetary Theory and International Monetary Economics**. Students intending to take the course are expected to attend these lectures unless they already have a strong background in monetary economics.

Indicative reading: No one book covers the entire syllabus, but the following general works provide a useful introduction: B Eichengreen, *Globalizing Capital* (2008); A Walter and G Sen, *Analyzing the Global Political Economy* (2009); A Walter, *World Power and World Money* (1993); R Gilpin, *The Political Economy of International Relations* (1987), Chapters 4 & 8; S Strange, *Mad Money* (1998); J Frieden & D Lake, *International Political Economy: Perspective on Global Power and Wealth* (4th edn, 2000), section IIIC; C Randall Henning, *Currencies and Politics* (1994); T. Porter, *Globalization and Finance* (2005); D Andrews (ed), *International Monetary Power* (2006).

A detailed list of recommended reading is provided at the beginning of the course.

Assessment: There is a three-hour formal examination in the ST based on the lecture course and work covered in the seminars. The paper contains about 12 questions, of which three are to be answered.

IR457 The Political Economy of International Trade

This information is for the 2009/10 session.

Teacher responsible: Dr R Sally, D416

Availability: Course intended primarily for MSc International Political Economy. It is an optional course for students on MSc Comparative Politics, MSc Political Science and Political Economy, MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy and LSE-PKU Double Degree in MSc International Affairs. Also available to students taking MSc International Relations or MSc International Political Economy as part of the LSE-Sciences Po Double Degree in Affaires Internationales programme.

Course content: An examination of the major economic and political issues and controversies in international trade. The evolution of trade policy in theory and practice. The course deals with the underlying economic theories of free trade and protection, and the political assumptions upon which they are based. It then considers the post-war evolution of the international trading system from the founding of the GATT through "middle-age" protectionism, the Uruguay Round, and the discussions in the Doha Development Agenda. It also looks at the key actors in international trade policy (US, EU, Japan, developing and transition countries, MNEs, NGOs), the WTO as an international organisation and regional and bilateral trade agreements.

Teaching and formative coursework: A series of 20 lectures (IR457), and 19 seminars (IR457) based on student presentations. Lectures begin in week one of the MT and seminars begin in the third week of the MT. Ten lectures on **Introduction to Some Concepts in Economics** will also be given as part of IR450.1, explaining the law of comparative costs, purchasing power parity, the quantity theory of money, the balance of payments and other concepts currently used in the literature. These lectures, starting in week one of the MT, are primarily intended for those with little or no background in international economics; also recommended

for MSc IPE students without any background in economics. Three 2,000-word essays will be set and marked by the seminar teacher.

Indicative reading: Paul Krugman & Maurice Obstfeldt, *International Economics*; Paul Krugman, *Pop Internationalism*; Douglas Irwin, *Against the Tide: An Intellectual History of Free Trade*; Jagdish Bhagwati, *Protectionism and Writings on International Economics*; B Hoekman & M Kostecki, *The Political Economy of the World Trading System*; Jacob Viner, *International Economics and Studies in the Theory of International Trade*; John Jackson, *The World Trading System*; Jagdish Bhagwati & Robert Hudec (Eds), *Fair Trade and Harmonisation: Prerequisites for Free Trade?*; Razeen Sally, *Trade Policy, New Century: WTO, FTAs and Asia Rising* (London, Institute of Economic Affairs, 2008).

A detailed reading list will be distributed at the beginning of the session.

Assessment: ST formal three-hour examination, three questions to be chosen from 12.

IR460

Comparative Political Economy

This information is for the 2009/10 session.

Teacher responsible: Dr L Phillips, D415

Availability: This course is compulsory for the MSc International Political Economy (Research). It is optional for students on MSc International Political Economy, MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy, MSc Political Science and Political Economy, MSc Management and LSE-PKU Double Degree in MSc International Affairs. Also available to students taking MSc International Relations or MSc International Political Economy as part of the LSE-Sciences Po Double Degree in Affaires Internationales programme. MSc Global Politics and other interested MSc students may also apply, with enrolment subject to staffing resources, the completion of an application form and permission of the teacher responsible.

Course content: The comparative study of democratic institutions and economic policy choice.

This course will investigate how theories emphasising distributional interests and domestic institutions can explain economic policy choices. Particular emphasis will be placed on giving students an understanding of the use of quantitative methods in political economy research. A third main objective will be to show how similar theories of political economy can be applied to both OECD and developing country cases. While there will be no formal pre-requisite for the course, it would be preferable for students to have already completed an introductory sequence in microeconomics and macroeconomics. Students without a previous background in quantitative methods should attend lectures from MI451 and MI452.

Teaching and formative coursework: Twenty one-hour lectures and 20 one-and-a-half-hour seminars, including two revision sessions, commencing in week one of MT. Students will be required to submit three 2,000-word essays over the course of MT and LT.

Indicative reading: The bulk of this course will be taught using journal articles. In addition, students will find it useful to consult several overview texts in political economy. James Morrow, *Game Theory for Political Scientists*; Allan Drazen, *Political Economy in Macroeconomics*; Stephen Haggard & Mathew McCubbins, *Presidents, Parliaments and Policy*; Adam Przeworski, Susan Stokes & Bernard Manin, *Democracy, Accountability, and Representation*.

Assessment: There is a three-hour formal examination in the ST on the full syllabus of the course. Candidates are required to answer three out of 12 questions.

IR461 Not available in 2009/10

Islam in International Relations

This information is for the 2009/10 session.

Teacher responsible: Professor J Sidel, H402

Availability: MSc International Relations, MSc International Relations (Research), MSc International Relations Theory and MSc Global Politics. Also available to students taking MSc International Relations or MSc International Political Economy as part of the LSE-Sciences Po Double Degree in Affaires Internationales programme.

Course content: The course covers key questions, arguments, and debates concerning the role of Islam as a rubric for identity and mobilisation in international relations. Overall, the course is intended to contextualise and enrich the study of Islam in International Relations against the backdrop of different literatures drawn from International Relations and other disciplines. The goals of the course are twofold: to transcend the reification and essentialisation of Islam by revealing the historical, institutional, and social constructedness of 'Islam' in the international political realm, and to re-evaluate the diverse and changing roles of Islam as a discursive and mobilisational force in international relations today. The course begins by addressing the theoretical literature and contemporary debate on the distinctiveness of Islam as a world religion in the public sphere and the political realm, and by situating various efforts to articulate transnational Islamic identity, association, and action against the backdrop of international relations. Lectures and seminar discussions consider different explanations for the trajectory of Islam as a basis for political mobilisation and counter-mobilisation in international relations over the past few decades. A set of case studies permits students to investigate the variegated roles of Islam in the politics of diverse societies found in different locations in the world economic system and the global system of nation-states. These case studies examine the role of Islamic identities, idioms, and organisations in processes of globalisation, civic activism, democratisation, state social control, separatist/nationalist mobilisation, state collapse, and international terrorism.

Teaching: Twenty one-hour weekly lectures commencing in week one of MT, accompanied by nineteen one-and-a-half-hour weekly seminar discussions, commencing in week two of MT, plus a revision session in the ST prior to the examinations. Professor Sidel will be responsible for the lectures and the seminars. Students will be divided into seminar discussion groups at the beginning of the course.

Formative coursework: Students are expected to submit three 2,000-3,000-word essays over the course of the year for evaluation and comment by the instructors. Whilst these essays will not be included in the formal assessment, they will help students to focus their energies on specific topics of particular interest to them and to receive feedback and guidance from the course instructors.

Indicative reading: Dale Eickelman and James Piscatori, *Muslim Politics* (Princeton: Princeton University Press, 1996); Dale Eickelman and Jon Anderson (eds.), *New Media in the Muslim World: The Emerging Public Sphere* (Bloomington: Indiana University Press, 2003); Mohammed M. Hafez, *Why Muslims Rebel: Repression and Resistance in the Islamic World* (Boulder: Lynne Rienner, 2003); Gilles Kepel, *Allah in the West: Islamic Movements in America and Europe* (Cambridge: Polity Press, 1997); Gilles Kepel, *Jihad: The Trail of Political Islam* (London: I.B. Tauris, 2002); Robert Malley, *The Call From Algeria: Third Worldism, Revolution, and the Turn to Islam* (Berkeley: University of California Press, 1996); Olivier Roy, *The Failure of Political Islam* (Cambridge: Harvard University Press, 1995); Olivier Roy, *Globalised Islam: The Search for a New Ummah* (London: Hurst, 2004); Reinhard Schulze, *A Modern History of the Islamic World* (London: I.B. Tauris, 1998); Fawaz A. Gerges, *The Far Enemy: Why Jihad Went Global* (Cambridge: Cambridge University Press, 2005); and Quintan Wiktorowicz, *Radical Islam Rising: Muslim Extremism in the West* (Lanham: Rowman and Littlefield, 2005).

Assessment: One three-hour examination (100%).

IR462 Half Unit

Introduction to International Political Theory

This information is for the 2009/10 session.

Teacher responsible: Dr K Ainley, D707

Availability: Course intended primarily for students on MSc International Relations, MSc International Relations (Research), MSc International Relations Theory, MSc Political Theory and MSc Theory and History of International Relations. The course is available to students on MSc Global Politics, MSc Human Rights, MSc Race, Ethnicity and Post-Colonial Studies and MSc China in Comparative Perspective with the permission of the course coordinator. Also available to students taking MSc International Relations or MSc International Political Economy as part of the LSE-Sciences Po Double Degree in Affaires Internationales programme. The course

is also available as an outside option where regulations permit and with permission of the course coordinator.

Course content: 1) Intro to IPT: State versus individual in historical perspective.
2) Humanitarianism today: a critical overview with examples
3) Sovereignty, international society & the norm of non-intervention
4) The moral standing of states in contemporary communitarian thought

5) The International Human Rights Regime
6) Critiques of Human Rights and Universal Values
7) International and Global Justice
8) The Politics of International Law: an introduction
9) Contemporary Cosmopolitan and Communitarian Thought

Teaching: 9 x 2 hour seminars in MT (commencing week 2)
2 x 2 hour revision seminars in weeks 1 and 2 of the ST
Students without a background in the field will be encouraged to attend the lectures for the UG course IR306 *Sovereignty, Rights and Justice: Issues in IPT*.

Formative coursework: 1 x 800 word book report
1 x 2,000 word essay

Indicative reading: Appiah, K.A. *Cosmopolitanism: Ethics in a World of Strangers* (Allen Lane, 2006); Armstrong, D. et al *International Law and International Relations* (Cambridge UP, 2007); Brown C. *Sovereignty, Rights and Justice* (Polity, 2002); Beitz C.R. *Political Theory and International Relations* (Princeton UP, 1979/2000); Dunne T. & N.J. Wheeler (eds.) *Human Rights in Global Politics* (Cambridge UP, 1999); International Commission on Intervention and State Sovereignty *The Responsibility to Protect* (Ottawa, 2001); Jackson, R. *The Global Covenant* (Oxford UP 2003); Kymlicka W & W. M. Sullivan (eds.) *The Globalization of Ethics* (Cambridge UP, 2007); Rawls J. *The Law of Peoples* (Harvard University Press, 1999); Walzer M. *Just and Unjust Wars* (Basic Books, 3rd ed 2000).

Assessment: 2-hour unseen examination in the Summer Term (100%)

IR463 Half Unit The International Political Theory of Humanitarian Intervention

This information is for the 2009/10 session.

Teacher responsible: Professor C Brown, D410

Availability: Course intended primarily for students on MSc International Relations, MSc International Relations (Research), MSc International Relations Theory, MSc Political Theory and MSc Theory and History of International Relations. The course is available to students on MSc Global Politics, MSc Human Rights, MSc Race, Ethnicity and Post-Colonial Studies and MSc China in Comparative Perspective students with the permission of the course coordinator. Also available to students taking MSc International Relations or MSc International Political Economy as part of the LSE-Sciences Po Double Degree in Affaires Internationales programme. The course is also available as an outside option where regulations permit and with permission of the course coordinator.

Pre-requisites: IR462 Introduction to International Political Theory

Course content: 1. Humanitarianism in historical perspective: the abolition of the slave trade and the 'standards of civilisation': 20th century 'standard setting', the League and the UN.
2. Humanitarianism Post-1989: Theoretical considerations and new institutional frameworks. A Responsibility to Protect?
3. Failed states and external intervention. Somalia 1992/3, Afghanistan in 2001?
4. The International Response to Genocide. Rwanda 1994, Darfur today.
5. The International Community and the Break-up of Nations: Former Yugoslavia, 1990-2007.
6. Iraq 2003, and the critique of liberal interventionism
7. Changing the question; addressing the root causes of humanitarian disasters.
8. The notion of global justice; Rawls The Law of Peoples and its critics.
9. Pogge, poverty and human rights
10. Globalization and humanitarianism – the latest 'new world order' and the increasing influence of the BRICS.

Teaching: 10 x 2 hour seminars in the Lent Term
2 x 2 hour revision sessions in weeks 3 and 4 of ST.

Students will be encouraged to attend relevant lectures in the UG course IR306 *Sovereignty, Rights and Duties: Issues in IPT*

Formative coursework: 1 x 2,000 word essay

Indicative reading: Chandler, D. *From Kosovo to Kabul: Human Rights and International Intervention* (Pluto, 2002); Collier, P. *The Bottom Billion* (Oxford UP, 2007); Finnemore, M *The Purpose of Intervention: Changing Beliefs about the Use of Force* (Cornell UP, 2004); Forsythe, D. *The Humanitarians* (Cambridge UP, 2005); International Commission on Intervention and State Sovereignty *The Responsibility to Protect* (Ottawa, 2001); Hochschild, A. *Bury the Chains: The British Struggle to Abolish Slavery* (Pan Books, 2006); Kennedy, D. *The Dark Side of Virtue: Reassessing International Humanitarianism* (Princeton UP, 2004); Kouchner, B. *Les Guerriers de la Paix* (Bernard Grasset, 2004); Pogge, T. *Freedom from Poverty as a Human Right* (Columbia, 2007)
Wheeler, N.J. *Saving Strangers* (Oxford UP, 2000).

Assessment: One unseen two-hour examination in the Summer Term (50%), and a 4,000 word long essay to be produced by week 3 of the Summer Term.

IR464 Half Unit The Politics of International Law

This information is for the 2009/10 session.

Teacher responsible: Dr K Ainley, D416

Availability: Course intended primarily for students on MSc International Relations, MSc International Relations (Research), MSc International Relations Theory, MSc Political Theory and MSc Theory and History of International Relations. The course is available to students on MSc Global Politics, MSc Human Rights, MSc Race, Ethnicity and Post-Colonial Studies and MSc China in Comparative Perspective students with the permission of the course coordinator. Also available to students taking MSc International Relations or MSc International Political Economy as part of the LSE-Sciences Po Double Degree in Affaires Internationales programme. The course is also available as an outside option where regulations permit and with permission of the course coordinator.

Pre-requisites: IR462 Introduction to International Political Theory

Course content: An introduction to the politics of the creation and implementation of international law, intended for non-lawyers. The course focuses on the areas of international law most relevant to International Political Theory: human rights, the use of force and international crime, and examines the increasing legalization of international politics, the tensions between international politics and international law, alternatives to international law and international law post 9/11.

Teaching: 10 x 2 hour seminars in Lent Term.

2 x 2 hour revision seminars in weeks 3 and 4 of ST.

Students will be encouraged to attend relevant lectures in the UG course IR306 *Sovereignty, Rights and Justice: Issues in IPT*

Formative coursework: 1 x 2,000 word essay

Indicative reading: Armstrong, D. *International Law & International Relations* (Cambridge, 2007); Bass, G *Stay the Hand of Vengeance: The Politics of War Crimes Tribunals* (Princeton UP, 2000); Koskeniemi, M. *From Apology to Utopia: The Structure of International Legal Argument* (Cambridge, 2006); Maogoto, J. *War Crimes and Realpolitik: International Justice from World War I to the 21st Century* (Lynn Rienner, 2004); May, L. *Crimes against Humanity: A Normative Account* (Cambridge, 2004); McGoldrick, D. *From 9-11 to the Iraq War 2003: International Law in an Age of Complexity* (Hart Publishing, 2004); Reus-Smit, C ed. *The Politics of International Law* (Cambridge UP, 2004); Rochester, JM. *Between Peril & Promise: The Politics of International Law* (CQ Press, 2006); Robertson, G. *Crimes Against Humanity: The Struggle for Global Justice* (Penguin, 2006); Simpson, G. *Law, War & Crime* (Polity, 2007).

Assessment: A two-hour unseen examination in the Summer Term (50%) and a 4,000 word long essay to be produced by week 2 of the Summer Term (50%).

IR465**The International Politics of Culture and Religion****This information is for the 2009/10 session.****Teacher responsible:** Dr K Dalacoura, D412

Availability: Course intended primarily for MSc International Relations, MSc International Relations (Research), MSc International Relations Theory. Also available to students taking MSc International Relations or MSc International Political Economy as part of the LSE-Sciences Po Double Degree in Affaires Internationales Programme. Other students may be admitted, subject to availability and the approval of the course coordinator.

Pre-requisites: Background in International Relations or a related discipline.

Course content: Approaches to understanding the role of culture and religion in the discipline of IR. Culture and religion in IR *theory*; their influence on the *practice* of international relations. Case study: Islam. The course will be divided into three parts. In the first part, the contribution of a number of international relations theories to our understanding of culture and religion will be explored. The focus here will be on the English School and constructivism; critical theory and post-modernism; liberalism and communitarianism. The second part of the course will examine the role that cultural and religious issues play in the practice of international relations and in particular their influence on international norms, foreign policy, conflict and negotiation, war and intervention, aid and development. The third part will bring together theory and practice using the case study of Islam, interpreted as both as culture and religion.

Teaching: Course commences week 5 of MT. Fifteen lectures, (6 in MT, 9 in LT); sixteen one-and-a-half hour seminars (6 in MT, 10 in LT). One revision seminar in the ST.

Formative coursework: Students will be expected to write three 2,000 word essays by dates stipulated by their seminar leader.

Indicative reading: A detailed reading list will be available on line and in printed form well before the first lecture/seminar. Useful surveys and introductions are: Bruce Lawrence, *Defenders of God: The Fundamentalist Revolt against the Modern Age*, I. B. Tauris, 1990; Fabio Patito and Pavlos Hatzopoulos (eds), *Religion in International Relations: The Return from Exile*, Palgrave Macmillan 2003; Yosef Lapid and Friedrich Kratochwil (eds), *The Return of Culture and Identity in IR Theory*, Lynne Rienner, 1997; Jongsuk Chay (ed.), *Culture and International Relations*, Praeger, 1990; K. R. Dark (ed.), *Religion and International Relations*, Macmillan, 2000; Dominique Jacquin-Berdal, Andrew Oros and Marco Verweij (eds), *Culture in World Politics*, St. Martin's Press, 1990; Jonathan Fox and Shmuel, *Bringing Religion into International Relations*, Palgrave Macmillan, 2006; Jeffrey Haynes, *An Introduction to International Relations and Religion*, Longman, 2007.

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

IR481 Half Unit**Europe, the US and Arab-Israeli Relations****This information is for the 2009/10 session.****Teacher responsible:** Dr F Bicchi, D413

Availability: MSc Politics and Government in the European Union (Stream 2), MSc International Relations and MSc International Relations (Research), MSc International Relations Theory, MSc Theory and History of International Relations and LSE Sciences-Po Double Degree in European Studies. Also available to students taking MSc International Relations or MSc International Political Economy as part of the LSE-Sciences Po Double Degree in Affaires Internationales programme. Students from other programmes may participate conditional on availability and approval from the teacher responsible.

Pre-requisites: A knowledge of post-1945 world history of the European Union governance system and of Middle Eastern politics is required.

Course content: The course focuses on the foreign policy of the EU and of EU member states towards Arab-Israeli relations, in comparison with the US foreign policy. The main focus will be on the European perspective, but it would be impossible to analyse this

subject without taking into account the US position and, to some extent, Transatlantic relations. After an overview of Palestine during the British mandate, the course will cover the period from 1948 to nowadays with a particular emphasis on contemporary issues. The British mandate on Palestine. The partition of Israel and the birth of Israel. Early support for Israel. The Suez crisis. The evolution of European and US policy towards Israel. The Global Mediterranean Policy. The 1973 war, the energy crisis and the Euro-Arab Dialogue. The Venice Declaration. The US and European contribution to the Arab-Israeli peace process in the 1990s. The Euro-Mediterranean Partnership and the Union for the Mediterranean. Regionalism as a policy. Democracy promotion in the Middle East. Arms trade. Peacekeeping missions.

Teaching: 10 weekly lectures (IR481), commencing in week 1 of LT, and 1 revision lecture in week 1 of ST; 9 weekly seminars, commencing in week 2 of the LT; 2 guest lecturers.

Formative coursework: Two 2,000-word essays during the course, to be marked by seminar teachers. These do not count towards the final mark.

Indicative reading: Students will be expected to read widely in appropriate books and journals. A detailed reading list will be provided at the beginning of the course. The following provide a general background to the topic: Fawcett, L. (2005) *International Relations of the Middle East*, Oxford: Oxford University Press; Lesch, David, ed. *The Middle East and the United States*. Boulder: Westview. 2007, 4th ed. Bicchi, Federica, *European Foreign Policy Making toward the Mediterranean*, New York: Palgrave, 2007. Nonneman, G. (1993) *The Middle East and Europe. The Search for Stability and Integration*, London: Federal Trust for Education and Research; Quandt, W.B. (1993) *Peace Process. American Diplomacy and the Arab-Israeli Conflict Since 1967*, Washington /Berkeley/Los Angeles: The Brookings Institution/University of California Press; Roberson, B.A. (1998) *The Middle East and Europe. The Power Deficit*, London/New York: Routledge; Sayigh, Y. and Shlaim, A. (1997) (eds), *The Cold War and the Middle East*, Oxford: Clarendon Press; Spiegel, Steven, *The Other Arab-Israeli Conflict: Making America's Middle East Policy from Truman to Reagan*, Chicago, 1985; Youngs, Robert, *Europe and the Middle East. In the Shadow of September 11*. Boulder/London: Lynne Rienner, 2006.

Assessment: Unseen, two-hour written examination in the ST (100%). The normal length of the examination paper is eight questions, of which candidates are invited to answer any two.

IR482**Russia and Eurasia: Foreign and Security Policies****This information is for the 2009/10 session.****Teacher responsible:** Dr R Allison, D513

Availability: Course intended primarily for MSc International Relations, MSc International Relations (Research), MSc International Relations Theory, MSc Theory and History of International Relations, MSc Comparative Politics, MSc Politics and Government of the EU (Stream 2) and LSE Sciences-Po Double Degree in European Studies. Also available to students taking MSc International Relations or MSc International Political Economy as part of the LSE-Sciences Po Double Degree in Affaires Internationales programme. Other students may take this course as permitted by the regulations for their degrees.

Pre-requisites: Some knowledge of post-1945 international history/ international relations is necessary.

Course content: Explanations of the cold war and détente as case studies of conflict and amity in East-West relations. Relations within the socialist system of states. Soviet-Third World relations. The 'new thinking' in international affairs and the end of the cold war. Foreign and security policy concepts and decision-making. The Russian use of military power and regional conflicts. Russian policy towards Western states and institutions. Regionalism and multilateralism between Europe and Eurasia. The international relations and foreign policy identities of new states and regions: Ukraine/Belarus, the South Caucasus and Central Asia; Caspian energy and foreign policies; the challenge of Afghanistan for the region and the West.

Teaching: 16 one-hour weekly lectures in MT and LT and 18 one-and-a-half hour weekly seminars commencing in week three of MT.

Formative coursework: Students will be expected to write three 2,000-word essays for the seminar teacher, and to present at least one seminar topic. These do not count towards the final mark.

Indicative reading: A more detailed reading list will be distributed at the beginning of the lecture course but students will find the following preliminary reading useful, which cover aspects of the course:

Allison, R. and Bluth, C. (1998) (eds), *Security Dilemmas in Russia and Eurasia*, London: RIIA; Donaldson, R., and Noguee, J. *The Foreign Policy of Russia: Changing Systems, Enduring Interests* (1988), Armonk, NY: M.E. Sharpe; Fleron, F., Hoffman, E., Laird, R. (eds) *Contemporary Issues in Soviet Foreign Policy: From Brezhnev to Gorbachev* (1991), New York, Aldine de Gruyter; Hedenskog, J. et. al. (eds), *Russia as a Great Power: Dimensions of Security under Putin* (2005), London: Routledge; Kennedy-Pipe, C., (1998), *Russia and the World, 1917-1991*, London: Arnold/Oxford University Press; Light, M. (1988), *The Soviet Theory of International Relations* (1988), Brighton: Wheatsheaf; Lo, B. (2002), *Vladimir Putin and Evolution of Russian Foreign Policy*, London: RIIA and Blackwell; Malcolm, N., Pravda, A., Allison, R., and Light, M. (1996), *Internal Factors in Russian Foreign Policy* (1996), Oxford: Oxford University Press; Moroney, J., Kuzio, T., and Molchanov, M. (2002) (eds), *Ukrainian Foreign and Security Policy: Theoretical and Comparative Perspectives*, Westport, Conn: Praeger; Tsygankov, A., *Russia's Foreign Policy: Change and Continuity in National Identity* (2006). Oxford: Rowman & Littlefield.

Assessment: A formal three-hour examination in the ST (100%). Students must answer three out of twelve questions.

IR483

International Organisations and Regimes

This information is for the 2009/10 session.

Teacher responsible: Dr U Sedelmeier, D508.

Availability: Course intended primarily for MSc International Relations, MSc International Relations (Research), MSc International Relations Theory, MSc Theory and History of International Relations, MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy and LSE-PKU Double Degree in MSc International Affairs. Also available to students taking MSc International Relations or MSc International Political Economy as part of the LSE-Sciences Po Double Degree in Affaires Internationales programme. *Not* available for students taking IR412 (International Institutions).

Pre-requisites: A background in International Relations or Comparative Politics is desirable.

Course content: The first part of the course introduces three broad theoretical approaches to international institutions – realism, rationalist institutionalism, social constructivism (and certain extension of these approaches) – that provide alternative explanations for their creation, design, change, and impact. The second part of the course analyses the creation, design and impact of specific international organisations and regimes. The third part of the course analyses central conceptual issues, including the domestic impact of international institutions, international legalisation, the interaction between non-state actors and international institutions, and the enlargement of international institutions.

Theories of international institutions (creation, design, change, and impact): realism and hegemonic stability; rationalist institutionalism; historical institutionalism; 'weak' cognitivism; sociological institutionalism and social constructivism; scope for dialogue and synthesis. Analysis of the creation, design, change and impact of selected international organisations and regimes in specific issue-areas: the United Nations; the European Union; NATO; human rights; trade; environment. Cross-cutting conceptual issues: the domestic impact of international institutions; the use of conditionality by international institutions; multilateral sanctions; compliance with international institutions; international legalisation; transnational advocacy networks; enlargement of international institutions.

Teaching: 10 Lectures during MT; 20 seminars through MT and LT.

One revision lecture in ST.

Formative coursework: Participation: attendance at classes and adequate preparation for participation in each class discussion.

Presentations: Each seminar participant is required to give at least one presentation on one of the seminar topics. **Essays:** three essays of a maximum of 2000 words each; these do not count towards the final mark. The essays are to be an answer to one question for each part of the course from the list of sample exam questions appended to this reading list.

Indicative reading: Essential: Andreas Hasenclever, Peter Mayer & Volker Rittberger, *Theories of International Regimes*, Cambridge University Press, 1997; Volker Rittberger & Bernhard Zangl, *International Organization: Polity, Politics and Policies*, *Palgrave, 2006; Michael Barnett & Martha Finnemore, *Rules for the World: International Organizations in Global Politics*, Cornell University Press, 2004.

Other: Barbara Koremenos, Charles Lipson and Duncan J. Snidal (eds), *The Rational Design of International Institutions* (Cambridge: Cambridge University Press, 2004); Darren G. Hawkins et al. (eds) *Delegation and Agency in International Organizations* *(Cambridge University Press, 2006); Paul F. Diehl (ed.) (2005) *The Politics of Global Governance: International Organizations in an Interdependent World*, 3rd edition (Boulder, Co.: Lynne Rienner); Haftendorn, H., R.O. Keohane, and C.A. Wallander (eds) (1999) *Imperfect Unions: Security Institutions over Time and Space*, Oxford: Oxford University Press; Jeffrey T. Checkel (ed.) (2007) *International Institutions and Socialization in Europe* *Cambridge University Press.

Assessment: Unseen three hour written examination in the ST which counts for 100% of the final mark. Candidates must answer three of twelve questions.

IR484

Islam in World Politics

This information is for the 2009/10 session.

Teacher responsible: Professor Gilles Kepel, B207

Availability: This is a non-examinable lecture/seminar series for interested postgraduate students registered in the International Relations and International History Departments. There is no written work, but students participating in the course are expected to do the reading and participate fully in the seminars. Please see IDEAS website for further details.

Course content: This course looks at some of the key issues concerning the role of Islam in the twentieth century. It looks at the 'rise' of Islam' in a broad historical fashion, but also attempts to understand the challenge to modernity – and indeed international security – posed by political Islam since the 1970s. The goals of the course are twofold: first to explain Islam as a political force in the modern world; and second to assess the diverse and changing roles of Islam in world politics today.

Lecture/Seminar Schedule:

1. Overview: The Rise of Islamist Movements from the 1920s to the early part of the 21st century.
2. The Society of Muslim Brothers in Egypt: from Banna to Qutb.
3. The battle for Islamic identity in India.
4. The 1970s 'Watershed Decade'.
5. The strange case of the Iranian Revolution
6. Afghanistan, Pakistan, and the Globalization of Jihad
7. Islamism in Europe: from the Rushdie fatwa to the French Hijab affair.
8. Jihad in the 1990s: Bosnia, Egypt, Algeria
9. September 11, 2001: The "Faraway Enemy" and the logics of Martyrdom Operations
10. Islam, Palestine and the rise of Hamas and Hezbollah
11. Islam in the Middle East: Iraq, Iran and Saudi Arabia.
12. To deradicalize or integrate? Moslems in France and the United Kingdom.

Teaching: Twelve two-hour meetings, held fortnightly. They commence in the second week of the Michaelmas Term, resume in week 1 of Lent Term, and the remaining two sessions commence in week 1 of the Summer Term.. The meetings will comprise a lecture followed by a seminar discussion.

Indicative reading: The 12 sessions will draw in large part on the

published work of Professor Gilles Kepel. Three books are highly recommended: *Jihad / The Trail of Political Islam*, Harvard University Press & I.B. Tauris, 2002 (esp. for 1 to 8); *The War for Muslim Minds / Islam and the West*, Harvard University Press, 2004 (esp. 9 & 10); *Beyond Terror and Martyrdom / The Future of the Middle East*, Harvard University Press, 2008 (esp. 11 & 12). A detailed reading list will be available at the start of the course.

Assessment: There is no formal assessment.

IR499

Dissertation

This information is for the 2009/10 session.

Teachers responsible: Dr P Wilson, D516 (MSc International Relations (IR) and MSc International Relations Research; Dr R Falkner, D615 (MSc International Political Economy (IPE) and MSc International Political Economy Research); Dr G Lawson, B210 (MSc International Relations Theory (IRT)).

MSc IR, MSc IR (Research), MSc IPE, and MSc IPE (Research) and MSc IRT students are required to write a 10,000-word Dissertation on a topic within the field of IR/IPE/IRT approved by the student's supervisor. The Dissertation need not be an account of original research and may rely on secondary sources but it should be the product of work done independently and, except for the initial phase, unaided by the student. The Dissertation is supervised in the sense that candidates receive as much help and advice as they need to get their projects up and running. It is not supervised, in line with general School practice, in the sense of receiving written and/or oral feedback on the actual text of the Dissertation. Detailed advice on the nature of the supervisor's role, timing, deadlines and presentation will be given to students towards the end of MT. Candidates are required to submit their title, together with a brief synopsis of their proposed topic, for approval towards the end of LT.

IS413

Information Systems for the Public Sector

This information is for the 2009/10 session.

Teacher responsible: Professor Chrisanthi Avgerou, F3.22

Availability: Optional for MSc Analysis, Design and Management of Information Systems, MSc Public Management and Governance and MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy. This course is available as an outside option to other MSc students.

Course content: This course is concerned with understanding the expectations and challenges of government's use of contemporary information and communication technologies. It studies processes of technology enabled innovation specific to organizations of public administration. Core questions addressed include: what distinguishes government as a site for technology based innovation; how government functions and practices are potentially changed by e-government initiatives; how public administrators respond; and the consequences for relationships between government, citizens and the private sector.

Teaching: Ten two-hour lectures and 10 one-hour classes in the LT.

Formative coursework: Classes are used to discuss relevant papers and topics.

Indicative reading: Bovens, M. and S. Zouridis (2002) "From Street-Level to System-Level Bureaucracies: How Information and Communication Technology Is Transforming Administrative Discretion and Constitutional Control", *Public Administration Review*, 62 (2), pp. 174-184.; Chadwick, A and May, C (2003) Interaction between states and citizens in the age of the Internet: "e-government" in the United States, Britain and the European Union, *Governance: An International Journal of Policy, Administration and Institutions*, Vol. 16, No. 2, April.; Cordella, A (2007), E-government: towards the e-bureaucratic form?, *Journal of Information Technology*, 22, 265-274; Dunleavy, P, Margetts, H.; Bastow, S.; Tinkler, J. *Digital era governance: IT corporations, the state and e-government*. Oxford University Press, 2006.; Fountain, Jane E. (2001) *Building the virtual state : information technology and institutional change*, Washington, D.C. : Brookings Institution Press.; Heeks, R. (1999) *Reinventing Government in the Information*

Age, Routledge, New York.; Heeks, R. and Bailur, S. (2007).

"Analysing eGovernment Research." *Government Information Quarterly*, 22 (2), pp. 243-265.; Ho, A. T.-K. (2002) "Reinventing Local Government and the E-Government Initiative", *Public Administration Review*, 62 (4), pp. 434-444.; Kakabadse, A., N. K. Kakabadse and A. Kouzmin (2003) "Reinventing the Democratic Project through Information Technology: A Growing Agenda for Debate", *Public Administration Review*, 63 (1), pp. 44-60.; Layne, K. and J. Lee (2001) "Developing Fully Functional E-Government: A Four-Stage Model", *Government Information Quarterly*, 18 (2), pp. 122-136.; Margetts, H and Dunleavy, P (2002) *Better Public Services through E-Government: Cultural Barriers to e-government*, National Audit Office, London. on web at: http://www.nao.org.uk/publications/nao_reports/01-02/0102704-iii.pdf; Peters, G (2000) "The Politics of Bureaucracy – Chapter 2" from Peters, B. G. (2000) *The Politics of Public Administration*, Routledge, London.; Yildiz M (2007) E-government research: reviewing the literature, limitations, and ways forward. *Government Information Quarterly* 24, 646-665, doi:10.1016/j.giq.2007.01.002 (accessed 1 August 2007); D F Norris, 'Building the virtual state ... or not? A critical appraisal,' *SSCR* 21 (4): 417-424, (2003).

Assessment: A 1,000 word essay proposal submitted in week 7 of LT (5%). Based on this, feedback is provided for an up to 5,000 word research essay on a chosen topic in public sector information systems and e-government (45%). An exam in the ST counts for the final 50%.

IS414

Designing Information Services

This information is for the 2009/10 session.

Teacher responsible: Dr C Sorensen, NAB3.11

Availability: This course is optional for the MSc Analysis, Design and Management of Information Systems, MPA Public and Economic Policy/MPA Public Policy and Management and is open to others. However, knowledge of information systems development to the level of IS471 **Innovating Systems Development** is assumed and required.

Course content: The course aims to give the students a theoretical and practical introduction to the key issues in designing and building contemporary information and communication technologies (ICT).

Introduction to the design of information services. Designing for the mobilisation of interaction. Understanding Software as a Service. Supporting interaction. The representation of the social in the technical. The role of proper understanding of context in service design. Mobile collaboration. The changing role of the user in collaboration services. Interactive innovation of information services. Designing for interaction asymmetry. The role of information infrastructures in designing information services.

Teaching: 10 two hour-lectures, nine two-hour seminars in the LT.

Formative coursework: Students discuss articles, practice design, and present design ideas in the classes. Regular project meetings are held with the course teachers. The full and half option consist of the same teaching. However, only full option students will do a design project.

Indicative reading: Benkler, Y. (2006): *The Wealth of Networks*. Yale University Press; K. Braa, C. Sørensen, and B. Dahlbom, ed. (2000): *Planet Internet*. Studentlitteratur; Barabási, A.-L. (2002): *Linked*. Cambridge, MA: Perseus; Barley, S. R. & G. Kunda (2004): *Gurus, Hired Guns, and Warm Bodies*. Princeton University Press; C. U. Ciborra and Associates (2000): *From Control to Drift*. OUP; Ciborra, C. (2002): *The Labyrinths of Information*. OUP; Collins, R. (2004): *Interaction Ritual Chains*. Princeton University Press. B. Dahlbom and L. Mathiassen (1993): *Computers in Context*. Blackwell; Dourish, P. (2001): *Where the action is*. MIT Press; Goffman, E. (1959): *The Presentation of Self in Everyday Life*. Bantam; Haddon, L., et al eds. (2006): *Everyday Innovators*. Springer; Höök, K., D. Benyon, & A. J. Monroe, ed. (2003): *Designing Information Spaces*. Springer; Ito, M., D. Okabe, & M. Matsuda, ed. (2005): *Persona, Portable, Pedestrian*. Cambridge, Mass: The MIT Press; Ling, R. (2004): *The mobile connection*. Elsevier; Kallinikos, J. (2006): *The Consequences of Information*.

Edward Elgar; Ling, R. (2004): *The Mobile Connection: The Cell Phone's Impact on Society*. Ling, R. (2008): *New Tech, New Ties: How Mobile Communication is Reshaping Social Cohesion*. The MIT Press. Morgan Kaufmann; Löwgren, J. and E. Stolterman (2004). *Thoughtful Interaction Design*. MIT Press; Mccullough, M. (2004): *Digital Ground*. MIT Press. Cambridge, Massachusetts; D. A. Norman (1998): *The Invisible Computer*. MIT Press; Rheingold, H. (2002): *Smart Mobs*. Perseus Books; I. Sommerville (1995): *Software Engineering*. Addison-Wesley; Sørensen, Yoo, Lyytinen and DeGross (2005): *Designing Ubiquitous Information Environments*. Springer; L. Sproull and S. Kiesler (1993): *Connections*. MIT Press; Thackara, J. (2005): *In the Bubble*. Cambridge. MIT Press; J. Yates (1989): *Control through Communication*. Johns Hopkins University Press; Yates, J. (2005): *Structuring the Information Age*. Baltimore: The Johns Hopkins University Press; Zuboff, S. (1987): *In the Age of the Smart Machine*. Basic Books; Zuboff, S. & J. Maxmin (2002): *The Support Economy*. Penguin.

Assessment: A three-hour formal examination in the ST accounts for 50% of the mark. A practical group project accounts for 50%.

IS415 Half Unit Health Information Systems

This information is for the 2009/10 session.

Teachers responsible: Dr T Cornford, NAB3.29 and Dr E Klecun, NAB3.37

Availability: Optional for students on MSc ADMIS, MSc International Health Policy, MSc Health, Population and Society, and MSc Health Economics, Policy and Management (Modular). The course is also available as an outside option where regulations permit and with permission of the course coordinator.

Pre-requisites: Students should have an appreciation of information management and systems development and implementation issues, and some understanding of healthcare systems. A brief introduction to both areas will be given to those without relevant background as well as some readings.

Course content: This course introduces the principal issues faced by healthcare policy makers, and healthcare organizations as they plan for and introduce substantial healthcare information systems to support administrative and clinical activities. The course addresses the aims and ambitions associated with healthcare information systems, as well as the problems and pitfalls that occur. The course is organised as follows: A survey of the history of computer-based systems in healthcare and some comparison with other sectors. The evolution and state of the art in information systems in the primary and secondary sectors with international comparisons. ICT and the development of healthcare policy. Assessing ICT's transformative potential and relevant policy ambitions. Issues of systems implementation. The electronic patient record and national information infrastructures for health. Computers and medicines management. Telehealth and telecare. Issues of evaluation and building of an evidence base.

Teaching: This course is taught in the Lent Term: 2 x 2-hour lectures, 9 x 2-hour seminars and 2 x 2-hour project essay workshops.

Formative coursework: Students will complete one formative essay. The assessed project essay will also be supported by workshops in which formative feedback will be given.

Indicative reading: Taylor, P. (2006) *From Patient Data to Medical Knowledge: The Principles and Practice of Health Informatics*, BMJ Books, London.

Berg, M. (2004) *Health Information Management: Integrating Information Technology in Health Care Work*, Routledge, London.

Bloomfield, B. P. (2000) *Information Technology and Organisations: Strategies, Networks, and Integration*, Oxford University Press, Oxford.

Brennan, S. (2005) *The NHS IT Project: The Biggest Computer Programme in the World...Ever*, Radcliffe, Oxford.

Coiera, E. (2003) *Guide to Health Informatics* (Second Edition), Arnold, London.

Friedman, C. and J. Wyatt (1997) *Evaluation Methods in Medical Informatics*, Springer Verlag, New York.

Sheaff, R. and V. Peel (1995) *Managing Health Service Information Systems: An Introduction*, Open University Press, Buckingham.

Timmermans, S. and M. Berg (2003) *The Gold Standard: The Challenge of Evidence Based Medicine and the Standardization of Health Care*, Temple University Press, Philadelphia.

Wootton, R. (2006) *An Introduction to Telemedicine*. 2nd Ed., Royal Society of Medicine Press Ltd, London.

Assessment: One 3,000 word project essay.

IS470 Half Unit Social Study of Information Systems

This information is for the 2009/10 session.

Teacher responsible: Dr Tony Cornford, NAB3.29

Availability: This course is compulsory for MSc Analysis, Design and Management of Information Systems, MSc Media and Communications and MSc Media and Communications (Research). It is optional for MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy. It is available as an outside option to other MSc students.

Pre-requisites: None, but a basic understanding of information systems within organizational contexts is assumed.

Course content: This course addresses theoretical and conceptual foundations for the study of information systems within organizational settings.

This course addresses theoretical and conceptual foundations for the study of information systems within organizational settings. The course provides an introduction to the study of information systems within organizational settings considering major themes addressed and theoretical perspectives used. The course introduces selected contemporary approaches to the study of information systems that underpin both practice and research, including organizational information processing, institutionalist theory and sociology of technology.

Teaching: 10 two-hour lectures, 5 one-hour lectures and 9 one-hour classes in the MT.

Formative coursework: A formative essay of 1000 words to be submitted in the approximately the 5th week of term. Classes are based around reading and discussing selected journal papers from the course study pack. There is also a mock exam in January shared with IS471 and IS472.

Indicative reading: Core readings will be made available in a study pack for students. Other references include:

Avgerou, Chrisanthi (2002) *Information systems and global diversity* New York, OUP. Avgerou, Chrisanthi, Ciborra, Claudio, and Land, Frank (2004) *The social study of information and communication technology: innovation, actors and contexts* Oxford, OUP. Ciborra, C (1993) *Teams, markets, and systems: business innovation and information technology* Cambridge, Cambridge University Press.

Ciborra, Claudio (2002) *The labyrinths of information: challenging the wisdom of systems* Oxford, OUP. Ciborra, Claudio (2000) *From control to drift: the dynamics of corporate information infrastructures* Oxford, OUP. Currie, Wendy, and Galliers, Robert (1999) *Rethinking management information systems: an interdisciplinary perspective* Oxford, OUP. Howcroft, Debra, and Trauth, Eileen Moore (2005) *Handbook of critical information systems research: theory and application* Cheltenham, Edward Elgar.

Kaplan, Bonnie Mae (2004) *Information systems research: relevant theory and informed practice* : Massachusetts, Kluwer. Latour, Bruno (2005) *Reassembling the social: an introduction to actor-network-theory*. Oxford, OUP. Lloyd-Jones, Raymond, Coakes, Elayne, and Willis, Dianne (2000) *The new SocioTech: graffiti on the long wall* London, Springer. Walsham, Geoff (1993) *Interpreting information systems in organizations* Chichester, Wiley. Weick, Karl E (2001) *Making sense of the organization* Oxford, Blackwell. Willcocks, Leslie, and Mingers, John (2004) *Social theory and philosophy for information systems* Chichester, Wiley.

Assessment: 50% for a 3,000 word literature-based essay due mid December and 50% for a two-hour unseen examination taken in the ST.

IS471 Half Unit Innovating Systems Development

This information is for the 2009/10 session.

Teachers responsible: Dr C Sorensen, NAB3.11 and Dr Will Venters, NAB3.13

Availability: This course is compulsory for the MSc in Analysis, Design and Management of Information Systems. It is optional for MSc Operational Research and MSc Management and is available as an outside option to other MSc students.

Pre-requisites: A basic knowledge of computing, including hardware and software.

Course content: A critical review of the processes by which organisational problems are analysed, and information systems are innovated to address these problems. An appreciation of the tools used in systems development.

The course considers the framing, resourcing and execution of systems development projects within various organisational contexts. Particular attention is given to problem structuring and problem design issues. Contemporary analysis and design approaches are critically reviewed as are issues related to the provision of organisational and information services. Issues of the innovation, design and construction of systems are considered, as well as the implementation of new systems into organisational contexts. The course considers systems development activities within a life cycle model, as well as within contrasting contemporary approaches such as Agile methods and Open Source. A two-week intensive “boot camp” group project using a consulting case study is undertaken to develop practical understanding of the pressure and difficulties of systems development.

Teaching: 10 two-hour lectures, five one-hour lectures and 10 one-hour classes in the MT.

Formative coursework: Students discuss articles, practice systems development techniques, and critically evaluate their success. The “boot camp” group project provides a realistic experience of developing systems within a consulting role, and is supported by classes and Question and Answer session. Students gain an understanding of the benefits and difficulties of working within a small team under pressure. There is also a mock exam in January shared with IS470 and IS472.

Indicative reading: C Avgerou & T Cornford, *Developing Information Systems: Concepts, Issues and Practice*, 2nd edn, Macmillan, 1998; K Beck, *Extreme Programming Explained*, 2nd edn, Addison-Wesley, 2005; G Booch et al, *Unified Modelling Language User Guide*, Addison-Wesley, 1999; P Checkland, *Systems Thinking, Systems Practice*, Wiley, 1999; D Avison & G Fitzgerald, *Information Systems Development Methodologies*, McGraw Hill, 2002; C Ciborra (Ed), *Groupware and Teamwork*, John Wiley & Sons, (1996); Fowler & Scott, *UML Distilled: A Brief Guide to the Standard Object Modelling Language*, Fowler & Scott, 1999. Selected reading references to other books and papers will be provided.

Assessment: There is a two-hour examination in the ST counting for 60% of the final assessment. A team project provides the remaining 40%.

IS472 Half Unit Information Systems Management

This information is for the 2009/10 session.

Teachers responsible: Professor I O Angell, (NAB 3.38) and Professor LP Willcocks (NAB 3.23)

Availability: This course is compulsory for the MSc in the Analysis, Design and Management of Information Systems. It is available as an outside option to MSc Decision Sciences, MSc Management and other MSc students.

Pre-requisites: A basic knowledge of information and communication technologies.

Course content: This course examines management and organisational issues involved in the introduction and operation of information and communications technology in organisations. The course analyses critically the opportunities and risks attached to the development and utilisation of information and communications technology in contemporary organisations. The aim is to inform future managers about the choices involved. Case studies are used

to demonstrate the key issues.

Topics covered include: IS strategy; the management of risk; IS, projects and organisational change; IS and business process (out) sourcing; role and governance of the IS function; IT-enabled business process (re)design; infrastructure; IS evaluation.

Teaching: 10 one-hour lectures, 10 classes and 10 two-hour lectures in the MT.

Formative coursework: Classes are organised for discussion of case studies. There is also a mock exam in January shared with IS470 and IS471.

Indicative reading: L Willcocks, P Petherbridge, and N Olson, *Making IT Count: Strategy Delivery Infrastructure*, Butterworth, 2003; WL Currie and RD Galliers (eds), *Rethinking Management Information Systems*, OUP, 2003; plus various journal articles.

Assessment: There is a three-hour formal examination in the ST.

IS474 Innovation and Technology Management

This information is for the 2009/10 session.

Teachers responsible: Dr N Mitev, NAB3.27 and Dr Jonathan Liebenau, room tbc

Availability: This is an optional course for the MSc in Analysis, Design and Management of Information Systems, MSc Management and MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy.

Course content: The course examines technology management and innovation studies in order to understand the emergence, success and failure of technological systems, and explore the relevance to information systems implementation and management. The course introduces different theoretical perspectives on innovation studies and technology management. Topics include: systems and management approaches to technology development, sociology of technology, science and technology studies. Technology case studies will be examined including software and information systems failures, IT expertise, decision-making, project escalation in information systems projects, and technology disasters.

Teaching: 10 two-hour lectures, ten one-hour classes in LT.

Formative coursework: Classes are based in reading and discussing relevant papers from the study pack. Students are also required to give a short presentation outlining their case-based individual essay before finalising it; it forms the basis for group discussions and feedback from the teacher. The presentation contributes to assessing the individual essay.

Indicative reading: J Howell, *The Management of Innovation and Technology*, Sage 2005; J Fagerberg, D.C. Mowery, and R.R. Nelson (Eds.), *The Oxford Handbook of Innovation* (Series Oxford Handbooks in Business and Management), 2006, Oxford University Press, 680p. D MacKenzie, *Knowing Machines: Essays on Technical Change*, MIT Press, 1998; M Bauer (Ed), *Resistance to New Technology: Nuclear Power Information Technology and Biotechnology*, CUP 1995; M Biagioli (Ed), *The Science Studies Reader*, Routledge, 1999; H Collins & T Pinch, *The Golem at Large: What you should know about technology*, Cambridge University Press, 1998; C Perrow, *Normal Accidents: living with high-risk technologies*, Basic Books, 1984; H Drummond, *Escalation in Decision-making: The Tragedy of Taurus*, Oxford University Press, 1996; D Vaughan, *The Challenger Launch Decision: Risky Technology, Culture and Deviance at NASA*, University of Chicago Press, 1996; D Mowery & N Rosenberg, *Paths of Innovation: technological change in 20th century America*, Cambridge University Press, 1998; J McLaughlin, P Rosen, D Skinner & A Webster, *Valuing Technology: organisations, culture and change*, Routledge, London and New York, 1999; J R Chiles, *Inviting Disaster: Lessons from the edge of technology*, 2001; P Hall, *Great planning disasters*, 1982; C Sauer, *Why Information Systems Fail: A Case Study Approach*, Alfred Waller, 1993; Anheier, H.K. (Ed.), *When Things go Wrong: Organizational Failures and Breakdowns*, Sage Publications, 1999.

Assessment: Individual essay (up to 5,000 words, 50%) based on material in the Lent Term, and a three-hour examination in the ST (50%).

IS475**IT and Development**

This information is for the 2009/10 session.

Teacher responsible: Dr S Madon, NAB3.36

Availability: This course is an option for the MSc Analysis, Design and Management of Information Systems, MSc Development Studies, MSc Development Management and MSc Media, Communication and Development. Other MSc students may follow this course and extra readings on information systems concepts will be provided.

Course content: This course is concerned with understanding the theoretical linkage between IT and Development and with investigating this linkage in various application areas. The course will commence with foundation sessions covering concepts of development and information systems leading to a discussion of the different viewpoints found in the literature about the role of IT in achieving development. The course will then proceed with a number of topic sessions covering a range of themes which may include e-commerce in developing countries, global software outsourcing, e-governance for development, telecentres, ICT and non-governmental development organizations, and health informatics in developing countries.

Teaching: 10 two-hour seminars and eight workshops in the LT

Formative coursework: Student-led discussion sessions take place during the course based on selected readings around a particular theme. Each session on a theme is normally led by 2 students and feedback is provided on the coverage of concepts and critical understanding demonstrated by the presentation. Students submit and discuss their proposals for the 5,000 word assignment with feedback provided both in class and through individual consultations.

Indicative reading: Krishna, S and Madon, S. (2003) (eds.) *The Digital Challenge- Information technology in the development context*. Ashgate Publishing Limited.

Walsham, G. and Sahay, S. (2006) Research on Information Systems in Developing Countries: Current landscapes and future prospects, *Information Technology for Development*, 12, 1, pp. 7-24.

Assessment: A three-hour examination in the ST and an individual essay (up to 5,000 words) on an approved topic. Each component accounts for 50% of the final assessment.

IS476 Not available in 2009/10**Information Risk and Security**

This information is for the 2009/10 session.

Teacher responsible: Dr James Backhouse

Availability: This course is optional for the MSc in the Analysis, Design and Management of Information Systems and MSc Management and is available as an outside option to other MSc students.

Course content: The study of information risk and information security from a social and organisational perspective, analysing the role of technical, formal and informal elements in the security of systems. Social approaches to IS security; using social theory to study IS Security; security policy and security management; risk management: methods and limitations; evaluation of security technology; trusted platforms; interoperability in secure e-commerce; certification and accreditation; the limits of law for IS security; regulation and compliance as security issues.

Teaching: 10 two-hour lectures, 9 one hour classes, 9 two-hour security colloquium/seminars in the LT.

Indicative reading: Adams C and Lloyd S (1999) *Understanding Public Key Infrastructure, Concepts, Standards, And Deployment Considerations* Macmillan Technical Publishing; R Anderson (2001) *Security Engineering: A Guide To Building Dependable Distributed Systems* Wiley Computer Publishing; J R Beniger (1986) *The Control Revolution, Technological and Economic Origins of the Information Society*, Harvard University Press; W Cheswick, S Bellovin & A Rubin (2003) *Firewalls and Internet Security: Repelling the Wily Hacker*, Addison Wesley; Gurpreet Dhillon (2007) *Principles of Information Systems Security: Text and Cases*. J Wiley & Sons; S Garfinkel (2000) *Database Nation: the death of privacy*, O'Reilly Associates; Andy Jones and Debi Ashenden (2005) *Risk Management For*

Computer Security: Protecting Your Network And Information Assets Butterworth-Heinemann; Kevin D. Mitnick, William L. Simon (2003) *The Art Of Deception: Controlling The Human Element Of Security* John Wiley & Sons; Piper, Fred C.; Murphy, Sean (2002) *Cryptography: A Very Short Introduction* Oxford Paperbacks; T Ridge – Howard Schmidt *Patrolling* (2006) *Cyberspace: Lessons Learned From A Lifetime In Data Security* Larstan Publishing; B Schneier (2003) *Beyond Fear: Thinking Sensibly About Security In An Uncertain World* Springer-Verlag New York Inc.; B Schneier (2004) *Secrets And Lies: Digital Security In A Networked World* John Wiley & Sons Inc; William Stallings (2003) *Network Security Essentials: Applications and Standards*, Second Edition, Prentice Hall.

Assessment: A three-hour examination in the ST and an individual essay (up to 5,000 words) on an approved topic. Each component accounts for 50% of the final assessment.

IS477**Management and Economics of E-Business**

This information is for the 2009/10 session.

Teachers responsible: Dr Steve Smithson, NAB3.31. Other teacher involved Dr Edgar Whitley, NAB3.32

Availability: This course is optional for MSc Analysis, Design and Management of Information Systems and MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy.

Course content: The organisational, managerial, and economic aspects of online business. History and foundations of online business. Business-to-consumer (B2C) web-based systems and e-marketing. Business-to-business (B2B) systems, intermediation and IT in supply chain management. Business models and underlying theories from economics, information systems and social science. Practical and management aspects of the diverse technologies and the changing interorganisational relationships. New organisational forms, such as networked organisations and electronic markets. Strategies for e-business. Web 2.0

Teaching: 10 two-hour seminars, nine one-hour classes in the LT.

Formative coursework: Class-based case studies. Brief proposal for coursework essay.

Indicative reading: A Farhoomand, 'Managing (e)Business Transformation', Palgrave, 2005; G Schneider, *Electronic Commerce*, 7edn, Thomson, 2007 plus various journal articles supplied as a study pack.

Assessment: A three-hour examination in the ST and an individual essay (up to 5,000 words) on an approved topic. Each component accounts for 50% of the final Assessment.

IS479 Half Unit**Aspects of Information Systems for the Public Sector**

This information is for the 2009/10 session.

Teacher responsible: Professor Chrisanthi Avgerou, NAB3.22

Availability: Optional for MSc Analysis, Design and Management of Information Systems, MSc Public Management and Governance and MSc Media, Communication and Development. It is available as an outside option.

Course content: This course is concerned with understanding the expectations and challenges of government's use of contemporary information and communication technologies. It studies processes of technology enabled innovation specific to organizations of public administration. Core questions addressed include: what distinguishes government as a site for technology based innovation; how government functions and practices are potentially changed by e-government initiatives; how public administrators respond; and the consequences for relationships between government, citizens and the private sector.

Teaching: Ten two-hour lectures and 10 one-hour classes (LT).

Formative coursework: Classes are used to discuss relevant papers and topics. The phased development of the assignment essay is supported by an initial submission of an essay proposal that is discussed in class. This work is assessed (10%) but serves primarily as formative feedback for the final essay.

Indicative reading: Bovens, M. and S. Zouridis (2002) "From Street-Level to System-Level Bureaucracies: How Information and Communication Technology Is Transforming Administrative Discretion and Constitutional Control", *Public Administration Review*, 62 (2), pp. 174-184.; Chadwick, A and May, C (2003) Interaction between states and citizens in the age of the Internet: "e-government" in the United States, Britain and the European Union, *Governance: An International Journal of Policy, Administration and Institutions*, Vol. 16, No. 2, April.; Cordella, A (2007), E-government: towards the e-bureaucratic form?, *Journal of Information Technology*, 22, 265-274; Dunleavy, P, Margetts, H.; Bastow, S.; Tinkler, J. *Digital era governance: IT corporations, the state and e-government*. Oxford University Press, 2006.; Fountain, Jane E. (2001) Building the virtual state : information technology and institutional change, Washington, D.C. : Brookings Institution Press.; Heeks, R. (1999) *Reinventing Government in the Information Age*, Routledge, New York.; Heeks, R. and Bailur, S. (2007). "Analysing eGovernment Research." *Government Information Quarterly*, 22 (2), pp. 243-265.; Ho, A. T.-K. (2002) "Reinventing Local Government and the E-Government Initiative", *Public Administration Review*, 62 (4), pp. 434-444.; Kakabadse, A., N. K. Kakabadse and A. Kouzmin (2003) "Reinventing the Democratic Project through Information Technology: A Growing Agenda for Debate", *Public Administration Review*, 63 (1), pp. 44-60.; Layne, K. and J. Lee (2001) "Developing Fully Functional E-Government: A Four-Stage Model", *Government Information Quarterly*, 18 (2), pp. 122-136.; Margetts, H and Dunleavy, P (2002) Better Public Services through E-Government: Cultural Barriers to e-government, National Audit Office, London. on web at: www.nao.org.uk/publications/nao_reports/01-02/0102704-iii.pdf; Peters, G (2000) "The Politics of Bureaucracy – Chapter 2" from Peters, B. G. (2000) *The Politics of Public Administration*, Routledge, London.; Yildiz M (2007) E-government research: reviewing the literature, limitations, and ways forward. *Government Information Quarterly* 24, 646-665, doi:10.1016/j.giq.2007.01.002 (accessed 1 August 2007); D F Norris, 'Building the virtual state ... or not? A critical appraisal,' *SSCR* 21 (4): 417-424, (2003).

Assessment: A 1,000 word essay proposal in week 7 of LT (10%). Based on this, feedback is provided for an up to 5,000 word research essay on a chosen topic in public sector information systems and e-government (90%).

IS480 Half Unit Aspects of Designing Information Services

This information is for the 2009/10 session.

Teacher responsible: Dr C Sorensen, NAB3.11

Availability: This course is optional for the MSc Analysis, Design and Management of Information Systems, MPA Public and Economic Policy/MPA Public Policy and Management and is open to others. However, knowledge of information systems development to the level of IS471 **Innovating Systems Development** is assumed and required

Course content: The course aims to give the students a theoretical and practical introduction to the key issues in designing and building contemporary information and communication services. Introduction to the design of information services. Designing for the mobilisation of interaction. Understanding Software as a Service. Supporting interaction. The representation of the social in the technical. The role of proper understanding of context in service design. Mobile collaboration. The changing role of the user in collaborative services. Interactive innovation of information services. Designing for interaction asymmetry. The role of information infrastructures in designing information services.

Teaching: 10 two-hour lectures, nine two-hour seminars in the LT.

Indicative reading: Benkler, Y. (2006): *The Wealth of Networks*. Yale University Press; K. Braa, C. Sørensen, and B. Dahlbom, ed. (2000): *Planet Internet*. Studentlitteratur; Barabási, A.-L. (2002): *Linked*. Cambridge, MA: Perseus; Barley, S. R. & G. Kunda (2004): *Gurus, Hired Guns, and Warm Bodies*. Princeton University Press; C. U. Ciborra and Associates (2000): *From Control to Drift*. OUP; Ciborra, C. (2002): *The Labyrinths of Information*. OUP; Collins, R. (2004): *Interaction Ritual Chains*. Princeton University Press.

B. Dahlbom and L. Mathiassen (1993): *Computers in Context*. Blackwell; Dourish, P. (2001): *Where the action is*. MIT Press; Goffman, E. (1959): *The Presentation of Self in Everyday Life*. Bantam; Haddon, L., et al eds. (2006): *Everyday Innovators*. Springer; Höök, K., D. Benyon, & A. J. Monroe, ed. (2003): *Designing Information Spaces*. Springer; Ito, M., D. Okabe, & M. Matsuda, ed. (2005): *Persona, Portable, Pedestrian*. Cambridge, Mass: The MIT Press; Ling, R. (2004): *The mobile connection*. Elsevier; Kallinikos, J. (2006): *The Consequences of Information*. Edward Elgar; Ling, R. (2004): *The Mobile Connection: The Cell Phone's Impact on Society*. Ling, R. (2008): *New Tech, New Ties: How Mobile Communication is Reshaping Social Cohesion*. The MIT Press. Morgan Kaufmann; Löwgren, J. and E. Stolterman (2004). *Thoughtful Interaction Design*. MIT Press; Mccullough, M. (2004): *Digital Ground*. MIT Press. Cambridge, Massachusetts; D. A. Norman (1998): *The Invisible Computer*. MIT Press; Rheingold, H. (2002): *Smart Mobs*. Perseus Books; I. Sommerville (1995): *Software Engineering*. Addison-Wesley; Sørensen, Yoo, Lyytinen and DeGross (2005): *Designing Ubiquitous Information Environments*. Springer; L. Sproull and S. Kiesler (1993): *Connections*. MIT Press; Thackara, J. (2005): *In the Bubble*. Cambridge. MIT Press; J. Yates (1989): *Control through Communication*. Johns Hopkins University Press; Yates, J. (2005): *Structuring the Information Age*. Baltimore: The Johns Hopkins University Press; Zuboff, S. (1987): *In the Age of the Smart Machine*. Basic Books; Zuboff, S. & J. Maxmin (2002): *The Support Economy*. Penguin.

Assessment: A three-hour formal examination in the ST.

IS481 Half Unit Interpretations of Information

This information is for the 2009/10 session.

Teachers responsible: Dr Edgar Whitley, NAB3.22 and Jannis Kallinikos, NAB3.24

Availability: This course is compulsory for MSc Information Systems and Organisations (Research). It is optional for MSc Culture and Society and MSc Media and Communications and MSc Media and Communications (Research) and MSc Analysis Design and Management Information Systems. Other MSc students may follow this course but a good knowledge of information technology is required.

Course content: The course explores the socio-philosophical foundations of information, information systems and new media. It introduces students to the key theoretical principles underlying information systems and new media and applies them to practical issues of information systems development and management. The course is structured around a number of themes. Each of the themes is introduced and explored in relation to the appropriate critical literature which is then applied to information systems issues.

Teaching: The course is taught through 20 hours of lectures in the LT and 10 hours of classes.

Indicative reading: Indicative readings are given below. A full reading list will be provided at the start of the course.

C Ciborra, *Labyrinths of Information*, OUP, 2002; W E Bijker, T P Hughes & T Pinch, *The Social Construction of Technological Systems: New directions in the sociology and history of technology*, MIT Press, Cambridge, MA, 1987; M Heidegger, *Being and Time* (trans J Macquarrie & E Robinson); B Latour, *We Have Never Been Modern* (trans Catherine Porter), Harvester, New York, 1993; L Wittgenstein, *Philosophical Investigations* (trans G E M Anscombe), Basil Blackwell, 1956; C Ciborra, *From Control to Drift*, Oxford University Press, 2000; H Collins & R. Evans; *Rethinking expertise*, University of Chicago press, Chicago, 2007.

Assessment: A three-hour examination in the ST.

IS482 Half Unit Aspects of Innovation and Technology Management

This information is for the 2009/10 session.

Teachers responsible: Dr N Mitev, NAB3.27 and Dr Jonathan Liebenau, room tbc

Availability: This is an optional course for the MSc in Analysis, Design and Management of Information Systems and MSc

Management, Organisations and Governance. This course is a half-unit version of IS474 **Innovation and technology management** and cannot be taken with the latter course.

Course content: The course examines technology management and innovation studies in order to understand the emergence, success and failure of technological systems, and to explore the relevance to systems implementation and management. The course introduces different theoretical perspectives on innovation studies and technology management. Topics include: systems and management approaches to technology development, sociology of technology, science and technology studies. Technology case studies will be examined including software and information systems failures, IT expertise, decision-making, project escalation in information systems projects, and technology disasters.

Teaching: Ten two-hour lectures, ten one-hour seminars in LT.

Formative coursework: Classes are based on reading and discussing relevant papers from the study pack. Students are also required to give a short presentation outlining their case-based individual essay before finalizing it; it forms the basis for group discussions and feedback from the teacher. The presentation contributes to assessing the individual essay.

Indicative reading: J Howells, *The Management of Innovation and Technology*, Sage, 2005; J Fagerberg, D.C. Mowery, and R.R. Nelson (Eds.), *The Oxford handbook of innovation* (Series Oxford Handbooks in Business and Management), Oxford University Press, 2006; D MacKenzie, *Knowing Machines: Essays on Technical Change*, MIT Press, 1998; M Bauer (Ed), *Resistance to New Technology: Nuclear Power Information Technology and Biotechnology*, CUP 1995; M Biagioli (Ed), *The Science Studies Reader*, Routledge, 1999; H Collins & T Pinch, *The Golem at Large: What you should know about technology*, Cambridge University Press, 1998; C Perrow, *Normal Accidents: living with high-risk technologies*, Basic Books, 1984; H Drummond, *Escalation in Decision-making: The Tragedy of Taurus*, Oxford University Press, 1996; D Vaughan, *The Challenger Launch Decision: Risky Technology, Culture and Deviance at NASA*, University of Chicago Press, 1996; Starbuck, W.H. and Farjoun, M. *Organizations at the limit: lessons from the Columbia disaster*, Blackwell, 2005, D Mowery & N Rosenberg, *Paths of Innovation: technological change in 20th century America*, Cambridge University Press, 1998; J McLaughlin, P Rosen, D Skinner & A Webster, *Valuing Technology: organisations, culture and change*, Routledge, London and New York, 1999; J R Chiles *Inviting Disaster: Lessons from the edge of technology*, 2001; P Hall, *Great Planning Disasters*, 1982; C Sauer, *Why Information Systems Fail: A Case Study Approach*, Alfred Waller, 1993. Anheier, H.K. (Ed.), *When Things go Wrong: organizational failures and breakdowns*, Sage Publications, 1999.

Assessment: Individual essay (up to 5,000 words) based on material in LT.

IS483 Half Unit Aspects of IT and Development

This information is for the 2009/10 session.

Teacher responsible: Dr S Madon, NAB3.36

Availability: This course is an option for MSc in the Analysis, Design and Management of Information Systems and MSc Media, Communication and Development. Other MSc students may follow this course and extra readings on information systems concepts will be provided.

Course content: This course is concerned with understanding the theoretical linkage between IT and Development and with investigating this linkage in various application areas. The course will commence with foundation sessions covering concepts of development and information systems leading to a discussion of the different viewpoints found in the literature about the role of IT in achieving development. The course will then proceed with a number of topic sessions covering a range of themes which may include e-commerce in developing countries, global software outsourcing, e-governance for development, telecentres, ICT and non-governmental development organizations, and health informatics in developing countries.

Teaching: 10 two-hour seminars.

Formative coursework: Student-led discussion sessions take place during the course based on selected readings around a particular theme. Each session is normally led by 2 students and feedback is provided on the coverage of concepts and critical understanding demonstrated by the presentation.

Indicative reading: Krishna, S and Madon, S. (2003) (eds.) *The Digital Challenge- Information technology in the development context*. Ashgate Publishing Limited.

Walsham, G. and Sahay, S. (2006) Research on Information Systems in Developing Countries: Current landscapes and future prospects, *Information Technology for Development*, 12, 1, pp. 7-24.

Assessment: A three-hour examination in the ST.

IS484 Half Unit Not available in 2009/10 Aspects of Information Risk and Security

This information is for the 2009/10 session.

Teacher responsible: Dr James Backhouse

Availability: This course is optional for the MSc Analysis, Design and Management of Information Systems and MSc Management, Organisations and Governance and is available as an outside option to other MSc students. This course is a half-unit version of IS476 **Information Risk and Security** and cannot be taken with the latter course.

Course content: The study of information risk and security in organisations from a social and managerial perspective. The developments from computer security to information assurance; risk management: methods and limitations; security policy, standards and management; evaluation of security technology; interoperability and identity management; security evaluation, certification and accreditation; digital evidence and forensics, the limits of law for IS security; incident management and recovery.

Teaching: 10 two-hour lectures, 9 one-hour classes, 9 two-hour colloquia in the LT.

Formative coursework: Students discuss articles, small case studies, and present policy perspectives in the classes. The colloquia provide an opportunity for discussion, debate and feedback.

Indicative reading: Adams C and Lloyd S (1999) *Understanding Public Key Infrastructure, Concepts, Standards, And Deployment Considerations* Macmillan Technical Publishing; R Anderson (2001) *Security Engineering: A Guide To Building Dependable Distributed Systems* Wiley Computer Publishing; J R Beniger (1986) *The Control Revolution, Technological and Economic Origins of the Information Society*, Harvard University Press; W Cheswick, S Bellovin & A Rubin (2003) *Firewalls and Internet Security: Repelling the Willy Hacker*, Addison Wesley; G Dhillon (2007) *Principles of Information Systems Security: Text and Cases*. J Wiley & Sons; S Garfinkel (2000) *Database Nation: the death of privacy*, O'Reilly Associates; A Jones and D Ashenden (2005) *Risk Management For Computer Security: Protecting Your Network And Information Assets* Butterworth-Heinemann; K D Mitnick, W L Simon (2003) *The Art Of Deception: Controlling The Human Element Of Security* John Wiley & Sons; R. Mansell and B. Collins (eds.) (2005) *Trust and Crime in Information Societies*, Edward Elgar; F C Piper, S Murphy (2002) *Cryptography: A Very Short Introduction*, Oxford Paperbacks; T Ridge – H Schmidt (2006) *Patrolling Cyberspace: Lessons Learned From A Lifetime In Data Security* Larstan Publishing; B Schneier (2003) *Beyond Fear: Thinking Sensibly About Security In An Uncertain World* Springer-Verlag New York Inc.; B Schneier (2004) *Secrets And Lies: Digital Security In A Networked World* John Wiley & Sons Inc; W Stallings (2003) *Network Security Essentials: Applications and Standards*, Second Edition, Prentice Hall.

Assessment: There is a three-hour formal examination in the ST.

IS485 Half Unit Aspects of Management and Economics for E-Business

This information is for the 2009/10 session.

Teachers responsible: Dr Steve Smithson, NAB 3.31. Other teacher involved Dr Edgar Whitley, NAB 3.32

Availability: This course is optional for MSc Analysis, Design and Management of Information Systems, MSc Management,

Organisations and Governance and MSc Media, Communication and Development.

Course content: The organisational, managerial, and economics aspects of online business. History and foundations of online business. Business-to-consumer (B2C) web-based systems and e-marketing. Business-to-business (B2B) systems, intermediation and IT in supply chain management. Business models and underlying theories from economics, information systems and social science. Practical and management aspects of the diverse technologies and the changing interorganisational relationships. New organisational forms, such as networked organisations and electronic markets. Strategies for e-business. Web 2.0

Teaching: 10 two-hour lectures, nine one-hour classes in the LT.

Formative coursework: Class-based case studies.

Indicative reading: A Farhoomand, *Managing (e)Business Transformation*, Palgrave, 2005; G Schneider, *Electronic Commerce*, 7edn, Thomson, 2007 plus various journal articles supplied as a study pack.

Assessment: A three-hour examination in the ST.

IS486 Half Unit

Topics in Information Systems

This information is for the 2009/10 session.

Teacher responsible: Professor I O Angell, NAB 3.38

Availability: This course is optional for the MSc Analysis, Design and Management of Information Systems.

Course content: An examination of new trends in information systems – the global consequences of information technology. An investigation into the effect of advances in information technology on underlying social structures – particularly commercial and political structures.

Teaching: Ten one hour lectures plus ten two hour lectures (LT).

Formative coursework: Students discuss articles and present essay ideas in class. Regular meetings are held with the course teachers to discuss essays.

Indicative reading: William Gibson, *Neuromancer*, Grafton Books; Jane Jacobs, *Systems of Survival*, Hodder & Stoughton; Friedrich Hayek, *The Road to Serfdom*, University of Chicago Press; Sun Tzu, *The Art of War*, OUP Press; Ronald Coase, *The Firm, the Market and the Law*, University of Chicago Press; Robert Reich, *The Work of Nations*, Simon & Schuster; Kenichi Ohmae, *The Borderless World*, Fontana; Michael Porter, *The Competitive Advantage of Nations*, Macmillan; I Angell, *The New Barbarian Manifesto*, Kogan Page; J Kerry, *The New War*, Simon & Shuster; A Rand, *Atlas Shrugged*, Signet; N Nicholson, *Managing the Human Animal*, Texere; Frederic Nietzsche, *Beyond Good and Evil*, Penguin; M Castells, *The Rise of the Network Society*, Blackwell.

Assessment: Assessment is based on 2 elements, a 700 word essay (33% marks) and a 2,500 word essay (66% marks).

IS489 Half Unit

Principles of Privacy and Data Protection

This information is for the 2009/10 session.

Teachers responsible: Mr S Davies and Dr G Hosein, NAB 3.01

Availability: This course is optional for MSc Analysis, Design and Management of Information Systems and MSc Public Management and Governance. We welcome other MSc students to follow the course, and previous students have come from Development, Government, Law, Management, Media and Communications, Social Policy and Sociology.

Course content: Privacy is one of today's more complex and pressing policy issues. The course provides a detailed overview of the key elements of privacy and its relationship with other human rights. Its content is international in nature, and discusses technological, social, legal, economic and political dimensions of contemporary policy issues including information sharing and cross-border flows, data-mining, national security anti-terrorism policies, identification systems, internet policy and free expression, the protection of sensitive personal data, transformations in government, the business case and challenges for business, as well as some insight into international regulatory regimes. The purpose of the course is to draw the landscape for students to understand

the challenges of policy development, implementation, and change in a complex environment involving issues like economic growth, national security, and technological innovation.

Teaching: There are 10 two-hour lectures in the LT. We invite a number of international experts from academia, industry, government and civil society to give guest lectures.

Indicative reading: The course covers a wide spectrum of aspects of privacy, human rights, law and regulation, and data protection, so we will make use of components from the following texts: Samuel Warren and Louis Brandeis, "The Right to Privacy", 4 *Harvard Law Review* 193 (1890); Stephen Margulis, "Privacy as a Social Issue and Behavioral Concept", *Journal of Social Issues*, Vol.59, No.2, 2003, pp.243-261; Orin S. Kerr, "The Fourth Amendment and New Technologies: Constitutional Myths and the Case for Caution", 102 *Michigan Law Review* 801-888 (2004); Lew McCreary, "What was privacy?", *Harvard Business Review*, October 2008; Leo Alexander, "Medical Science under dictatorship", *The New England Journal of Medicine*, July 1949, pp.39-47. and a number of journal articles and some court decisions from the US Supreme Court and the European Court of Human Rights.

Assessment: The course is assessed by a 5,000 word research essay.

IS490

Information Technology: Issues and Skills

This information is for the 2009/10 session.

Teachers responsible: Dr James Backhouse NAB 3.28, and Dr Ela Klecun, NAB 3.37.

Availability: This course is a compulsory but non-assessed part of the MSc in the Analysis, Design and Management of Information Systems.

Course content: This course provides students with both a broader context for the study of information systems as well as the essential skills relevant to the ADMIS programme. It also provides a forum for seminars by visiting speakers. Various views of the changing nature and environment of information technology, Research and study skills, teamworking and other practical skills. Guidance for the dissertation. Seminars by various visiting speakers from academia and industry who discuss a wide range of issues relevant to contemporary information systems.

Teaching: 20 two-hour lectures in MT and LT, 10 one-hour lectures (MT) and seven one-hour classes (LT).

Indicative reading: T Cornford & S Smithson, *Project Research in Information Systems*, Macmillan, 2nd edn, 2005; F Adam & M Healy, *A practical guide to postgraduate research in the Business Area*, Blackhall, Stillorgan, 2000. Other books and journal articles will be recommended.

Assessment: This course is not formally assessed.

IS492 Half Unit

Foundations of Social Research in Information Systems: Paradigms and Traditions

This information is for the 2009/10 session.

Teachers responsible: Professor Jannis Kallinikos, NAB 3.24 and Shirin Madon, NAB 3.36

Availability: Compulsory for MSc Information Systems and Organisations (Research).

Course content: The course introduces the foundations of social research and the key issues concerning the status of knowledge and the forms by which it is acquired. The course deals with the principal paradigms/traditions in the philosophy of science and epistemology and the answers they have provided to the basic questions concerning the status of knowledge claims and the forms by which valid knowledge claims can be made. The main focus of the course concerns the ways by which these key epistemological paradigms have been applied in the fields of Information Systems and Organization Studies.

The course is structured around the following basic epistemological paradigms:

Positivism
Critical Realism
Constructivism

Hermeneutics, Phenomenology
Critical Theory
Structuralism
Postmodernism

Teaching: 9 two-hour lectures and eight one-hour seminars (MT).

Formative coursework: A 3,000 word unassessed essay on which students will receive feedback, to be submitted by the last week of MT.

Indicative reading: Archer, M. et al. (eds.), (1998) *Critical Realism, Readings*. London: Routledge; Dreyfus, H & Rabinow, P. (1982) *Michel Foucault: Beyond Structuralism and Hermeneutics*. London: Harvester; Crotty, M. (1998), *The Foundations of Social Research: Meaning and Perspective in the Research Process*. London: Sage; Lakatos, I. & Musgrave, A. (eds.) (1970) *Criticism and the Growth of Knowledge*. Cambridge: Cambridge University Press; Morgan, G. (1983) *Beyond Method: Strategies for Social Research*. London: Sage; Myers, M.D. & Avison, D. (eds.) (2002) *Qualitative Research in Information Systems*. London: Sage.

Assessment: An essay of between 5,000-7,000 words to be submitted by the end of April.

IS493 Half Unit

Qualitative Research Methods in Information Systems

This information is for the 2009/10 session.

Teacher responsible: Dr Susan Scott, NAB 3.12

Availability: Compulsory for MSc Information Systems and Organisations (Research).

Course content: The course will introduce students to concepts and techniques associated with designing and conducting and/or evaluating empirical research of predominantly qualitative character. The course deals with case study and ethnographic research in the fields of Information Systems and Organization Studies and focuses on issues of research design, data collection and interpretation methods.

Case study design involves the consideration of conditions (research questions, available research, theory formation in the field studied, data access and availability) on the basis of which decisions concerning research design are made. Single and multiple case study research designs are considered in the course and the advantages and limitations of these alternative designs are examined. Furthermore ethnography is considered as an alternative option of research design due to its holistic, intensive and longitudinal participation in the institutional settings within which it takes place.

The course primarily focuses on data collection and interpretation methods in the fields of Information Systems and Organizations Studies. Observations, interview methods and techniques, archival and documentary data, experiments are considered and issues of validity, reliability cross-checking and triangulation of data obtained through different data collection techniques are examined.

Teaching: Ten weekly two-hour lectures and nine one-hour classes in the second half of the course preparing the students for the writing of their course essay.

Formative coursework: Research question exercise (3000 words) due by 4pm, Wednesday, week 7. MT. This exercise is un-assessed, but compulsory. It provides an opportunity for feedback and contributes to the development of the assessed research design report coursework for IS493.

Research design essay (6000 words) due by 4pm, Thursday, week 8. LT. This essay presents a hypothetical qualitative research design, i.e. a plan for a scholarly study. This exercise encourages students to explore the conceptual and practical consequences associated with designing a research question (including fieldwork design). This essay is assessed.

Indicative reading: Eisenhardt, K. (1989), Building Theories from Case Study Research, *Academy of Management Review*, 14/4: 532-550; Golden-Biddle, K and Locke, K.D. (1997) *Composing Qualitative Research*, Thousand Oaks, Sage; Harvey, L. and Myers, M.D. (1995/2002), Scholarship and Research: The Contribution of Ethnography to Bridging the Gap, *Information Technology and People*, 8/3: 13-27; Kunda, G. *Engineering Culture: Control and Commitment in a High-Tech Corporation*, 2nd Ed. Philadelphia,

PA, Temple University Press; Miles, M. and Huberman, M. (1994), *Qualitative Data Analysis*, London: Sage; Myers, M.D. & Avison, D. (eds.) (2002), *Qualitative Research in Information Systems*, London: Sage; Orlikowski, W. & Baroudi, J. (1991), Studying Information Technology in Organizations: Research Approaches and Assumptions, *Information Systems Research*, 2/1: 1-28; Silverman, D. (2005) *Doing Qualitative Research*, Thousand Oaks, CA, Sage; Yin, R. (2003), *Case Study Research: Design and Methods*, London: Sage.

Assessment: A 6000 word essay submitted week 8, Lent Term.

IS498

Dissertation: MSc Information Systems and Organisations (Research)

This information is for the 2009/10 session.

Teachers responsible: Professor Jannis Kallinikos (NAB 3.24) and Dr Susan Scott (NAB 3.12)

Availability: Compulsory for MSc Information Systems and Organisations (Research).

Course content: The aim of the dissertation is for students to pursue an independent piece of research within the field of information systems and become acquainted with the issues raised by designing and conducting research.

The dissertation is a quantitative or qualitative investigation in the field. It may be either a theoretical or empirical piece of research. Students must obtain the approval of their advisor before embarking on any research. The various courses on the MSc ISOR programme provide background material on undertaking dissertation work.

Arrangements for supervision: Advisors will normally be allocated according to student dissertation proposals. The dissertation advisor will advise the student, help provide information and bibliography and identify likely problems with the proposed research.

Referencing: Details on Departmental requirements for referencing and paraphrasing and the presentation of the dissertation are given during the programme. Students with any queries on this area should contact their dissertation advisor or the MSc Tutor.

Assessment: Three paper copies of the dissertation must be handed in to the IS Group on a specified date in late August/early September. An electronic version of the dissertation must also be submitted. Penalties will be applied to any late submission. The word limit for the dissertation is 15,000 words.

IS499

Dissertation: MSc ADMIS

This information is for the 2009/10 session.

Teachers responsible: Dr Steve Smithson, MSc Analysis, Design and Management of Information Systems tutor. All members of the Department of Information Systems and associated academic staff are involved in dissertation support.

Availability: Compulsory for MSc Analysis, Design and Management of Information Systems

Course content: The aim of the dissertation is for students to pursue an independent piece of research within the field of information systems.

The dissertation is a quantitative or qualitative investigation in the field. It may be either a theoretical or empirical piece of research. Students must obtain the approval of their advisor before embarking on any research. The course **IS490 Information Technology: Issues and Skills** provides background material on undertaking dissertation work.

Arrangements for supervision: Advisors will normally be allocated according to student dissertation proposals. The dissertation advisor will advise the student, help provide information and bibliography and identify likely problems with the proposed research.

Referencing: Details on Departmental requirements for referencing and paraphrasing are given during the **IS490 Information Technology: Issues and Skills** course. Students with any queries on this area should contact their dissertation advisor or the MSc Tutor.

Assessment: Three paper copies of the dissertation must be handed in to the IS Group on a specified date in late August/early

September. An electronic version of the dissertation must also be submitted. Penalties will be applied to any late submission. The word limit for the dissertation is 10,000 words.

LL400

Jurisprudence and Legal Theory

This information is for the 2009/10 session.

Teacher responsible: Ms A Barron, NAB6.05

Availability: For LLM students, MSc Regulation, MSc Regulation (Research), MSc Law, Anthropology and Society students, and other Master's level students with permission.

Course content: The course is divided into two parts. During MT the work of four major figures in modern European philosophy – Kant, Hegel, Nietzsche and Habermas – will be explored by way of a close reading of important texts by these philosophers that have shaped the central debates in jurisprudence and legal theory. In LT a range of topics in contemporary jurisprudence and legal theory will be considered against this philosophical backdrop.

Teaching: 20 two-hour seminars.

Formative coursework: Students are asked to submit two 2,000 word essays.

Indicative reading: Readings will be provided in advance on a weekly basis.

Preliminary reading: Penner, Schiff & Nobles, *Introduction to Jurisprudence and Legal Theory: Commentary and Materials* (Butterworths, 2002); Sebastian Gardner, *Kant and the Critique of Pure Reason* (Routledge 1999); Stephen Houlgate, *An Introduction to Hegel: Freedom, Truth and History* (2nd ed. Blackwells 2005); Allen W. Wood, *Kant* (Oxford: Blackwells 2004); Jürgen Habermas, *Between Facts and Norms* (Polity 1997); James Gordon Finlayson, *Habermas: A Very Short Introduction* (Oxford University Press 2005); H L A Hart, *The Concept of Law* (2nd edn, OUP, 1994); Robert Alexy, *A Theory of Legal Argumentation* (Oxford: OUP, 1989).

Assessment: One two-hour formal examination contributing 50% of the final mark and one assessed essay (8,000 words) contributing 50% of the final mark.

LL402 Not available in 2009/10

Alternative Dispute Resolution

This information is for the 2009/10 session.

Teacher responsible: Professor S Roberts, NAB 6.02

Availability: For LLM degree and MSc Law, Anthropology and Society. No previous knowledge of alternative dispute resolution is required.

Course content: The principal focus of the course is upon methods of resolving disputes other than by adjudication. The course brings together theory and observation of practice. It is divided into two parts: following an examination of the history of the “informal justice” movement, and contemporary debates surrounding it, the focus of the first part of the course is on the general features of negotiation and mediation and on the contemporary transformation of court processes. In the second half the course examines alternatives to adjudication in particular subject areas (including commercial, family and international dispute resolution), as well as giving students some opportunity for regional specialization. The course is designed to complement the option on Commercial Arbitration.

Teaching: Teaching will be by 22 two-hour (LL402) seminars, held weekly at LSE.

Formative coursework: Students are asked to submit two 2,000 word essays.

Indicative reading: A reading list will be distributed at the beginning of the course. Main texts are: S Roberts & M. Palmer, *Dispute Processes: ADR and the Primary Form of Decision-Making* (Cambridge 2005); S Goldberg, F Sander & N Rogers, *Dispute Resolution* (Aspen, 4th edn, 2003); J Murray, A Rau, & E Sherman, *Processes of Dispute Resolution* (Foundation Press, 3rd edn, 2003).

Assessment: The subject will be examined by one three-hour paper and one course essay, not exceeding 4,000 words on a topic chosen in consultation with the Teachers responsible for the course. In the overall assessment of the candidate's performance such essay shall carry weighting of 25% of the total marks awarded in the examination in the subject. Essays to be submitted by end of LT.

LL403

Copyright and Related Rights

This information is for the 2009/10 session.

Teacher responsible: Ms A Barron, NAB 6.05

Availability: For LLM students and other Master's level students with permission.

Course content: An examination of the law of copyright and related rights, in the context of an analysis of the history of the institution of copyright; the arguments that have been advanced to justify or oppose its expansion; its role as an instrument of cultural policy; and its relationship with the technologies, institutions and investment strategies that sustain the global culture industries.

Topics to be covered will include: the major international conventions on copyright and their role in bringing about the global harmonization of copyright norms; the role of the EU in determining the contours of copyright law in its various Member States; the history and conceptual basis of copyright; the major rules and doctrines of copyright law; and case studies of particular areas of contemporary interest. The starting point for the analysis throughout will be UK copyright law, but the course will involve a substantial comparative element, with US, French and German law serving as the main bases of comparison.

Teaching: There will be one two-hour seminar weekly.

Formative coursework: Students are asked to submit two 2,000 word essays.

Indicative reading: Students will receive a detailed reading list for each topic.

Assessment: One three-hour written paper.

LL404

Criminal Procedure and Evidence

This information is for the 2009/10 session.

Teacher responsible: Professor M Redmayne, NAB6.13

Availability: For LLM and MSc Criminal Justice Policy.

Course content: This course examines key aspects of the processes of prosecution and trial in England and Wales. It considers the values underlying the criminal process, such as the need to deliver accurate verdicts and to respect the rights of suspects, defendants and victims. These values are considered in the context of various topics. While the topics considered may vary slightly from year to year, they are likely to include: police interrogations and confessions; identification evidence; prosecution; disclosure; entrapment and abuse of process; double jeopardy; privilege against self-incrimination; guilty pleas; the jury; relevance and admissibility; burden and standard of proof; cross-examination; hearsay; character evidence; experts; vulnerable witnesses; exclusionary rule; appeals.

Teaching: Weekly two-hour seminar.

Formative coursework: Students are asked to submit two 2,000 word essays.

Indicative reading: Ashworth & Redmayne, *The Criminal Process*; Dennis, *The Law of Evidence*.

Assessment: Three-hour examination.

LL406 Half Unit

Introduction to Regulation

This information is for the 2009/10 session.

Teacher responsible: Professor R Baldwin, NAB7.08

Availability: This is an optional paper for LSE LLM students, MSc Public Management and Governance, MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy, MSc Law and Accounting, MSc Public Policy and Administration and MSc Public Policy and Administration (Research). Other MSc students may take the paper by arrangement. This paper is NOT available for students of the MSc Regulation programme.

Course content: The course provides an introduction to key topics in the study of regulation from with a comparative and generic perspective drawn from public administration, socio-legal studies and institutional economics.

Topics include: What is regulation and Why do it? What is Good Regulation? Regulatory Strategies. Explaining Regulation. Enforcing

Regulation. Risk Regulation. Regulatory Standard Setting. Regulatory Competition. Regulation and Cost Benefit Analysis.

Teaching: 10 weekly two-hour seminars in a variable format: some lecture-discussions, some student-paper-led discussions, some debates and guest speakers where appropriate.

Formative coursework: All students are expected to submit one non-assessed essay and to prepare one presentation on a topic assigned to them.

Indicative reading: R Baldwin & M Cave, *Understanding Regulation* (1999); R Baldwin, C Hood & C Scott, *Socio-Legal Reader on Regulation* (OUP, 1998); A Ogus, *Regulation* (OUP, 1994); R Baldwin, *Rules and Government* (OUP, 1995); I Ayres & J Braithwaite, *Responsive Regulation* (OUP, 1992); L Hancher & M Moran, *Capitalism, Culture and Regulation* (OUP, 1989); M Derthick & P Quirk, *The Politics of Deregulation* (1985); M Bishop, J Kay & C Mayer, *The Regulatory Challenge* (OUP, 1995); B. Morgan and K. Yeung, *An Introduction to Law and Regulation* (Cambridge University Press, 2007).

Assessment: Consists of 100% exam in ST

LL407 Half Unit

Media and Communications Regulation

This information is for the 2009/10 session.

Teacher responsible: Dr A Scott, NAB 6.25

Availability: This is an optional paper for the MSc Regulation, MSc Regulation (Research), LLM students, MSc Law and Accounting, MSc Media and Communications and MSc Media and Communications (Research), MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy, MSc Public Policy and Administration and MSc Public Policy and Administration (Research). Other MSc students may take the paper by arrangement.

Course content: This course provides a comparative and generic introduction to key issues in the regulation of media and communications, focusing on economic and content regulation of print media, broadcasting, telecommunications and internet, and including problems relating to convergence of media and communications.

Economic regulation topics include: regulation and liberalization of telecommunications networks; spectrum allocation; licensing; public service broadcasting; cross-media ownership and general competition issues. Content regulation topics include: broadcasting and press standards; copyright; defamation; freedom of information; public interest regulation; data protection and interception of communications.

Teaching: 10 weekly two-hour seminars in a variable format: some lecture-discussions, some student-paper-led discussions, some debates and guest speakers where appropriate.

Formative coursework: All students will submit one 1,500 word essay. Students will also be required to submit an essay plan and annotated bibliography for the assessed essay.

Preliminary reading: T Gibbons, *Regulating the Media*, Chapter 1 (2nd edn, Sweet & Maxwell, 1998) M Feintuck and Varney, *Media Regulation, Public Interest and the Law*, Chapter 1 (2006).

Indicative reading: T Gibbons, *Regulating the Media* (2nd edn, Sweet & Maxwell, 1998); M Feintuck, and C Varney, *Media Regulation, Public Interest and the Law* (2nd edn, 2006); D Goldberg, T Prosser & S Verhulst (Eds), *Regulating the Changing Media: a Comparative Study* (OUP, 1998); H. Fenwick and G Phillipson, *Media Freedom Under the Human Rights Act* (OUP, 2006)

Assessment: One 8,000 word essay (100%).

LL409

Human Rights in the Developing World

This information is for the 2009/10 session.

Teacher responsible: Dr Florian F Hoffmann, NAB 7.05

Availability: For LLM and MSc Human Rights students.

Course content: The course looks at how human rights are experienced in the developing global South. It reflects on the question of what socio-cultural significance human rights standards can and do have in the multi-faceted 'developing world', and then examines the role and impact of (domestic) law for their realization.

Different types of rights and case studies of their legal enforcement in diverse 'developing country' jurisdictions will serve as illustrations of the multiple 'functionings' of human rights in this realm.

1. What are human rights? What is the 'developing world'? Why 'human rights in the developing world'?
2. The question of the socio-cultural significance of human rights in the 'developing world' – cultural relativism v. universalism of human rights.
3. Global, international, and domestic human rights discourse
4. The form and the substance of human rights: international law, constitutional bills of rights and human rights acts and their core contents and aspirations as well as specificities of the 'developing world'.
5. Human rights and (domestic) courts: from legalization to judicialization. Civil and political rights in transnational judicial conversations.
6. The (domestic) judicialization of social and economic rights: questions of justiciability, enforcement and impact. Human rights and development, poverty, and global economic regimes as reflected in the domestic context.
7. Human rights and (human) security.
8. Human rights and the conundrums of the developing nation-state – the rights of minorities, disadvantaged groups and the economically excluded.
9. Human rights and health and environmental protection.
10. Horizontalizing human rights law: getting (domestically) at 'non-state actors'.
11. Outlook: wither human rights in the 'developing world'.

Teaching: 23 two-hour seminars, including guest lecturers.

Formative coursework: Students are asked to submit one 2,000 word essay as well as participate in designated coursework tasks (such as text presentations, news reporting or similar).

Indicative reading: Alston, *Promoting Human Rights Through Bill of Rights*; Alston & Robinson, *Human Rights and Development*; Anderson & Happold, *Constitutional Human Rights in the Commonwealth*; An-Naim, *Human Rights in Cross-Cultural Perspectives*; An-Naim, *Human Rights, Local Remedies*; An-Naim, *Human Rights Under African Constitutions*; Bauer & Bell, *The East Asian Challenge for Human Rights*; Cowan & Dembour & Wilson, *Culture and Rights: anthropological perspectives*; Donnelly, *Universal Human Rights in Theory and Practice*; Dunne & Wheeler, *Human Rights in Global Politics*; Ghai & Cottrell, *Economic, Social & Cultural Rights in Practice*; Jayawickrama, *The Judicial Application of Human Rights Law*; Mutua, *Human Rights: A Political and Cultural Critique*; Shivji, *The Concept of Human Rights in Africa*; Steiner & Alston, *International Human Rights Law in Context*; Wilson, *Human Rights, Culture & Context*, Wilson & Mitchell, *Human Rights in Global Perspective*.

A full reading list, including references to on-line reports and court decisions, will be distributed at the beginning of the course.

Assessment: This subject is examined by means of a three-hour written paper.

LL415

Compensation and the Law

This information is for the 2009/10 session.

Teacher responsible: Dr Julian Fulbrook, NAB 7.20

Availability: For LLM students. Some knowledge of torts and welfare law will obviously be helpful, but is not essential.

Course content: The aim of the course is to analyse personal injury compensation claims, particularly in torts, at an advanced postgraduate level. The course has an international and comparative perspective, as we will consider alternative methods of compensation in other countries and the various proposals for reform which have been suggested in Britain.

Torts Liability and its inter-relationships with insurance and welfare systems.

Elements of personal injuries litigation: duty, breach, causation, remoteness.

Employer's Liability. Health and Safety at Work.

Medical Malpractice litigation.

Psychiatric Damage.

Transport Liability.

Occupier's Liability.

Outdoor Activities Liability.
Sports and Leisure Liability.
Disaster litigation.
Trespass to the Person and the Criminal Injuries.
Defences: Assumption of Risk and Contributory Negligence.
Loss shifting through Vicarious Liability and Insurance.
Damages for personal injuries and death.
Industrial Diseases.

Disability benefits and the personal social services.

Teaching: A weekly seminar (LL415) of two-hours. Detailed reading is handed out usually one week in advance, and updated on Moodle. The seminars are on the basis of general discussion but students will be asked to make a presentation from time to time.

Formative coursework: Students are recommended to write an essay during both the Christmas and Easter vacations on assigned questions from former examination papers, which will help refine their examination technique.

Indicative reading: Students should purchase a copy of *Atiyah's Accidents, Compensation and the Law* (7th edition by Dr Peter Cane, 2006); Hepple & Matthews, *Casebook on Torts* (6th edition 2009, new edition promised shortly) and a torts textbook such as Markesinis and Deakin's *Tort Law* (5th edition 2003).

Assessment: There is a three-hour written examination in June with a choice of four questions from a total of eight.

LL416 Regulating New Medical Technologies

This information is for the 2009/10 session.

Teacher responsible: Professor Emily Jackson, NAB 7.12

Availability: For LLM students, and students taking MSc Law, Anthropology and Society, and MSc Biomedicine, Bioscience and Society. Also available to other MSc students with permission from their programme director and the consent of the course convenor.

Course content: Course content includes:

1. Bioethics
2. Assisted Conception
3. Regulation of genetic information; forensic uses of genetic information; biobanks
4. Preimplantation and prenatal genetic diagnosis; sex selection; 'designer' babies; saviour siblings
5. Abortion and artificial wombs
6. Organ transplantation and xenotransplantation
7. Markets in human tissue.
8. Stem cell research
9. Cloning
10. End of life decisions; euthanasia

Teaching: A weekly seminar of one-and-a-half hours.

Assessment: This course is assessed by a 15,000 word dissertation due at the end of August.

Formative coursework: Students are asked to submit two 2,000 word essays.

Indicative reading: A detailed reading list will be provided.

LL418 European Administrative Law

This information is for the 2009/10 session.

Teacher responsible: Professor Carol Harlow, NAB 6.02

Availability: For the LLM and MSc Public Management and Governance. The course is open to students with and without a law degree. Students of public administration are welcome. A knowledge of the structure of European institutions is desirable. Familiarity with the administrative law of another European country will be helpful.

Course content: The course is concerned with the development of a system of European Community administrative law. It focuses on the development of institutions for control of the administration; on principles of, and structures and processes for securing, accountability; and on the role and contribution of the courts, and of alternative methods of dispute resolution. Case studies will be used to illustrate the place of law in the administrative process.

While the course draws on administrative law as practised in the Member States, and also in the USA, direct comparison is not anticipated.

A. Law and Administration in the European Union

- Introductory. European administrative law: purpose and ambit. The comparative law approach.

- European Administration. The structure of European administrations. Direct and indirect administration; supervision and enforcement. Concepts of administration. Public service ethos. 'New Public Management'.

B. Administrative Functions and Processes

- Law making. Different types of norms or the hierarchy of rules. 'Hard' and 'soft' law.

- Rule making procedures: the Council and the Parliament; the Commission and comitology. Citizen access to rule making procedures.

- Rules and discretion in administrative law: A case study of public procurement.

- Regulation in action: the rise of the European agencies.

- Enforcement, or policing 'the level playing field': the role of the Commission.

C. Courts and the Administrative Process: Human Rights

- The multiple functions of the ECJ. Access to court and interest representation.

- General principles of administrative law. Fair procedure. Reasoned decisions. The principles of review.

- Judicial remedies and effectiveness. State liability.

- Human rights and the EU Charter.

D. Accountability. The Golden Thread

- The diverse meanings of accountability; the contribution of national systems.

- Transparency and access to information.

- Political accountability and redress of grievance. The European Parliament: committees and enquiries.

- Complaint handling and investigatorial technique: the European Ombudsman.

- Financial accountability and the audit culture. The European Court of Auditors.

Teaching: There will be 22 two-hour seminars. A full weekly seminar list of appropriate readings will be provided.

Written assignments will be distributed as appropriate throughout the course of the year. Opportunities will be provided for student presentations.

Formative coursework: Students are asked to submit two 2,000 word essays.

Indicative reading: Recommend text: Paul Craig, *EU Administrative Law* (Oxford: Oxford University Press) 2006. For purposes of support we recommend D. Chalmers, C. Hadjiemmanuil, G. Monti and A. Tomkins, *European Union Law* or P. Craig & G. de Burca, *EC Law, Text Cases and Materials* (3rd edn, 2003). The following books are also useful: P. Craig & C. Harlow (eds), *Lawmaking in the European Union* (Kluwer, 1998); J. Hayward & E. Page, *Governing the New Europe* (Polity); H. Hofman and A. Turk, *EU Administrative Governance* (Edward Elgar) 2006; G. Majone *Dilemmas of European Integration: The Ambiguities and Pitfalls of by Stealth* (Oxford University Press) 2005; P. Craig & G. de Burca, *The Evolution of European Law* (Oxford, 1998); C. Harlow, *Accountability in the European Union* (Oxford University Press, 2003); P. Craig & R. Rawlings, *Law and Administration in Europe* (Oxford 2003).

Relevant writings by the teachers include: R. Rawlings, 'Engaged Elites. Citizen Action and Institutional Attitudes in Commission Enforcement', 6 *European Law Journal* 4 (2000); C. Harlow, 'European Administrative Law and the Global Challenge' in P. Craig & G. de Burca, *The Evolution of EU Law* (Oxford, 1998); C. Harlow, 'Francovich and the Problem of the Disobedient State', 2 *European Law Journal* (1996); C. Harlow and R. Rawlings, 'Accountability and Law Enforcement: The Centralised EU Infringement Procedure' 31 *European Law Review* (2006) 447.

The principal journals used in the course are as follows: *Common Market Law Review*, *European Public Law*, *European Law Journal*, *European Review of Public Law*, *Journal of Common Market Studies*, *Journal of European Public Policy*, *European Journal of Legal Integration*, *Public Law*, *Modern Law Review*, *West European Politics*.

Assessment: One three-hour examination.

LL420**Legal Regulation of Information Technology****This information is for the 2009/10 session.****Teacher responsible:** Mr A Murray, NAB 7.26**Availability:** For LLM and MSc Regulation.**Course content:** This course discusses the impact computers and the Internet are having on the substantive law of the United Kingdom, Europe and the United States, and analyses the socio-legal effects of regulatory structures on the development of the Internet community.

1 An Introduction to Electronic Media and the History of Computers and Cyberspace.

2 An introduction to Computers, Cyberspace and Internet Technology: How they developed and what role they play in modern society.

3 Information Technology and the Legal Profession: Use of technology in the profession.

4 Supply Contracts for IT Hardware and Software: Shrink-wrap and Click-wrap agreements and their legal effectiveness.

5 Liability for Defective Software: What happens when software goes wrong? Who is liable?

6 E-Government: Delivery of public services through e-portals

7 E-commerce 1: Electronic Contracting E-mail and 'web-click' contracts.

8 E-commerce 2: Contract Formalities Encryption, Electronic Signatures and Digital Payments.

9 E-commerce 3: Digital Payment Mechanisms and Escrow Digital cash and escrow systems.

10 Cyberharms 1: Viruses, Denial of Service Attacks and Hacking, The legal regulation of harmful digital materials and cyberattacks.

11 Cyberharms 2: Damaging Content, Libellous materials and Spam.

12 Intellectual Property Rights 1: Copyright in Computer Software.

13 Intellectual Property Rights 2: Free and Open-source Software.

14 Intellectual Property Rights 3: Copyright in Computer Software, The software industry and protectionism.

15 Intellectual Property Rights 4: Patents, Patenting software applications and business methods patents.

16 Intellectual Property Rights 5: The Software Patent Directive, An examination of the EU Software Patents Directive.

17 Data Protection and Privacy 1: Supervising Data Controllers. The Data Protection Act 1998 and rules for the management of data.

18 Data Protection and Privacy 2: Individual Rights & Data Flows Access rights and the exporting of data.

19 Data Protection and Privacy 3: Databases and Database content Control of databases. The Database Directive

20 Data Protection and Privacy 4. Offline Privacy, Technologies to track and trace individuals.

21 Conclusions: Future developments.

Teaching: The course is taught by weekly seminars throughout the year. Reading lists are handed out in advance of the seminars and students are expected to participate in discussions.**Formative coursework:** Students are asked to submit two 2,000 word essays.**Course website:** This course is web supported. The Course website may be accessed at: www.itlawweb.co.uk**Preliminary reading:** L Lessig, *Code and Other Laws of Cyberspace ver 2.0* (Chs 6 & 7, Basic Books, 2007).**Indicative reading:** I Lloyd, *Information Technology Law* (5th edn, OUP, 2008); C Reed & J Angel, *Computer Law* (6th edn, OUP, 2007); L Lessig, *Code and Other Laws of Cyberspace ver 2.0* (Basic Books, 2007); R Susskind, *The End of Lawyers* (OUP, 2008); Bainbridge, *An Introduction to Information Technology* (6th edn, Longman, 2007); *Blackstones Statutes on IT and E-commerce* (4th edn, OUP, 2008).**Assessment:** One two-hour formal examination contributing 50% of the final mark and one assessed essay contributing 50% of the final mark.**LL421 Half Unit****New Media Regulation****This information is for the 2009/10 session.****Teacher responsible:** Mr A Murray, NAB 7.26**Availability:** Intended as an optional paper for students on theLLM, MSc Law and Accounting, MSc Regulation, MSc Regulation (Research), MSc Global Media and Communications (with Fudan or USC), MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy and MSc Communication Regulation and Policy. **Students taking this course may not take LL4B5 Internet and New Media Law.****Course content:** The course provides an introduction to current issues in the regulation of new media focusing on the Internet, but also examining Wireless Application Protocol and Third Generation Mobile Technology. It focuses on the regulatory structures which control Internet navigation and Content and carries out a comparative socio-legal analysis of those structures and the regulatory regimes in relation to new media.

1 Why Study Cyberlaw

2 Space and Cyberspace

3 A Brief History of the Internet and Cyber-regulatory Theory

4 Societies, Cultures and Cybersociety

5 Regulating Societies: Controlling Individuals

6 A review of Lawrence Lessig's 'modalities of regulation' model of Cyber regulation

7 Architecture – Internet Structure and Regulatory Bodies

8 Market Controls – Allocating bandwidth in 3G telecommunications

9 Social and Cultural Controls – Community Based Regulation

10 Law as Command – Hierarchical Controls

Teaching: 10 weekly two-hour seminars in a student-led discussion or debate format.**Formative coursework:** All students are expected to submit one assessed essay on a topic of their choice as approved by the course organiser.**Preliminary reading:** Johnson & Post, *Law and Borders – The Rise of Law in Cyberspace*, 48 Stanford Law Review, 1367 (1996). Available at: www.temple.edu/lawschool/dpost/Borders.html; Lessig, *The Law of the Horse: What Cyberlaw Might Teach*, 113 Harvard Law Review, 501 (1999); L Lessig, *Code and Other Laws of Cyberspace ver 2.0*, (Chs 6 & 7, Basic Books, New York, 2006).**Indicative reading:** A Murray, *The Regulation of Cyberspace: Control in the Online Environment* (Routledge-Cavendish, 2006); L Lessig, *Code and Other Laws of Cyberspace ver2.0* (Basic Books, New York, 2006); L Lessig, *The Future of Ideas: The Fate of the Commons in a Connected World* (Random House, New York, 2001); S Biegel, *Beyond Our Control? Confronting the Limits of Our Legal System in the Age of Cyberspace* (MIT Press, 2001); C Sunstein, *Republic.com 2.0* (Princeton University Press, 2007); R Mansell & E Steinmuller, *Mobilizing the Information Society* (OUP, 2002); M Castells, *The Internet Galaxy* (OUP, 2001); N Negroponte, *Being Digital* (Vintage Books, New York, 1998); W Gates, *The Road Ahead* (Penguin, 1996); L Edwards (Ed), *The New Legal Framework for E-Commerce in Europe* (Hart, 2005); M Klang & A Murray (Eds), *Human Rights in the Digital Age* (Cavendish 2004); Y Benkler, *The Wealth of Networks* (Yale UP, 2007); J Goldsmith & T Wu, *Who Controls the Internet?* (OUP, 2008).**Course website:** This course is web supported. The Course website may be accessed at: www.itlawweb.co.uk**Assessment:** Consists of two parts: (i) a two-hour unseen written examination in June accounting for 75% of the marks; (ii) a single essay for assessment to be submitted by week three of the LT accounting for 25% of the marks.**LL422 Half Unit Not available in 2009/10**
Globalization, Regulation and Governance**This information is for the 2009/10 session.****Teacher responsible:** TBC**Availability:** For LLM, MSc Regulation and MSc Public Management and Governance.**Content:** The course aims to give an introduction to the institutions, norms and dispute resolution processes that regulate global markets and govern economic globalisation today.

The course consists of a general part and a modular part. Topics in the general part include theories of globalisation; sites of governance; mechanisms, principles and actors in regulation, and

issues of accountability and justice in global governance. Each year a number of modules will be offered to explore the workings of global governance in greater detail, drawing on case studies such as global private governance and standard-setting; essential medicines and the TRIPS Agreement; anti-dumping policies and practice; networks in global financial regulation; and the regulation of food safety.

Teaching: This is a half-subject, taught in two-hour seminars each week during the Lent Term. The course will be taught by the Socratic method. Students are expected to read the assigned materials before each seminar.

Formative coursework: Students are asked to submit one 2,000 word essay.

Indicative reading: Recommended: J Braithwaite & P Drahos, *Global Business Regulation* (2000); F Snyder, *International Trade and Customs Law of the European Union* (1998); F Snyder (Ed), *Regional and Global Regulation of International Trade* (2001); M Trebilcock & R Howse, *The Regulation of International Trade* (2nd edn, 1999); D. Cass, *The Constitutionalisation of the WTO* (2005); F. Snyder and Q. Tang (eds), *EU Antidumping Law: Theory and Practice* (2005, in Chinese).

Assessment: Two-hour written examination.

LL423

Rethinking International Law

This information is for the 2009/10 session.

Teachers responsible: Dr Florian Hoffman, NAB 7.05 and Professor Susan Marks

Availability: For LLM Students.

Course content: At a time when international law is said to be both pivotal and irrelevant, we investigate the contribution and limits of this body of law as a force in global affairs. This is an advanced course, designed for students wishing to take a step back from what they have learned and develop new modes of understanding and enquiry. Course readings encompass both legal literature and writing by scholars from other disciplines, such as philosophy, history, and anthropology. The course is divided into four parts. In the first part, we explore the character of international law. Among other questions, we ask: what is at stake in debates over whether it is 'really law'? In the second part, we examine the spaces and subjectivities in and through which international unfolds, such as the state, the non-state and the international community. In the third part, we consider how international law relates to important contemporary problems. Can it help in resolving or alleviating war, poverty, and climate change? Might it also serve to sustain the conditions for these problems' occurrence? In the fourth and final part of the course, our attention turns to international law viewed as an academic discipline. We take up a number of themes that have preoccupied scholars of international law in recent years, leading eventually to the question of how we are to assess the significance and prospects of international law today.

Teaching: This course is taught by two-hour weekly seminars.

Formative coursework: Two 2,000 word essays.

Indicative reading: A comprehensive reading list will be provided.

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

LL425

European Monetary and Financial Services Law

This information is for the 2009/10 session.

Teacher responsible: Professor Niamh Moloney, NAB 7.16

Availability: For LLM and MSc Regulation and MSc Regulation (Research) and other Master's level students with permission.

Course content: This course seeks to provide an in-depth understanding of the institutional and legal underpinnings of the European financial economy by examining EC monetary and banking law and the regulatory regime which governs the EC capital markets. It examines the institutional structures and the legal rules which underpin the EC's monetary system and its integrated banking market. It also considers the harmonized regulatory regime which applies to capital market actors across the Member States and which supports the integrated market. Topics covered include: the integration project; the free movement

of capital and current payments; central banking and monetary policy in the European Monetary Union; banks and free movement rules; the harmonized regulatory regime which applies to banks; the institutional structure for banking supervision; retail banking services and consumer protection; the capital markets and the EC; the mechanisms used to integrate the capital market; market access and the investment services passport; the regulation of conduct of business and prudential regulation under the Markets in Financial Instruments Directive 2004; the liberalization of order execution and trading markets; the retail markets; investment products; the prospectus and disclosure regime; and the institutional structure for law-making and supervision.

This course is also available in the form of two half-courses:

European Monetary and Banking Law LL4G9 (MT) and European Capital Markets Law LL4K9 (LT).

Teaching: 20 two-hour seminars in MT and LT.

Formative coursework: Students are asked to submit one 2,000 word essay in MT and one 2,000 word essay in LT.

Preliminary reading: Chalmers et al, *European Union Law* (2006), chapter 12 and Moloney, *EC Securities Regulation* (2008), chapter 1

Indicative reading: Readings will be provided in advance for each seminar. Sample texts include: Alexander et al, *Global Governance of Financial Systems* (2006); Kermers et al (eds), *Financial Supervision in Europe* (2003); Lastra, *The Governance Structure for Financial Regulation and Supervision in Europe* (2003); Usher, *The Law of Money and Financial Services in the European Community*, 2nd edition (2000); Andenas et al, *European Economic and Monetary Union: the Institutional Framework* (1997); Moloney, *EC Securities Regulation*, 2nd edition (2008); Chiu, *Regulatory Convergence in EU Securities Regulation* (2008); Skinner (ed), *The Future of Investing in Europe's Markets after MiFID* (2007); Ferrarini and Wymeersch (eds), *Investor Protection in Europe. Corporate Law Making, the MiFID and Beyond* (2006); Ferran, *Building an EU Securities Market* (2004); Avgerinos, *Regulating and Supervising Investment Services in the European Union* (2003).

Assessment: One three-hour unseen examination paper, in ST.

LL430

Competition Law

This information is for the 2009/10 session.

Teacher responsible: Mr Giorgio Monti, NAB 7.18

Availability: For LLM, MSc Regulation and MSc Regulation (Research). MSc Politics and Government in the European Union students must seek approval of the course convenor.

Course content: The course is a comprehensive study of the main features of competition law. While the focus is on EC competition law, reference will be made to the laws of other jurisdictions (e.g. the United States and the UK) when these offer relevant points for comparison. The first part of the course is an examination of the economics of competition law, considering the applications and limitations of economic analysis and the role of non-economic considerations. The second part is a review of the major substantive fields: merger control; restrictive practices; distribution agreements; the regulation of monopolies and dominant positions. The third part considers public and private enforcement of competition law. The final section considers international competition law (extraterritoriality; bilateral/multilateral co-operation agreements; incipient WTO competition law; competition policy and development).

Teaching: One two-hour seminar each week.

Formative coursework: Students are asked to submit two 2,000 word essays.

Indicative reading: Whish, *Competition Law* (6th edn, 2008); Jones & Sufrin, *EC Competition Law: Cases and Materials* 3rd ed (2008); Korah, *An Introductory Guide to EC Competition Law and Practice* (9th edn, 2007); Goyder, *EC Competition Law* (5th edn, 2009); Cini & McGowan *Competition Policy in the European Union* (2nd ed 2008); Monti *EC Competition Law* (2007); Geradin & Elhauge *Global Competition Law and Economics* (2007).

A full reading list is distributed at the beginning of the course and each seminar sheet will contain references to relevant literature.

Assessment: An essay of up to 4,000 words due at the end of the

LT, counting for 25% of the mark and a three-hour examination counting for 75% of the mark.

LL433

International and Comparative Commercial Arbitration

This information is for the 2009/10 session.

Teacher responsible: Dr Jan Kleinheisterkamp, NAB 7.34

Availability: For LLM students and other Master's level students with permission.

Course content: This course, which is divided into two parts, is designed to provide an overview of domestic and international arbitration as a means of settling commercial disputes. The first part of the course (MT) examines the fundamentals of international commercial arbitration and conveys the basic knowledge necessary for practice and for engaging with more advanced issues of international arbitration, which are the subject of the second part of this course (LT). Both parts of this course are available in the form of two half-courses: Fundamentals of International Commercial Arbitration (LL4C5) and Advanced Issues of International Commercial Arbitration (LL4C6).

Teaching: One weekly two-hour seminar.

Formative coursework: Students are asked to submit two 2,000 word essays.

Indicative reading: Detailed reading lists will be provided during the course.

Assessment: A formal three-hour examination.

LL434

Employment Law

This information is for the 2009/10 session.

Teacher responsible: Mr Bob Simpson, NAB 6.16

Availability: LLM and MSc Law and Accounting students and, with the permission of the teacher responsible, available to other Master's degree students with a sufficient legal background.

Course content: The course provides a detailed examination of the purposes and effects of legal regulation of the employment relationship between employees and other workers on the one hand and on the other hand their employers. Regulation of access to the labour market and the form of the employment relationship: employee status, self-employment. The Content of the employment relationship: express and implied terms in the employment contract. Regulation of pay and working time: deductions from pay, sick pay, guarantee pay, rights to pay on employer's insolvency; national minimum wage; equal pay, time off rights; working time regulations. Discrimination and equality of opportunity: the employment provisions in the law on discrimination on grounds of sex, race, disability, sexual orientation, religion or belief, and age. Civil liberties in the workplace.

Discipline and termination of employment: wrongful dismissal; unfair dismissal.

Business reorganisation, insolvency and employment rights, and economic dismissals. Civil liberties in the workplace.

The approach involves theoretical perspectives, economic analysis, comparative law of employment, and examination of relevant European Community law.

Teaching: The course involves a weekly seminar throughout the session. Detailed reading lists are handed out in advance of the seminars, and students are expected to participate in discussions.

Formative coursework: Students are advised to write at least two essays during the session and will be expected to make short presentations.

Indicative reading: S. Deakin & G. Morris, *Labour Law* (Hart: 5th ed 2009); H Collins, *Employment Law* (Oxford: 2003); H Collins, K Ewing & A McColgan, *Labour Law: Text and Materials* (Hart: 2nd ed 2005); M Freedland, *The Personal Employment Contract* (Oxford: 2003).

Assessment: There is both a formal examination and an essay. An essay of 4,000 words on one of the topics covered in the first term has to be completed by the beginning of the third term. There is

also a two hour examination in the summer term on the topics covered in the second term and at the beginning of the third term. Subject to confirmation by the examiners, candidates are allowed to take an un-annotated copy of a collection of statutory materials into the examination.

LL435

Corporate Governance

This information is for the 2009/10 session.

Teacher responsible: Dr D Kershaw, NAB 7.28

Availability: For LLM, MSc Law and Accounting (with permission of the Law and Accounting course director), MSc Management and Regulation of Risk, MSc Accounting, Organisations and Institutions and other Masters level students (with permission of the teachers responsible).

Course content: This course will focus on the role of boards of directors in large public companies and groups of companies. It will deal with the legal regulation of agency problems arising between the board and shareholders as a class; between the board/majority shareholders and minority shareholders; and between the board and other stakeholder groups, notably creditors and employees. Although the main focus will be on board and shareholder relationships, the aim of the course is to develop and apply a framework of analysis which illuminates relations between the board and all stakeholder groups. The course will not be systematically comparative but will have a large comparative element.

Teaching: 20 two-hour sessions weekly.

Formative coursework: Students are asked to submit two 2,000 word essays.

Indicative reading: Reading will be prescribed for each seminar. Preliminary reading can be found in P Davies, *Introduction to Company Law* (ch 5-9, 2002); R Kraakman *et al*, *The Anatomy of Corporate Law* (2004); B Cheffins, *Company Law: Theory, Structure and Operation* (Parts I and III, 1997); M Roe, *Political Determinants of Corporate Governance* (2003); K Hopt *et al*, (Eds), *Comparative Corporate Governance* (1998); J Parkinson, *Corporate Power and Responsibility* (1993).

Assessment: One three-hour examination.

LL437

Law of Corporate Finance

This information is for the 2009/10 session.

Teachers responsible: Dr. Eva Micheler, NAB 7.35 and Professor Niamh Moloney, NAB 6.32

Availability: For LLM, MSc Law and Accounting and MSc Management and Regulation of Risk students and other Master's level students with permission.

Course content: This course consists of two half courses, The Law of Corporate Finance A (LL4G8) and The Law of Corporate Finance B (LL4K8).

The Law of Corporate Finance A (LL4G8) examines the private law rules governing how companies raise finance. The issues covered include e.g. capital structures, identifying and protecting shareholder rights, issuing shares, initial legal capital and alternatives, dividends, reduction of capital and share buy-backs, reform and moving to a solvency test and financial assistance. The course will focus on English law, but will also look at other legal systems in particular at German law.

The Law of Corporate Finance B (LL4K8) examines the legal issues arising out of the operation of the capital markets as intermediaries between investors and issuers; it focuses on the regulation of capital-raising through the markets. The topics covered include: disclosure theory; the role of trading markets in finance-raising and their regulation; prospectus disclosure; ongoing disclosure; market abuse; the debt markets and regulation; and the internationalization of capital-raising and harmonization. The course will focus on English law but reference will be made to the relevant EU rules.

Teaching: 20 two-hour sessions weekly.

Formative coursework: Students will have the opportunity to write a mock exam question over the Christmas break. Students are also asked to submit one 2,000 word essay in Lent Term.

Indicative reading: Reading will be prescribed for each seminar.

Sample texts for The Law of Corporate Finance A include: Gower and Davies, *Principles of Modern Company Law*, 8th edition, 2008, part 2, 6 and 7; Ellis Ferran, *Principles of Corporate Finance Law*, 2008, chapters 1-13.

Sample texts for The Law of Corporate Finance B include: Gower and Davies, *Principles of Modern Company Law*, 8th edition, 2008; Ferran, *Principles of Corporate Finance Law*, 2008; Scott, *International Finance. Law and Regulation*, 2nd edition, 2008; Davies et al, *The Anatomy of Corporate Law* (2004); Ferran, *Building an EU Securities Market* (2004).

Assessment: Students taking both, The Law of Corporate Finance (A) and The Law of Corporate Finance B will be examined by **ONE** three-hour examination.

LL439

Insolvency Law: Principles and Policy

This information is for the 2009/10 session.

Teacher responsible: Professor Vanessa Finch, NAB 6.09

Availability: For LLM and MSc Law and Accounting students.

Course content: This course focuses primarily on registered companies and is concerned with the principles and policies underlying the legal treatment of corporate insolvency and corporate rescue. The course considers how the nature of the problems raised by insolvency varies and is dependent on the legal identity of the insolvent (for example, whether the insolvent is a company with limited liability or an individual running a business) and the course examines the legal responses to these problems. The formal legal procedures available for dealing with companies in distress are analysed as are informal approaches to corporate failure. The impact of these procedures and approaches on third parties, for example directors and employees, is also considered.

Part I – Role, Objectives and Characteristics of Insolvency Law

1. Introduction: Aims and Objectives
2. Outline of procedures
3. The legal identity of the enterprise, the significance of limited liability and the problem of corporate groups
4. Causes of corporate failure. Who goes bankrupt?

Part II – Averting Liquidation and Bankruptcy

5. Rescue Procedures: informal rescues
6. Rescue Procedures: formal corporate rescue procedures
7. Business rescues – comparative approaches: USA, Chapter 11

Part III – Liquidation

8. Control of Procedures
9. Setting Aside Transactions
10. The Pari Passu Principle and Preferential Claims
11. Secured Creditors and Security Devices

Part IV – Administration of Insolvency Regimes

Part V – Repercussions of Insolvency on Individuals

12. Insolvency Practitioners and the Insolvency Service
13. Company directors
14. Employees

Teaching: Weekly seminars (LL439) of two hours duration throughout the Session.

Formative coursework: Students are given the opportunity to submit two 2,000 word essays.

Indicative reading: A full Reading List will be distributed during the course. The recommended text is V. Finch, *Corporate Insolvency Law: Perspectives and Principles* (Cambridge University Press, 2009) (2nd edition). Wider background reading will include some comparative law reform and other material including: *The Report of the Review Committee on Insolvency Law and Practice* (Cork Report) (Cmd 8558, 1982); T H Jackson, *The Logic and Limits of Bankruptcy Law*, Harvard (1986).

Assessment: A three-hour written examination at the end of the course.

LL440

Corporate Accountability: Topics in Legal and Accounting Regulation

This information is for the 2009/10 session.

Teachers responsible: E Baistrocci, NAB 7.33, J Black, NAB 7.09, V Finch, NAB 6.09, D Kershaw, NAB 7.28, R Macve, E 306, N

Moloney, NAB 7.16, M Power, G314 and others.

Availability: This is the Core compulsory Course for students taking the MSc in Law and Accounting and is not available to other students.

Course content: The purpose of this course is to acquaint students with the central issues faced by law and accounting in relation to problems of corporate accountability and regulation. It is interdisciplinary in focus, and provides students from varying backgrounds with new perspectives and leads to in-depth study by way of a Long Essay.

Topics may include:

- Overview of functions of accountants and lawyers in corporate governance and the relation between them
- Models of the corporate form: corporate groups
- Regulatory institutions and techniques: statutes, markets, financial reporting
- The interrelated functions and the rights and duties of directors and auditors
- Company law and stakeholders: shareholders, creditors, employees and the 'public interest'
- Audit committees, internal controls; the audit process and auditor liability. Form, substance and the 'true and fair view' in financial reporting
- Accounting standards and company law; capital maintenance; executive remuneration; accounting standards and tax law
- Accounting for, and regulating, networks, SMEs and micro companies. Stakeholder reporting and environmental audit
- Regulating the professions

Other issues in accounting and the law may be substituted/added.

Teaching and formative coursework: 20 sessions comprising lectures/structured seminars of two hours each plus two meetings with each individual student's Long Essay supervisor. The Long Essay is a compulsory part of the course. The topic for the essay must be selected by the student early in the LT in consultation with their personal tutor and the Core Course Director and must be approved by the Programme Director.

Indicative reading: Detailed reading lists will be provided during the course and will include articles from law, accounting, economics and sociology journals and books. Some illustrative references to texts and primary materials are: V. Finch, *Corporate Insolvency Law: Principles and Perspectives* (2nd ed, 2009, Cambridge University Press); D. Kershaw, *Company Law in Context: Text and Materials* (2009, Oxford University Press); Bromwich & Hopwood, *Accounting and Law* (1992); Freedman & Power, *Law and Accountancy: Conflict and Cooperation in the 1990s* (1992); Power, *The Audit Society* (1999); Dezalay & Sugarman (Eds), *Professional Competition and Professional Power: Lawyers, Accountants and the Social Construction of Markets* (1995); Zeff & Dharan, *Readings and Notes on Financial Accounting: Issues and Controversies* (1997); Gower and Davies, *Principles of Modern Company Law*, (2008); Parkinson, *Corporate Power and Responsibility* (1993); Easterbrook & Fischel, *The Economic Structure of Corporate Law* (1991); McCahery, Piciotto & Scott, *Corporate Control and Accountability* (1993).

Assessment: An essay of up to 10,000 words due by **1st**

September (40%) and one formal two-hour examination in May/June (60%). Students will be required to answer three questions.

LL441

Comparative Law: Theory and Practice

This information is for the 2009/10 session.

Teachers responsible: Dr Igor Stramignoni (LSE) NAB 7.17, is the Convenor of this course. The course is taught by Dr Stramignoni plus invited guests. In recent years guest lecturers included Professor P Legrand (Paris Pantheon-Sorbonne), Professor S Roberts (LSE), Professor G Alpa (Roma "La Sapienza"), Professor G Teubner (Frankfurt), and others.

Availability: For LLM and MSc Law, Anthropology and Society students, and other students with some interest or background in philosophy, politics, literature, postcolonial studies, social theory and anthropology.

Course content: Several distinguished academics from both the LSE and beyond join forces to offer their own critical assessment

of the opposition between the Anglo-American common law and the continental laws of Western Europe, as the privileged subject of comparative law. Does that opposition make sense today? What are the politics that underlie that opposition? What does that opposition tell us of the nature of comparative law? And, anyway, has comparative law any longer a future that is worth imagining? Each teacher in his or her seminars will tackle those questions in different ways and through different case studies, each time looking at comparative law either from within, or from without its familiar domains. Accordingly, students will be exposed to a range of diverse approaches and sources (including the non-written and the non-legal), and should expect to engage in a free but decidedly irreverent examination of some of the most fundamental and influential premises on which much comparative law is generally understood and practiced.

Teaching: One two-hour seminar per week.

Formative coursework: Students are asked to submit two 2,000 word essays.

Indicative reading: Edward Said, *Orientalism* (1978); Homi K. Bhabha, *The Location of Culture*, chapter 3 (1994); Tim Murphy, *The Oldest Social Science?* (1997); George P. Fletcher, *Comparative Law as a Subversive Discipline*, *American Journal of Comparative Law* (1998); Gunther Teubner, *Legal Irritants: Good Faith in British Law or How Unifying Law Ends Up in New Differences*, *Modern Law Review* (1998); David Held & others, *Global Transformations* (1999); Paul W. Kahn, *The Cultural Study of Law* (1999); Henrietta Moore (ed.), *Anthropological Theory Today* (1999); Igor Stramignoni, *The King's One Too Many Eyes: Language, Thought, and Comparative Law*, *Utah Law Review* (2002); Pierre Legrand and Roderick Munday (eds.), *Comparative Legal Studies: Traditions and Transitions* (2003); Igor Stramignoni, *Meditating Comparisons, or the Question of Comparative Law*, *San Diego International Law Journal* (2003).

Assessment: A written dissertation of 15,000 words, on a topic to be approved by the Convenor of the course by the beginning of the Lent Term. The dissertation is due 26 August 2010.

LL442

International Business Transactions I: Litigation

This information is for the 2009/10 session.

Teacher responsible: Professor T C Hartley, NAB 6.02

Availability: For LLM students intending to offer this subject in the examinations. Other students may attend only with the prior permission of Professor Hartley. Students must have a good general knowledge of law. Knowledge of conflict of laws (private international law) would be useful but is not essential.

Course content: Litigation resulting from international business transactions.

The following topics will be studied from the point of view of English, Commonwealth, American and (where relevant) European Community law:

1. Judicial jurisdiction in cases involving international business transactions, especially
 - a. Jurisdiction over companies and individuals;
 - b. Product liability actions, defamation, intellectual property and multinationals in the Third World;
 - c. Branches and agents;
 - d. Constitutional limitations on jurisdiction in the United States;
 - e. Forum-selection clauses;
 - f. Forum non conveniens and anti-suit injunctions;
 - g. Lis alibi pendens.
2. Obtaining evidence in transnational business litigation: extraterritorial application of the forum's own discovery rules, international judicial assistance, blocking statutes and injunctions.
3. Provisional remedies and procedural problems in transnational business litigation: freezing injunctions (Mareva injunctions), search orders (Anton Piller orders) and equivalent remedies.
4. Recognition and enforcement of foreign judgments in commercial matters.

Extensive case materials are provided by the School for sale to students. These should be read before each seminar. **Students will not be admitted to the course unless they purchase the materials.**

Teaching: Seminars: Sessional (LL442).

Formative coursework: Students are asked to submit two 2,000 word essays.

Indicative reading: Core textbook: Trevor C Hartley, *International Commercial Litigation* (Cambridge University Press, 2009).

Further reading: Born (Gary B) and Rutledge (Peter B), *International Civil Litigation in United States Courts: Commentary and Materials* (Wolters Kluwer, Austin, Boston, Chicago, New York, the Netherlands, 4th edn, 2007); Briggs (Adrian), *Agreements on Jurisdiction and Choice of Law* (Oxford University Press, Oxford, 2008); Briggs (Adrian), *The Conflict of Laws* (Clarendon Law Series, Oxford, 2nd edn, 2008); Castel (Jean G), *Canadian Conflict of Laws* (Butterworths, Toronto, 4th edn, 1997); Cheshire, North and Fawcett, *Private International Law* (14th edn, Oxford University Press, Oxford, 2008, by James Fawcett and Janeen Carruthers); Collier (John G), *Conflict of Laws* (Cambridge University Press, Cambridge, 3rd edn, 2001); Collins (Lawrence), *Essays in International Litigation and the Conflict of Laws* (Clarendon Press, Oxford, 1994); Dicey, Morris & Collins, *The Conflict of Laws* (Sweet and Maxwell, London, 14th edn, 2006 by Sir Lawrence Collins with specialist editors); Fentiman (Richard), *International Commercial Litigation* (Oxford University Press, Oxford); Gaudemet-Tallon (Hélène), *Compétence et exécution des jugements en Europe* (LGDJ, Paris, 3rd edn 2002); Goode (Roy), *Commercial Law* (Penguin Books, London, 3rd edn, 2004); Layton (Alexander) and Mercer (Hugh) (eds), *European Civil Practice* (Sweet and Maxwell, London, 2nd edn, 2004); Lowenfeld (Andreas F), *International Litigation and the Quest for Reasonableness: Essays in Private International Law* (Clarendon Press, Oxford, 1996); Lowenfeld (Andreas F), *Conflict of Laws: Federal, State and International Perspectives* (LexisNexis, Newark, NJ; San Francisco, CA, 2nd edn, 2002); Von Mehren (Arthur T), *Theory and Practice of Adjudicatory Authority in Private International Law: A Comparative Study of the Doctrine, Policies and Practices of Common- and Civil-Law Systems* (Hague Academy of International Law, General Course on Private International Law (1996), (2002) 295 *Collected Courses* (Martinus Nijhoff Publishers, The Hague, Boston, London, 2003) 1971; Scoles (Eugene F) and Hay (Peter), *Conflict of Laws* (West Group Publishing Co., St. Paul, Minn., 3rd edition, 2000); Symeonides (Symeon C), Perdue (Wendy Collins) and von Mehren (Arthur T), *Conflict of Laws: American, Comparative, International* (West, St Paul, Minn., 1998); Weintraub (Russell J), *Commentary on the Conflict of Laws* (Foundation Press, New York, 4th edn, 2001).

Assessment: Normal three-hour written examinations.

LL443

International Business Transactions II: Substantive Law

This information is for the 2009/10 session.

Teacher responsible: Professor T C Hartley, NAB 6.02

Availability: For LLM students intending to offer this subject in the examinations. Other students may attend only with the prior permission of Professor Hartley. Students must have a good general knowledge of law. Knowledge of conflict of laws (private international law) would be useful but is not essential.

Course content: Legal problems (other than litigation) relating to international business transactions.

The following topics will be studied from the point of view of English, Commonwealth, American and (where relevant) European Community Law:

1. Theories of choice of law in Europe and the US.
2. Proof and application of foreign law.
3. Torts: applicable law.
4. Contracts: applicable law.
5. The international reach of legislation for the regulation of business and the protection of consumers and employees.
6. The private international law aspects of boycotts and embargoes.
7. The application of international conventions to international business transactions.
8. Exchange controls.
9. Financing international business transactions: documentary credits and other financial mechanisms.

10. Currency problems in international contracts.
 11. The international aspects of property transactions.
 12. The recognition of foreign expropriations and other governmental acts affecting property (including financial assets).
 13. The problem of extraterritoriality with special reference to American antitrust law and EC competition law
- Extensive case materials are provided by the School for sale to students. These should be read before each seminar. **Students will not be admitted to the course unless they purchase the materials.**

Teaching: Seminars: (LL443) Sessional.

Formative coursework: Students are asked to submit two 2,000 word essays.

Indicative reading: **Core textbook:** Trevor C Hartley, *International Commercial Litigation* (Cambridge University Press, 2009).

Further reading: Briggs (Adrian), *The Conflict of Laws* (Clarendon Law Series, Oxford, 2nd edn, 2008); Castel (Jean G), *Canadian Conflict of Laws* (Butterworths, Toronto, 4th edn, 1997); Cheshire, North and Fawcett, *Private International Law* (14th edn, Oxford University Press, Oxford, 2008, by James Fawcett and Janeen Carruthers); Collier (John G), *Conflict of Laws* (Cambridge University Press, Cambridge, 3rd edn, 2001); Collins (Lawrence), *Essays in International Litigation and the Conflict of Laws* (Clarendon Press, Oxford, 1994); Dicey, Morris & Collins, *The Conflict of Laws* (Sweet and Maxwell, London, 14th edn, 2006 by Sir Lawrence Collins with specialist editors); Goode (Roy), *Commercial Law* (Penguin Books, London, 3rd edn, 2004); Lowenfeld (Andreas F), *Conflict of Laws: Federal, State and International Perspectives* (LexisNexis, Newark, NJ; San Francisco, CA, 2nd edn, 2002); Mann (Frederick A), *The Legal Aspect of Money: With Special Reference to Comparative Private and Public International Law* (Clarendon Press, Oxford, 5th edn, 1992); Scoles (Eugene F) and Hay (Peter), *Conflict of Laws* (West Group Publishing Co., St. Paul, Minn., 3rd edition, 2000); Symeonides (Symeon C), Perdue (Wendy Collins) and von Mehren (Arthur T), *Conflict of Laws: American, Comparative, International* (West, St Paul, Minn., 1998); Weintraub (Russell J), *Commentary on the Conflict of Laws* (Foundation Press, New York, 4th edn, 2001).

Assessment: Normal three-hour written examinations.

LL444 Constitutional Theory

This information is for the 2009/10 session.

Teacher responsible: Professor Martin Loughlin, NAB 7.14

Availability: Available to LLM students; available to other Master's students with permission of the Teacher responsible.

Course content: This course examines the role of constitutions and the nature of constitutional discourse. It considers the ways in which theorists have advanced understanding of constitutions and devised solutions to a range of constitutional questions. The course deals with the following topics: the scope of constitutional theory; the constitution of government; constitutional politics; representation; sovereignty; constituent power; constitutional rights; the rule of law; liberalism and republicanism; constitutional adjudication; cultural pluralism; theories of federalism; the cosmopolitan polity.

Teaching: The course involves a weekly two-hour seminar during the MT and LT. Detailed reading lists are provided in advance of seminars and students are expected to participate in discussions.

Formative coursework: Students are asked to submit two 2,000 word essays.

Indicative reading: Much of the reading for the course consists of classic texts in political thought. Many are available online and the course is delivered through Moodle. The standard text (covering the first half of the course only) is Martin Loughlin, *The Idea of Public Law* (OUP, 2003). As preliminary reading, students are advised to read: R C van Caenegem, *An Historical Introduction to Western Constitutional Law* (Cambridge University Press, 1995).

Assessment: There is a two-hour formal examination in June, which counts for 50% of the marks for the course. In addition, an assessed essay of 8,000 words (due on the dissertation deadline) will contribute 50% of the marks for the course.

LL445

International Criminal Law

This information is for the 2009/10 session.

Teacher responsible: Dr Stephen Humphreys

Availability: For LLM students, MSc Criminal Justice Policy and MSc Human Rights.

Course content: The course is about the practice, theory and doctrine of international criminal law. It assumes a basic knowledge of principles of public international law, especially those relating to state responsibility, jurisdiction, and the relationship between international and domestic legal systems. The focus of the course is the area of international criminal law concerned with traditional "war crimes" and, in particular, the four core crimes set out in the Rome Statute (war crimes, crimes against humanity, genocide and aggression). It adopts a historical, philosophical and practical focus throughout. The course is mainly directed at the conceptual problems associated with the prosecution of war criminals and, more broadly, legalised retribution. There is relatively little focus on the procedural or technical issues associated with prosecution (e.g. in The Hague) though these matters may be taken up by qualified experts in tutorial.

Michaelmas Term. Part One, Institutions: Introduction and Concepts; the Problem of International Criminal Law; Pre-History; Piracy and Slavery, Nuremberg and Tokyo; Municipal Trials (eg Finta, Barbie); Jurisdiction (eg Eichmann); Ad hoc Tribunals; Hybrid Tribunals; The International Criminal Court.

Lent Term. Part Two, Substantive Law: General Principles of International Criminal Law; War Crimes and International Humanitarian Law; Crimes Against Humanity; Genocide; Crimes against Peace and Aggression; Transnational Offences (terrorism and torture); Gender-Based Crimes; Liability; Defences; Sovereign Immunity and International Crimes; Outlaw States; State Criminal Responsibility and the ILC.

Teaching: Seminars (LL445). Ten MT; Ten LT.

Tutorials Three MT; Three LT

Required text: Gerry Simpson, *Law, War and Crime* (Polity, 2007) Cryer, Friman, Robinson & Wilmschurst, *An Introduction to International Criminal Law and Procedure* (Cambridge, 2007).

Indicative reading: Gary Bass, *Stay the Hand of Vengeance. The Politics of War Crimes Tribunals* (Princeton, 2000); Judith Shklar, *Legalism* (Harvard, 1964); Mark Osiel, *Mass Atrocity, Collective Memory & the Law* (Transaction Publishers, 1997); T McCormack & G Simpson, *The Law of War Crimes* (Kluwer 1997); W Schabas, *The International Criminal Court* (Cambridge, 2001); H Arendt, *Eichmann in Jerusalem* (Penguin, 1997).

Assessment: Three-hour written examination.

LL446 Not available in 2009/10 Regulation: Legal and Political Aspects

This information is for the 2009/10 session.

Teacher responsible: Professor Robert Baldwin, NAB 7.08

Availability: LLM, MSc Law and Accounting students and other MSc students when places available (MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy).

Course content: The course aims to give students an essential grounding in theories of regulation encountered in the public policy/administration/legal literature. It examines competing explanations of the origins, development and reform of regulation; the styles and processes of regulation; issues surrounding enforcement; the inter-organisational and international aspects of regulation; and questions of evaluation and accountability.

1 **Surveying the Scene:** Lenses for viewing regulation; paradoxes and unintended effects; regulation and institutional design.

2 **Contrasting Perspectives on Regulatory Incidence:** Regulation as functional response; public choice approaches; new institutional accounts; cultural theory.

3 **Regulatory Styles and Processes:** Classical Regulation; economic alternatives.

4 **Regulatory Standard-Setting:** Regulatory standard-setting; economics and optimal standard-setting; risk regulation.

5 **Regulatory Enforcement:** Compliance and deterrence; public

and private enforcement; self-regulation.

6 Regulatory Regime Dynamics: The regulatory state; discretion, rules, proceduralization and juridification; regulatory reform; ideas, prophets and entrepreneurs.

7 Evaluating Regulation: What is good regulation?; accountability and regulation; CBA, compliance cost and regulatory review; regulatory competition; whither regulation?

Teaching: The course is taught by 22, two-hour sessions in variable format (some lecture-discussions, student-paper led discussions, debates).

Formative coursework: All students are expected to produce three written essays plus short presentations on topics assigned to them.

Indicative reading: R Baldwin, C Scott & C Hood, *Socio-Legal Reader on Regulation* (1998); R Baldwin & M Cave, *Understanding Regulation* (1998); A Ogus, *Regulation* (1994); R Baldwin & C McCrudden, *Regulation and Public Law* (1987); C Hood, *Administrative Analysis* (1986); *The Tools of Government* (1983); R Baldwin, *Rules and Government* (1994); S Breyer, *Regulation and its Reform* (1982); E Bardach & R Kagan, *Going by the Book* (1982); C Sunstein, *After the Rights Revolution* (1990); M Derthick & P Quirk, *The Politics of Deregulation* (1985); L Hancher & M Moran, *Capitalism, Culture and Regulation* (1989), M Bishop, J Kay & C Mayer, *The Regulatory Challenge* (1995).

Assessment: Students will be assessed by a three-hour examination in June. The examination will involve answering three questions out of 12.

LL447 Not available in 2009/10 International Economic Law

This information is for the 2009/10 session.

Teacher responsible: Dr Andrew Lang, NAB 6.19

Availability: For LLM students and MSc Development Studies.

Course content: The aim of the course is to study in detail those aspects of public international law which are concerned with international economic relations. We will concentrate primarily on the principles, norms and policies of international trade governed by the World Trade Organization, and may also cover some aspects of international monetary relations within the IMF, and international development assistance applied by the World Bank.

The course topics may include:

- Historical background of the international economic order
- Theoretical approaches to international political economy
- International monetary relations and sovereign debt
- Bilateral investment treaty law and arbitration; NAFTA investment law
- WTO decision-making and dispute settlement; GATT/WTO basic principles: MFN, national treatment, tariffs, quotas and exceptions
- Specific WTO agreements on: Trade in Services; Trade-Related Intellectual Property Rights; Technical Barriers to Trade; Sanitary and Phytosanitary Measures; Subsidies and Countermeasures; Anti-Dumping
- Relationship between the WTO and Regional Integration
- Trade and Public Health/ Environment / Human Rights / Development

Teaching: There is a two-hour seminar each week, sessional.

Formative coursework: Students are asked to submit two 2,000 word essays.

Indicative reading: Recommended: M.J. Trebilcock and R. Howse, *The Regulation of International Trade*, 3rd ed., Routledge, 2005; P. Van den Bossche, *The Law and Policy of the World Trade Organization: Text, Cases and Materials*, Cambridge UP, 2005.

Assessment: There is a three-hour formal examination in May or June, based on the full syllabus. The paper counts for 100% of the assessment of the course.

LL452 The International Law of Armed Conflict and the Use of Force

This information is for the 2009/10 session.

Teacher responsible: Ms Anthea Roberts, NAB 6.23

Availability: For LLM students and MSc Human Rights. Some prior knowledge of international law is useful but not essential.

Course content: The aim of this course is to develop an understanding of the principles of international law which regulate

the use of force in international society.

The course examines both the law relating to when it is permissible to use force (The Jus ad bellum) and the law governing the conduct of hostilities once the decision to resort to force has been taken (The Law of Armed Conflict or International Humanitarian Law)

The first half of the course is devoted to the law on resort to force.

It concentrates on the prohibition of resort to force in Article 2(4) of the United Nations Charter and the exceptions to that prohibition.

This part of the course looks in detail at the right of self-defence, humanitarian intervention, intervention to promote democracy, self-determination and to protect nationals, reprisals and intervention in civil war. The use of force by or with the authorization of the United Nations is also considered.

The second half of the course is concerned with the legal regulation of the conduct of hostilities and examines the concepts of war and armed conflict, the right to participate in hostilities, the law of weaponry (including nuclear and chemical weapons), the protection of civilians, belligerent occupation, the law of naval warfare and the enforcement of the laws of war (including the activities of the Yugoslav and Rwanda international tribunals).

Teaching: Teaching is by seminar. There is normally one two-hour seminar each week.

Formative coursework: Students are asked to submit two 2,000 word essays.

Indicative reading: A detailed reading list will be issued at the first seminar. See, in particular: Dinstein, *The Conduct of Hostilities under the Law of Armed Conflict and War, Aggression and Self-Defence* (4th ed., 2006); Gray, *International Law and the Use of Force* (3rd ed., 2008); Roberts & Guelff, *Documents on the Laws of War* (3rd edn) and Rogers, *Law on the Battlefield* (2nd edn, 2004).

Assessment: There is a three-hour formal examination, based on the entire syllabus. The examination will contain not fewer than eight questions, of which four are to be answered.

LL453 International Human Rights

This information is for the 2009/10 session.

Teachers responsible: Professor Christine Chinkin, NAB 6.15, Dr Margot Salomon, Z 126 and Professor Susan Marks

Availability: For LLM students, MSc Development Studies and MSc Human Rights.

Pre-requisites: Some knowledge of public international law is required.

Course content: This course is concerned with the international protection of human rights and its relation to a range of contemporary global problems involving deprivation, violence and exclusion. A recurring question will be: in what ways does the international protection of human rights help in alleviating these problems, and in what ways does it instead serve to sustain the conditions for their occurrence? Through the consideration of topical thematic issues, students will learn about, and critically analyse, human rights concepts, norms, institutions and actors. We begin with a review of the key institutions and instruments which define the international human rights regime, along with some fundamental questions to do with the legal protection of human rights. The course is then composed of three sections. The first is concerned with human rights and deprivation. Here we relate human rights to such issues as globalisation, poverty and climate change. The second section addresses human rights and violence. Here we consider the bearing of human rights for counter-terrorism, arms control and war. The final section of the course focuses attention on actors and agency. Here we explore how human rights affect personal identity, group claims and corporate activity, and also study the social movement that has taken shape around the law and practice of human rights. At the end of the course students are invited to take stock of the contribution, limits and further possibilities of the international human rights regime as a force for emancipatory change.

Teaching: This course is taught by two hour weekly seminars (10 in MT, 10 in LT, three in ST).

Formative coursework: Two 2,000 word essays.

Indicative reading: A comprehensive reading list will be provided.

Assessment: A three-hour exam in June (100%). Students are

given 10 questions and answer four.

LL454

Human Rights of Women

This information is for the 2009/10 session.

Teacher responsible: Professor C Chinkin, NAB 6.15

Availability: For LLM and MSc Human Rights.

Course content: An introduction to a gender based analysis of the mainstream normative and institutional frameworks for human rights. The course explores the following issues: the concept of women's human rights; international instruments guaranteeing civil and political and economic and social rights; the approach of the mainstream human rights mechanisms and institutions, including the UN Human Rights Committee and the European, American, and African regional human rights systems; the UN Commission on the Status of Women and the development of specific normative standards relating to women; the background, drafting, content and experience of the Convention on the Elimination of All Forms of Discrimination against Women 1979 and its Optional Protocol 1999; the work of the Committee on the Elimination of Discrimination Against Women in report monitoring and the elaboration of recommendations; debates around universalism and cultural particularity; the establishment of new standards at the global and regional levels; violence against women, including in armed conflict and trafficking; economic rights and the right to development; examples of domestic protection of women's rights, including India and Commonwealth Africa; the rights of the girl child.

Teaching: This course is taught by two-hour weekly seminars in MT and LT.

Formative coursework: Students are asked to submit two 2,000 word essays.

Indicative reading: Detailed readings are arranged for each class.

Assessment: 100% examination.

LL455

International Tax Systems

This information is for the 2009/10 session.

Teachers responsible: Dr I Roxan NAB 7.25, Mr E Baistrocchi, NAB 7.33, Professor David Oliver, Mr P Gillett and others

Availability: For the LLM degree and MSc Law and Accounting.

Pre-requisites: Students should have at least a basic knowledge of a tax system of a country (not necessarily the UK) or be studying (or with permission following) the **LL492 Elements of Taxation** course.

Course content: This course examines how taxation applies to transactions in the international context, and considers tax law that operates at the international and supra-national levels. The course explores the ways in which tax law applies to transactions in the international context. The focus is on rules that operate at an international or supra-national level, though we will look at some domestic rules that are important to international taxation and that can be found in a number of important tax systems. The course will look at a series of international transactions, starting with the very basic example of an export and import of goods and culminating with the treatment of some complex and artificial structures. The features of tax systems will be studied through these transactions, particularly those features found in double tax conventions and in the law of the European Union. In the first part of the course this will be supplemented by introductions to some key foundation concepts that are needed in the study of international taxation.

Throughout the course examples will be drawn from the tax systems of a range of countries.

Teaching: Two-hour seminars weekly.

Formative coursework: Students are asked to submit two 2,000 word essays.

Indicative reading: General reading: Primary materials in K van Raad (ed), *Materials on International and EC Tax Law* (ITC Leiden); P Baker, *Double Taxation Conventions and International Tax Law*; Terra and Wattel, *European Tax Law* (Kluwer); publications of: the Fiscal Committee of the OECD; the UN Committee of Experts on International Cooperation in Tax Matters; the European Commission; HM Revenue and Customs; Internal Revenue Service;

the Bureau of International Fiscal Documentation; the International Fiscal Association.

General journals: *Bulletin for International Taxation* (formerly *Bulletin of International Fiscal Documentation – BIFD*); *Cahiers de Droit Fiscal International*; *Intertax*; *Tax Notes International*; *European Taxation*; *EC Tax Review*; *EC Tax Journal*; *International Transfer Pricing Journal*; *Tax News Service*; *British Tax Review*; *National Tax Journal*.

Detailed reading lists will be provided during the course via Moodle.

Recommended preliminary reading: Arnold & McIntyre, *International Tax Primer* (Kluwer Law International); Terra and Wattel, *European Tax Law* (Kluwer Law International); Williams, *Trends in International Taxation* (IBFD).

Assessment: The examination will be by three-hour written paper. Candidates may take into the examination room unannotated copies of K van Raad (ed), *Materials on International and EC Tax Law* (Vols 1 and 2, ITC Leiden).

LL458

Mental Health Law

This information is for the 2009/10 session.

Teacher responsible: Professor Jill Peay, NAB6.11. This course will be taught jointly with staff from King's College London.

Sessions in the Michaelmas Term will take place at King's College London in the Strand. LSE students will have the opportunity to be taught alongside psychiatrists, psychologists and other health care professionals from the Institute of Psychiatry.

Availability: For LLM students and MSc Criminal Justice Policy.

Course content: The course is designed to integrate a practical and theoretical understanding of mental health law, from the perspectives of law and mental health sciences. It tries to provide students with a broad conceptual understanding of the particular problems encountered in the application of mental health law. Since the course is taught jointly to lawyers and clinicians it assumes no prior knowledge of either discipline, and is designed to facilitate inter-disciplinary understanding.

The introduction to the course is concerned with the context of mental health law and covers issues relating to legal and clinical terminology, basic legal structures and the interaction between law and psychiatry. The remainder of the term is devoted to civil mental health law and looks at; issues of capacity, compulsory treatment both in hospital and in the community, and discharge from hospital. We also touch on issues of law, rights and discrimination. The second term focuses more on issues relating to mentally disordered offenders; it reviews relevant issues of criminal law and sentencing, and covers materials relating to the relationship between mental disorder and offending. Finally we look at issues of mental health law policy and reform.

Teaching: Weekly seminars of 2 hours for 10 weeks in the MT, 10 in LT and up to two in the ST.

Formative coursework: Students are encouraged to prepare written work for the weekly seminars.

Indicative reading: As a general textbook we recommend P Bartlett & R Sandland, *Mental Health Law. Policy and Practice*, 3rd edn, Oxford University Press (2007).

Assessment: There will be one three-hour examination that counts for 100% of the marks.

LL460 Not available in 2009/10

International Law and the Protection of Refugees, Displaced Persons and Migrants

This information is for the 2009/10 session.

Teacher responsible: Dr C Beyani, NAB 7.04

Availability: For LLM and MSc Human Rights students.

Course content: The course provides a detailed study of the international legal framework in which the causes, problems, policies, standards, techniques and institutions concerning the protection of asylum seekers, refugees and refugee women, internally displaced persons and migrants are situated. The course explores the overlap between International Refugee Law, Human Rights, International Humanitarian Law and Humanitarian Assistance, the phenomenon of legal and illegal Migration,

including Human Trafficking in the context of refugees, persons displaced within states during armed conflict, legal and illegal migrants. It covers: the definition of refugees, internally displaced persons, legal and illegal migrants, including trafficking in human beings; the concepts of 'well-founded fear' of persecution and group eligibility to refugee protection; procedures for determining refugee status on an individual and group basis, in Africa, Asia, Australia, the European Union, North America, and Latin America; temporary protection; the process of exclusion from refugee protection and individual criminal responsibility for persecution and associated crimes; the role of the *ad hoc* Tribunals with criminal jurisdiction and the International Criminal Court; the role, in refugee law and human rights, of the principle of non-refoulement in refugee protection; the cessation of refugee status, voluntary repatriation, and safe return; standards applicable in international law to the protection of refugees, internally displaced persons, migrants, and evolving standards against human trafficking; the regulation of migration in regional economic and political unions, namely the European Union, East African Community, the Union of West African States, the Caribbean Community and the Southern African Development Community; the regime of humanitarian assistance to displaced persons in armed conflict and in refugee settlements, including the Sphere Project and the Humanitarian Ombudsperson; and finally the institutional protection of refugees, displaced persons, and migrants by the United Nations High Commissioner for Refugees, the United Nations High Commissioner for Human Rights and the United Nations Human Rights Treaty Bodies, the Red Cross, the International Organisation for Migration, and Non-Governmental Organisations.

Teaching: This course is taught by two-hour weekly seminars 10 in MT and LT, and 3 in ST.

Formative coursework: Students are asked to submit two 2,000 word essays.

Indicative reading: A detailed reading list for the whole course is provided.

Assessment: Three-hour formal examination; 10 questions, four to be answered.

LL464 Not available in 2009/10 Investment Funds Law in Europe

This information is for the 2009/10 session.

Teacher responsible: Vivien Prais, NAB 6.04

Availability: For LLM students and any other suitably qualified MSc Students with the permission of the course convenor.

Course content: The objective of this course is to introduce students to the law and regulations relating to collective investment funds in the UK and selected European jurisdictions (Germany, Italy, Sweden). The course will include both study of the relevant law of the countries selected and also a comparative assessment of the development and current features of the regulation of the collective investment fund industry in the European context.

The history of the development of collective investment in the UK and the individual European countries selected with particular emphasis on the business association used as the vehicle; a comparative assessment of the effect of the different systems of law on the growth of investment funds, both historical and current; an examination of the different types of funds developed with particular emphasis on variation and innovation; the regulation of the establishment and marketing of collective investment funds both domestic and cross-border, including consumer protection measures, and the effect of EC law especially the 1985 UCITS Directive as amended by the Product and Management Directives of 2002.

Teaching: One two-hour seminar each week.

Formative coursework: Students are asked to submit two 2,000 word essays.

Indicative reading: No single textbook covers the syllabus of this course but comprehensive coursepacks will be provided for both Michaelmas and Lent terms. A full reading list and materials will be distributed during the course. Some illustrative references to texts are: A Adams, *The split capital investment trust crisis* (2004); K F Sin, *The Legal Nature of the Unit Trust* (1997); Niamh Moloney, *EC Securities Regulation* (2002); Paul & Pasler, *German Investment Law*

(2003). Course materials will be available for purchase.

Assessment: One three-hour written examination.

LL465

Law and Social Theory

This information is for the 2009/10 session.

Teacher responsible: Mr A Pottage, NAB 7.21

Availability: For LLM and MSc Law, Anthropology and Society students and other students with some interest in legal, social or political theory. Optional course for MSc Biomedicine, Bioscience and Society, MSc Criminal Justice Policy, MSc Regulation and MSc Regulation (Research) students.

Course content: This course explores the role of law in world society. Much has been written on the theme of law and globalisation, and much of what has been written is itself implicated in the process of globalisation. This course begins elsewhere. It engages critically both with the phenomenon of globalisation and with the observations and assumptions in which it is reflected. By means of a set of interlinked case studies it addresses some quite fundamental theoretical questions about law and world society: what exactly do we mean by the global as distinct from the local?; when did globalisation get under way?; is the phenomenon as recent as we suppose?; what modes of spatiality characterise the modern world? how should we understand the kinds of assemblage that compose transnational legal processes?; what kinds of boundary, membrane, or couplings hold together the elements of these assemblages? how has globalisation shaped the evolution and operation of law as a discourse, technique, form or set of institutions?; what effect has the expansion of global media had on the constitution and self-representation of law? Case studies range from explorations of the bigger or more topical legal questions, notably climate change, world trade, intellectual and cultural property, and law and development, to studies of the operation of law in the new localities of the global: urban spaces, or the spaces of institutions such as the museum or the shopping mall. What is in question in each case is how a specific legal form or institution is implicated in the historical processes and geographical or spatial configurations that articulate world society. Although the course is organised in terms topics or questions, or media or environments (air, sea, land, fibre optic cables), rather than authors or texts, it will renew engagement with a number of now classic authors while at the same time exploring newer theoretical and historical scholarship on the spatiality of modernity.

Teaching: 23 two-hour seminars (LL465).

The seminars will be conducted by Dr Manolis Melissaris, Dr Flessas, Dr Stramignoni and Mr Pottage.

Formative coursework: Students are asked to submit two 2,000 word essays.

Select Bibliography: Luhmann, *Social Systems*; Luhmann, *Risk*; Foucault, *The History of Sexuality* (3 vols); Foucault, *Discipline and Punish*; Teubner, *Law as an Autopoietic System*; Murphy, *The Oldest Social Science*?

Assessment: The course is assessed by means of one two-hour examination. The marks obtained count for 50% of the composite mark for the course. In addition, students are required to submit an essay of 8,000 words maximum which is due in August.

LL468 Half Unit

Law of Human Rights in the United Kingdom

This information is for the 2009/10 session.

Teacher responsible: Dr Kai Moller, NAB

Availability: For LLM and MSc Human Rights students and other Master's level students with permission. It is not possible to take this course along with LL4B6.

Course content: This course will be made up of a detailed study of the UK Human Rights Act. The origins and the political background to the Act will be explained, and the structure of the measure will be fully elaborated, relying on the text of the Act itself but also on the burgeoning case law that accompanies the measure. The course will identify the principles that underpin the Act and explain its proper place in English law. It will also explore the wider constitutional implications of the measure, looking at its effect on

the relationship between courts and Parliament.

Teaching: 10 two-hour seminars in the LT of each academic year.

Formative coursework: Students are asked to submit one 2,000 word essay.

Indicative reading: Gearty, *Principles of Human Rights Adjudication* (Oxford University Press, 2004) is the core text. Students will receive a detailed Reading list for each topic.

Assessment: This subject is examined by one two-hour paper, composed of five questions of which two must be attempted.

LL469 Half Unit The Theory, History and Practice of Human Rights Law

This information is for the 2009/10 session.

Teacher responsible: Dr Kai Moller, NAB

Availability: For LLM students and MSc Human Rights; other Master's level students with permission. It is not possible to take this course along with LL4B6.

Course content: This course will provide a theoretical and historical introduction to the theory and practice of human rights. It will cover the development of the idea of human rights since the 18th century and in particular the flourishing of 'rights' talk since the second world war. This course will provide those taking it with a theoretical understanding of the subject but will ground that theory in practice. Designed in this way it will appeal to students interested in 'black letter law' as well as those more interested in the philosophy and/or history of human rights and civil liberties. It will only be peripherally concerned with human rights policy issues.

Teaching: 10 two-hour seminars in the first term of the academic year.

Formative coursework: Students are asked to submit one 2,000 word essay.

Indicative reading: There is no set text. Writers whose work will be drawn upon include Conor Gearty, Ronald Dworkin, Robert Alexy and James Griffin. Students will receive a detailed Reading list for each topic.

Assessment: This subject is examined by one two-hour paper, composed of five questions of which two must be attempted.

LL470 Banking Law

This information is for the 2009/10 session.

Teacher responsible: Dr Stephen Watterson, NAB 7.24

Availability: For LLM students.

Course content: The course examines the private law of banking under English law as it affects a number of core banking activities, and banking regulation.

1. Introduction to banks, bank organisation and banking activities
2. Banking regulation
3. The banker-customer relationship, deposit-taking
4. Financing
5. Payment, payment instruments, payments and payment systems.

Teaching: Twenty-two weekly teaching sessions of two hours.

These sessions will comprise a combination of lectures and seminars.

Formative coursework: Students are asked to submit two 2,000 word essays.

Indicative reading: For introductory purposes, students are referred to Goode, *Commercial Law* (4th ed. 2009) and Cranston, *Principles of Banking Law* (2002). Full reading lists will be distributed during the course.

Assessment: The course will be assessed by means of a three-hour examination paper, in which students will be required to answer three questions. Students may bring unannotated copies of primary materials into the examination room.

LL474 Modern Legal History

This information is for the 2009/10 session.

Teacher responsible: Professor W T Murphy, NAB 7.22

Availability: For LLM students, MSc Law, Anthropology and Society, MSc Regulation and MSc Regulation (Research). Some knowledge of British political and economic history in the period is desirable.

Course content: A survey of developments in English law in the period 1750-1950 in their social, economic and political context. Not all the specific topics listed in the syllabus will be covered in any year. Topics will be selected from the following list: Sources and methods; Social change, law reform and the main movements in political and economic thought, Constitutional and administrative law; reform of Parliament and local government; Judicial review; Police and criminal law; The legal system: courts, legal profession, procedural reform; Contract: theoretical basis, commercial contracts, consumer contracts, public policy; Tort: negligence, nuisance, economic torts; Land law: settlements, married women, conveyancing; Personal status: marriage and divorce, family support, children; Associations: incorporation and other forms of business organisation; trade unions and legal regulation of labour; Social welfare law; relief of poverty, public health, environmental control, safety, education.

Teaching: One weekly two-hour seminar (LL474), Sessional.

Formative coursework: No formal written work is prescribed but students will be expected to make presentations to the seminar.

Indicative reading: A detailed reading list is available at the beginning of the course from either of the teachers responsible.

Assessment: By means of 15,000 word long essay due by 26 August.

LL475 Half Unit Not available in 2009/10 Terrorism and the Rule of Law

This information is for the 2009/10 session.

Teacher responsible: Professor Gearty, Z 224

Availability: For LLM students and MSc Human Rights; other Master's level students with permission (which will usually be given). Note that it is not necessary to have a law degree to take this course.

Course content: This course will provide a theoretical and historical introduction to the concept of terrorism. It will critically consider definitions of terrorism, and analyse the relationship between terrorism and the right to rebel, and the right to engage in civil disobedience. The historical development of the idea of 'terrorism' from the late eighteenth century through to the present will then be traced, with the emphasis on locating the practice of political terror in its political and military/quasi-military context. The role of international law generally and international human rights law in particular in the context of terrorism and anti-terrorism action will be considered in detail, and the half course will include three case studies, Northern Ireland, the Palestine/Israel conflict and the post 11 September 'war on terror'.

Teaching: 12 two-hour seminars in the LT and ST of each academic year.

Formative coursework: Students are asked to submit one 2,000 word essay.

Indicative reading: There is no set text though reliance is made on the work of authors such as Adrian Guelke, Lawrence Freedman, Igor Primoratz, Paul Wilkinson and the course teacher Conor Gearty. Students will receive a detailed Reading list for each topic. The course is served by Moodle.

Assessment: This subject is examined by one two-hour paper, composed of at least five questions of which two must be attempted.

LL477 Half Unit LLM Second self-standing half unit Essay

This information is for the 2009/10 session.**Availability:** For LLM and MSc Students only (with permission)

Course content: A second self-standing dissertation for students whose dissertation topic does not fall under a related taught course. Permission must be obtained by a suitable course supervisor and the LLM Programme Director.

Assessment: 8,000 word dissertation on a topic to be agreed with the LLM Programme Director and course supervisor. The dissertation option is to be chosen in only one half unit module, with its outline approved in the LT by the course supervisor. Deadline for submission is end of August.

LL478**Policing and Police Powers****This information is for the 2009/10 session.****Teacher responsible:** Professor R Reiner, NAB 6.34**Availability:** For LLM, MSc Criminal Justice Policy, MSc Sociology of Crime, Control & Globalisation, MSc Regulation, MSc Regulation (Research) and MSc Public Management and Governance.**Course content:** The police are a central part of the criminal justice system and of the State's formal machinery for maintaining order and enforcing law. It is difficult to underestimate their importance in the process of criminal law enforcement and social policy more generally. Nonetheless the police are only one aspect of the more general institutions and processes of policing. There is a burgeoning research, policy-oriented and theoretical literature analysing the nature and functions of policing. Policing and police powers are central focal points for debate in the politics of criminal justice, as well as one of the fastest-growing areas in academic research and publishing within criminology. This course will review the extensive research literature and policy developments about policing in recent years.1 *The nature and functions of 'policing'*. What is the role of the police in the State and legal system? The pluralisation of policing, and the relationship between the police and other aspects of policing.2 *The historical development of policing*. Theoretical debates about the explanation and interpretation of changes in policing in modern times.3 *Police work and the impact of police organisations*. Particular stress will be laid on issues of police discretion, discrimination, and the measurement and enhancement of 'effectiveness'.4 *The characteristics and dynamics of police organisations*. Particular attention will be paid to questions of management, personnel issues, and 'canteen culture' ie informal organisation.5 *Specialist aspects of policing organisations*, notably criminal investigation, and the control of public order, will be examined.6 *The relationship between State and 'private' forms of policing*.7 *The legal powers of the police*. Police powers and the controls over their exercise will be analysed, with particular reference to The Police and Criminal Evidence Act 1984 and its impact.8 *Police accountability and control*. Who guards the guardians? The complaints system and the debates about police governance will be discussed.9 *The role of police organisation in the formulation of law and criminal justice policy*. The politics of police representative associations, and their role as pressure groups for legal and policy change.10 *Policing and the Mass Media*. The representation of the police and policing in the mass media will be analysed, and its implications assessed.**Teaching:** A weekly two-hour seminar sessional.**Formative coursework:** Students are asked to submit two 2,000 word essays.**Indicative reading:** General surveys of the field include: T Newburn (Ed), *Handbook of Policing* 2nd Ed. (2008); R Reiner, *The Politics of the Police* (3rd edn, 2000); R Morgan & Newburn, *The Future of Policing* (2000); P A J Waddington, *Policing Citizens* (1999); L Johnston, *Policing Britain* (2000); D Dixon, *Law in Policing* (1998); N Walker, *Police in a Changing Constitutional Context* (2000).Useful collections of research and policy papers include: T Newburn (Ed), *Policing: Key Readings* Willan 2004; R Reiner (Ed), *Policing* Vols I and II Dartmouth (1996); F Leishman, B Loveday & S Savage, *Core Issues in Policing* (2nd edn, 2000). Detailed Reading lists for each topic will be provided.**Assessment:** One three-hour examination, counting for 100% of the marks.**LL479****Issues in Taxation – Dissertation****This information is for the 2009/10 session.****Teachers responsible:** Dr I Roxan, NAB 7.25, Mr E Baistrocchi NAB 7.33, Prof. John Avery Jones, and others.**Availability:** For LLM students. This course is **required** for the specialism in Taxation. Students will be expected to be taking other tax courses or to have a good background in taxation.**Course content:** This course begins with the basic principles of tax policy and the methodology of applying these principles. It goes on to discuss a range of current issues in taxation and tax policy, often

with an interdisciplinary approach.

This course will provide support for students in writing an LLM dissertation on a taxation topic. It will also use the monthly Taxation Seminars, organised by the Law and Economics Departments, to provide students with direct exposure to current debates in taxation. The monthly seminars bring together a wide variety of participants, including lawyers, economists, accountants and government officials. Those attending the meetings are encouraged to participate, and the meetings provide a forum for topical discussion on taxation. The topics for the seminars are chosen each year from subjects of current interest. Seminars in this course outside of the monthly series will provide students with background for the monthly seminars and will explore other topical issues in taxation

Teaching: Two-hour seminars (LL479). Sessional (weekly).**Formative coursework:** Students are asked to submit one 2,000 word essay and to make one 10 minute oral presentation.**Indicative reading:** There is no fixed list, selections being made from year to year on the basis of topicality. Detailed reading lists will be provided during the course via Moodle.**Recommended preliminary reading:** James & Nobes, *Economics of Taxation*, or another introductory tax policy book.**Assessment:** Dissertation of no more than 15,000 words due in late August. Students will also be required to make at least one presentation (not formally assessed) during the year.**NB:** The monthly Taxation Seminars are available to all with an interest in taxation including LLM and MSc students. Students wishing to attend the Taxation Seminars are very welcome. For more information, see the Law Department or LSE Financial Markets Group web pages.**LL484****Regulation of Financial Markets****This information is for the 2009/10 session.****Teachers responsible:** Professor Julia Black, NAB 7.09 and Professor Niamh Moloney, NAB 7.16**Availability:** For LLM, MSc Regulation, MSc Regulation (Research), MSc in Management and Regulation of Risk, MSc Law and Accounting, MSc Accounting, Organisations and Institutions and MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy.**Course content:** This course examines the regulatory structures governing financial markets and investment services. It covers the main principles of international, EU and UK financial regulation, focusing in more depth on the UK regime, with the aim of developing a critical understanding of the conceptual framework for financial regulation.

The course does not aim to provide a detailed comparative account of financial regulation across countries, but international comparisons may be made where these are useful. In this context, students are encouraged to draw on their knowledge of their own national systems of regulation in making comparisons, and to apply the analytical perspectives suggested to those systems. The focus will be on the regulation of national and international aspects of financial services and markets, rather than on private law and transactional aspects.

No previous knowledge of financial market regulation or background in economics is required for those wishing to follow this course. Indeed, the course provides a good background for further study of both financial and economic law and economic analysis of law. For non-lawyers, a willingness to engage in legal analysis will be necessary, although a legal background is not required. The course might be regarded as complementary to a number of other courses, including the LLM courses in Regulation: Legal and Political Aspects, Banking Law, European Monetary and Financial Services Law, The Law of Corporate Finance, Financial Crime, or The Law and Practice of International Finance.

The syllabus includes the following topics:

- Overview of financial markets, institutions and instruments
- Rationales and techniques of financial regulation
- Regulatory architecture: international, EU and UK

- Regulation of intermediaries
- Financial stability and crisis management
- Insider Dealing and Market Abuse
- Money Laundering

Teaching: 22 two-hour lectures, plus supplementary classes if numbers exceed 40.

Formative coursework: Students are asked to submit two-three 2,000 word essays. There is also a mock exam held in the Summer Term to help students prepare for exams.

Indicative reading: A full Reading list will be distributed during the course and essential materials will be made available to the students, where possible. In addition, the students will be invited to do independent reading. Good general introductions to financial markets and their regulation include: C Goodhart, *et al*, *Financial Regulation: Why, How and Where Now?* (1998) and S Valdez, *Introduction to Global Financial Markets* (5th edn, 2007).

Assessment: The course will be assessed by means of a three-hour, unseen examination paper, in which students will be required to answer three questions.

LL488

LLM Second self-standing full unit Essay.

This information is for the 2009/10 session.**Availability:** For LLM and MSc students only (with permission).

Course content: A second self-standing dissertation for students whose dissertation topic does not fall under a related taught course. Permission must be obtained by a suitable course supervisor and the LLM Programme Director.

Assessment: 15,000 word dissertation on a topic to be agreed with the LLM Programme Director and course supervisor. The dissertation option is to be chosen in only one full unit module, with its outline approved in the LT by the course supervisor. Deadline for submission is end of August.

LL490

LLM Self-standing full unit Dissertation

This information is for the 2009/10 session.**Availability:** For LLM and MSc students only (with permission).

Course content: A self-standing dissertation for students whose dissertation topic does not fall under a related taught course. Permission must be obtained by a suitable course supervisor and the LLM Programme Director.

Assessment: 15,000 word dissertation on a topic to be agreed with the LLM Programme Director and course supervisor. The dissertation option is to be chosen in only one full unit module, with its outline approved in the LT by the course supervisor. Deadline for submission is end of August.

LL491

Taxation of Corporate Transactions

This information is for the 2009/10 session.

Teachers responsible: Dr I Roxan NAB 7.25, Mr E Baistrocchi NAB 7.33, Professor S Ball, Professor R Fraser and others.

Availability: For LLM degree and MSc Law and Accounting.

Pre-requisites: Students should be familiar with the UK tax system, or have working knowledge of another system of business taxation, and otherwise will be expected to be taking **Elements of Taxation**

Course content: The course examines the principles governing the taxation of corporate and other business transactions. The course will take a comparative approach in examining the business tax systems of the United Kingdom and other countries.

The main tax system studied will be that of the United Kingdom (primarily income tax, capital gains tax and corporation tax), but the tax system of the United States will also be examined and typically that of another country as well. This course will concentrate on a number of key advanced topics that are central to corporate taxation, such as the treatment of shares, the taxation of corporate finance, the treatment of groups of companies, the taxation of corporate reorganisations (in the broad sense), and the taxation of multi-national companies from a domestic perspective.

Teaching: Two-hour seminars (LL491). Sessional (weekly).

Formative coursework: Students are asked to submit two 2,000 word essays.

Indicative reading: Hugh Ault *et al*, *Comparative Income Taxation: A Structural Analysis* (Kluwer, 1997), Tiley & Collison, *U.K. Tax Guide* (latest edition); Tiley, *Revenue Law*; Bittker and Eustice, *Federal Income Taxation of Corporations and Shareholders*; Abrams & Doernberg, *Essentials of US Taxation*; Tolley's *Yellow Tax Handbook*, or *CCH The Red Book* (latest edition).

Detailed reading lists will be provided during the course via Moodle.

Recommended preliminary reading

Hugh Ault *et al*, *Comparative Income Taxation: A Structural Analysis* (Kluwer Law International 2nd ed. 2004).

Assessment: The examination will be by three-hour written paper. Candidates will be permitted to take into the examination room unannotated copies of approved statutory materials.

LL492

Elements of Taxation

This information is for the 2009/10 session.

Teachers responsible: Dr I Roxan, NAB 7.25, Mr E Baistrocchi, NAB 7.33, Professor M Gammie, Professor S Ball and others.

Availability: For LLM degree and MSc in Law and Accounting.

Pre-requisites: The course is suitable both for those who have not studied taxation before and for those who have studied the subject in a non-theoretical context. It is strongly recommended for those who have not studied taxation previously, and would like to study any of the other tax courses offered at LLM/MSc level.

Course content: This course looks at how a domestic tax system is structured and operates. The course uses the UK tax system as its principal illustration, in a way that that is designed to suit both UK and non-UK students. It provides a useful overview of the taxation of income and capital gains for non-UK students interested in taxation. The course is suitable for those who have not studied taxation before, for those who with a practical background in tax who have not recently studied the principles of taxation in a formal setting, and for those interested in learning about the UK tax system. It is recommended for students taking other LLM tax courses who do not yet have a sufficient background in UK taxation.

The course begins by examining the key elements of the taxation of income, particularly those features that affects businesses. It will also look at:

- corporation tax and the nature of taxes on companies
- capital gains taxation
- partnership taxation
- tax avoidance and methods used to control avoidance
- an introduction to international taxation, including the UK rules on the taxation of non-residents and of foreign income
- the interpretation of tax legislation
- the administration of the tax system (including appeals to the courts).

Teaching: Seminars (LL492) Sessional (weekly).

Formative coursework: Students are asked to submit two 2,000 word essays.

Indicative reading: Tiley, *Revenue Law*; Lee, *Revenue Law Principles and Practice*; Salter, Lee and Snape, *Revenue Law: Text and Materials*; Kay and King, *The British Tax System*; James and Nobes, *The Economics of Taxation*. Legislation: Tolley's *Yellow Tax Handbook*, or *CCH The Red Book*. Current editions need to be used. Detailed reading lists will be provided during the course via Moodle.

Recommended preliminary reading: Morse and Williams, *Davies Principles of Tax Law* (Sweet & Maxwell, 6th ed, 2008).

Assessment: The examination will be by three-hour written paper. Relevant legislation may be taken into the examination room. (*Butterworths Yellow Tax Handbook* or *CCH The Red Book*) may be used if un-annotated.

LL494 Not available in 2009/10

Value Added Tax

This information is for the 2009/10 session.

Teachers responsible: Dr Ian Roxan, NAB 7.25 and others

Availability: For LLM, MSc Law and Accounting and other Master's level students with permission of the course convenor.

Pre-requisites: A general knowledge of the laws and institutions of

the European Union is desirable. Some prior knowledge of tax law would be helpful, but is not required.

Course content: The focus of the course will be on VAT as it operates in the United Kingdom. A significant part of the course will be devoted to EC legislation and jurisprudence. Variations in the VAT regimes of the member states will be examined, comparisons will be made with other VAT/GST regimes internationally, and proposals for reform will be considered.

The course will begin with an introduction to VAT, which will include: the structure of VAT, particularly its setting in the European Union; key concepts, including supplies of goods and services, taxable persons and transactions, the rate structure, and consideration for supplies. The course will then examine a range of the most important aspects of VAT, including topics such as the theory of the tax; the deductibility of input tax and the treatment of exemptions; the taxation of international transactions and transactions between member states; VAT and financial and related services; and VAT and land transactions.

Teaching: Two-hour seminar weekly

Formative coursework: Students are asked to submit two 2,000 word essays.

Recommended preliminary reading: *European Tax Law* (Kluwer); or Ogley, *Principles of Value Added Tax: A European Perspective* (Interfisc Publishing, 1998); or Farmer & Lyal, *EC Tax Law* (Oxford).

Indicative reading: Students will be expected to acquire either the *Tolley's Orange Tax Handbook*, or the relevant volume of *CCH The Green Book* for the current year.

Students will be provided with detailed outlines and reading lists for the course via Moodle.

Assessment: Three-hour formal written examination. Candidates will be permitted to take into the examination room unannotated copies of the *Tolley's Orange Tax Handbook* or *CCH The Green Book*.

LL497 Half Unit

LLM Self-standing half unit Dissertation

This information is for the 2009/10 session. **Availability:** For LLM and MSc students only (with permission).

Course content: A self-standing dissertation for students whose dissertation topic does not fall under a related taught course. Permission must be obtained by a suitable course supervisor and the LLM Programme Director.

Assessment: 8,000 word dissertation on a topic to be agreed with the LLM Programme Director and course supervisor. The dissertation option is to be chosen in only one half unit module, with its outline approved in the LT by the course supervisor. Deadline for submission is end of August.

LL4A1

LLM Subject Area Specialist Research Seminars

This information is for the 2009/10 session.

Teacher responsible: Professor Niamh Moloney, NAB 6.32

Availability: For LLM students, and for other Master's level students with permission.

Course content: A series of ad hoc one-hour seminars running during MT and LT. The programme changes annually, with sessions given by distinguished visiting academics, practitioners and other experts on issues related to their specialist interests. The aim is to expose LLM students to a wider range of material than is possible in many of the taught courses, and to explore and challenge some of the issues and themes that are currently controversial. Most sessions will run as seminars rather than public lectures, with students expected to interact with the seminar speaker and with each other.

Teaching: Weekly or fortnightly one-hour sessions during the MT and LT.

Assessment: Not assessed, although many sessions will be directly or indirectly related to material considered in other assessable LLM courses.

LL4A2

LLM Dissertation Seminars

This information is for the 2009/10 session.

Teacher responsible: Professor Niamh Moloney, NAB 6.32

Course content: A series of seminars on dissertation research, writing and presentation skills. These sessions will give guidance on selecting and managing a research project, organising research materials, analysing and formulating arguments, and delivering appropriate conclusions. These sessions include integrated input from LSE Library and Teaching and Learning Centre staff.

Teaching: Weekly or fortnightly one-hour sessions during MT and LT.

Assessment: Not assessed, but each LLM student is expected to attend.

LL4B1 Half Unit

International Economic Law

This information is for the 2009/10 session.

Teacher responsible: Dr Andrew Lang, NAB 6.19

Availability: For LLM students and MSc Development Studies.

Course content: The aim of the course is to study in detail those aspects of public international law which are concerned with international economic relations. We will concentrate on the principles, norms and policies of international trade governed by the World Trade Organization.

The course topics may include:

- background to the international economic order
- the institutions of the international trading system
- WTO dispute settlement and its relation with 'general international law'
- core principles of WTO law
- developing countries in the trading system
- the WTO and the financial crisis
- trade and environment.

Teaching: There is a seminar of two hours duration each week, in Michaelmas Term only. Supplementary classes may be provided, depending on the size of the class.

Formative coursework: 2,500 word essay.

Indicative reading: Recommended:

- M.J. Trebilcock and R. Howse, *The Regulation of International Trade*, 3rd ed., Routledge, 2005.
- P. Van den Bossche, *The Law and Policy of the World Trade Organization: Text, Cases and Materials*, Cambridge UP, 2005.

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

LL4B2

Advanced Issues of European Union Law

This information is for the 2009/10 session.

Teacher responsible: Professor Damian Chalmers, J106

Availability: For LLM students.

Course content: The aims of this course are threefold. It aims, first, to give students an advanced understanding of the different branches of European Union government – legislative, executive and judiciary – and to relate them to broad debates about democratic theory. Secondly, it considers questions of European Union citizenship and fundamental rights. Thirdly, it considers how recent and prospective enlargements are shaping EU law. Finally, it considers the area of freedom, security and justice, in particular questions of immigration, asylum and policing.

- European Union Law-making: the European parliament and national parliaments in the decision-making process; deliberative, republican and participatory models of EU decision-making;
- The Executive and the European Union: comitology; regulatory agencies; national administrations and EC law; the Open Method of Coordination;
- Enlargement and the European Union the impact: enlargement upon the European Union court system; EU law and new Member States; treatment of new Member State nationals in EU law; EU law and Turkey;
- European Union Citizenship: economic citizenship; social rights in EC law; EU law and the EU Charter on Fundamental Rights;
- European Community Immigration and Asylum Law: long term

residents; family reunification; EC refugee and asylum law; European Union border control policy;

- European Union policing and judicial cooperation: the European Arrest and Evidence Warrants; Europol and Eurojust; EC criminal law.

Teaching: Two-hour seminars weekly.

Formative coursework: Students are asked to submit two 2,000 word essays.

Recommended reading: D Chalmers, *European Union Law* (2006, CUP); E. Guild, *The Legal Elements of European Identity* (Kluwer, 2004); Kostakopoulou, *Citizenship, Identity and Immigration in the European Union* (2001); Balibar, *We, the Peoples of Europe?* (2004); Loader & Walker, *Civilising Security* (2007)

Assessment: Three-hour unseen examination.

LL4B5

Internet and New Media Law

This information is for the 2009/10 session.

Teacher responsible: Mr A Murray, NAB 7.26

Availability: For LLM and MSc Law and Accounting students only. All other students should take option LL421. Please note that students undertaking this course can not also undertake LL421.

Course content: The course provides an introduction to current issues in the legal regulation of new media focusing on the Internet, but also examining Wireless Application Protocol and Third Generation Mobile Technology. It focuses on the regulatory structures and systems which control Internet navigation and Content and carries out an advanced comparative socio-legal analysis of those structures and the regulatory regimes in relation to the Internet new media.

1. Why Study Cyberlaw
2. Spaces and Cyberspace
3. A Brief History of the Internet and Cyber-regulatory Theory
4. Societies, Cultures and Cybersociety
5. Regulating Societies: Controlling Individuals
6. A review of Lawrence Lessig's 'modalities of regulation' model of Cyber-regulation
7. Architecture – Internet Structure and Regulatory Bodies
8. Market Controls – Allocating bandwidth in 3G telecommunications
9. Social and Cultural Controls – Community Based Regulation
10. Law as Command- Hierarchical Controls
11. Advanced Architecture- Domain Names, Meta Tags and Search Engines
12. Advanced Architecture – Spectrum Scarcity
13. Advanced Market Controls – The Digital Divide
14. Advanced Market Controls – Free and Open Source Software
15. Advanced Social and Cultural Controls – Underground Communities
16. Advanced Social and Cultural Controls – File Sharing Communities
17. Advanced Law as Command – Jurisdiction and Enforcement
18. Advanced Law as Command – 3G Mobile Content
19. Advanced Law as Command – Conditional Access in Digital Broadcasting
20. Human Rights I – Monitoring
21. Human Rights II – Digital Censorship
22. The Future and the Commons

Teaching: 22 weekly two-hour seminars in a student-led discussion or debate format. Some guest speakers where appropriate.

Formative coursework: Students are asked to submit two 2,000 word essays.

Preliminary reading: Sommer, 'Against Cyberlaw', *15 Berkeley Technology Law Journal* (2000) available at www.law.berkeley.edu/journals/btlj/articles/vol15/sommer/sommer.html; Lessig, 'The Law of the Horse: What Cyberlaw Might Teach', *113 Harvard Law Review*, 501 (1999); Lessig, *Code and Other Laws of Cyberspace* ver. 2.0 (Chs 6 & 7, Basic Books, New York, 2006).

Indicative reading: A Murray, *The Regulation of Cyberspace: Control in the Online Environment* (Routledge-Cavendish, 2006); L Lessig, *Code and Other Laws of Cyberspace* ver 2.0 (Basic Books, New York, 2006); J. Zittrain, *The Future of the Internet* (OUP, 2008); L Lessig, *The Future of Ideas: The Fate of the Commons in*

a Connected World (Random House, New York, 2001); Y. Benkler, *The Wealth of Networks* (Yale UP, 2006); S Biegel, *Beyond Our Control? Confronting the Limits of Our Legal System in the Age of Cyberspace* (MIT Press, 2001); C Sunstein, *Republic.com* (Princeton University Press, 2001); R Mansell & E Steinmuller, *Mobilizing the Information Society* (OUP, 2002); M Castells, *The Internet Galaxy* (OUP, 2001); N Negroponte, *Being Digital* (Vintage Books, New York, 1998); W Gates, I (Penguin, 1996); W Gates, *Business @ the Speed of Thought* (Penguin, 2000); M Klang & A Murray (Eds), *Human Rights in the Digital Age* (Cavendish 2004).

Course website: This course is web supported. The course website may be assessed at: www.itlawweb.co.uk

Assessment: The course will be assessed by means of a formal three-hour unseen examination paper.

LL4B6

Human Rights in the United Kingdom: Theory, Law and Practice

This information is for the 2009/10 session.

Teacher responsible: Dr Kai Moller, NAB

Availability: For LLM and MSc Human Rights Students and other Master's level students with permission. This is the full unit of LL468 and LL469. It is not possible to take this course in conjunction with either LL468 or LL469.

Course content: This course will be made up of a review of the theory, practice and history of human rights (term one) and a detailed study of the UK Human Rights Act (terms two and three). The origins and development of human rights will be explained, with a special focus on the explosion in the use of rights-language that followed the Second World War. The relationship between human rights and other analogous concepts such as civil rights, civil liberties and justice will be closely considered as will the connection between civil and political rights on the one hand and social and economic rights on the other. In the second term, the origins and the political background to the UK Human Rights Act 1998 will be explained, and the structure of the measure will be fully elaborated, relying on the text of the Act itself but also on the burgeoning case law that accompanies the measure. The course will identify the principles that underpin the Act and explain its proper place in English law. It will also explore the wider constitutional implications of the measure, looking at its effect on the relationship between courts and Parliament. In term three, the practical application of the Act will be considered in a number of different legal contexts.

Teaching: One two-hour seminar per week in the first two terms of the academic year.

Formative coursework: Students are asked to submit two 2,000 word essays.

Indicative reading: Reliance will be placed on various different readings in term one (including work by Ronald Dworkin, Conor Gearty, Robert Alexy and James Griffin) and (in the second term) principally on C A Gearty, *Principles of Human Rights Adjudication*.

Assessment: Three-hour examination, with six questions of which three must be attempted.

LL4B9

Corporate and Financial Crime

This information is for the 2009/10 session.

Teacher responsible: Visiting Professor, Jonathan Fisher, QC

Availability: For MSc Accounting and Finance, MSc Criminal Justice Policy, MSc Criminology, LLM, MSc Law and Accounting, MSc Management and Regulation of Risk, MSc Regulation (Research) and MSc Regulation.

Course content: This course focuses on crime committed within the commercial and business environment, with particular emphasis on financial crime. The law is responding to the challenges presented by financial crime; as the primary vehicle for commercial activity, unacceptable corporate practices are increasingly made the object of criminal sanction and causes of action in civil law. Following an introductory session on the place of corporate and financial crime in the criminal justice system, the course considers the development of corporate criminal liability, regulatory

offences, directors' liability, corporations and criminal procedure, and sentencing corporate defendants. The course explores the importance in terms of corporate governance of directors placing emphasis on the problems of corporate and financial crime by ensuring that the risks of corporate criminal activity are properly identified. Criminal offences directed at the enforcement of accounting transparency, recovery of losses by civil action, asset confiscation and the application of the UK anti-money laundering legislation are also considered. The course examines current perspectives in the detection, investigation and prosecution of corporate and financial crime. This includes analysis of the role of the law enforcement agencies, the use of informants, surveillance and entrapment techniques, and a consideration of the tension between the exercise of invasive powers and privacy issues. The efficacy of the criminal process in the battle against financial crime is examined, with particular reference being made to corruption, tax offences, financial market offences, cartels offences and cyber crime. Issues surrounding the debates over trial by jury, admissibility of evidence obtained by surveillance, informants and entrapment, and levels of sentencing are addressed. Recent initiatives in partnerships between the public sector and the private sector to tackle the prevention, detection and investigation of fraud are also considered.

Teaching: Twenty two hour sessions weekly; the first half of the session is lecture format, the second half seminar format. Students have an opportunity to work with other students in the presentation of seminars. There are two revision sessions in the summer term.

Formative coursework: Students are asked to submit a 2,500 word essay.

Indicative reading: Reading is prescribed for each lecture and seminar. There are no core textbooks available for the course; however, all the reading material is available from resources easily accessible through LSE Moodle, LSE Electronic Library, the internet. For an understanding of the areas covered in the course, preliminary reading texts are – Green, *Lying, Cheating and Stealing: A Moral Theory of White Collar Crime*, 2005, Oxford University Press and Coffee, *Gatekeepers: The Professions and Corporate Governance*, 2006, Oxford University Press.

Assessment: One three-hour examination (100%).

LL4C1 Not available in 2009/10 Patent Law

This information is for the 2009/10 session.

Teacher responsible: Dr Sivaramjani Thambisetty, NAB 7.29

Availability: This course is primarily intended for students enrolled on the LLM. Students enrolled on MSc Law and Accounting, MSc Biomedicine, Bioscience, and Society and MSc law, Anthropology and Society may take the course subject to the approval of the course coordinator.

Course content: This course examines key issues in the UK law of patents in relation to global developments in the science-based industries; patentability standards for different kinds of subject matter; the statutory exclusions from patentability such as computer programs and certain biotechnological inventions; ownership and infringement of patents. The aim of the course is to place the protection of technological innovation within a wider context of rationales that have been offered for patent protection; empirical evidence concerning the role of patents in innovation policy and in scientific research and development (particularly in the biotechnological field); institutional aspects of the patent system and legal developments both in the domestic laws of other countries and at regional and international levels. Case studies will be used for purposes of illustration where appropriate. Topics to be covered will include:

- Criteria of patentability: novelty, non obviousness, industrial applicability, sufficiency of disclosure;
- Statutory exclusions and subject matter excluded on grounds of public order and morality;
- The nature of a patent: the patent term and the rights of the patentee;
- Claim construction and infringement;
- Defences to infringement, with particular reference to the research use exception.

- The TRIPS Agreement

Special issues to be considered will include some or all of the following:

- Patentability of genes and other biotechnological research tools;
- Exclusion of animal and plant varieties in the context of international developments.
- The patentability of software and business methods.
- Pharmaceutical patents and the Doha Agreement;
- Stem cell research and patentability
- Institutional aspects of the 'international' patent system.

Teaching: Weekly two hour seminars.

Formative coursework: Students are asked to submit two 2,000 word essays.

Indicative reading: *Core Textbook:* Bentely and Sherman, *Intellectual Property Law*, Oxford University Press, 2004.

Note that students will be expected to read widely in appropriate journals and books. Detailed reading lists will be provided during the course, the following is a recommended reading list:

Recommended: Adelman, Rader, Thomas & Wegner, *Cases and Materials on Patent Law*, 2nd edn, West Group, 2003; Ducor, *Patenting the Recombinant Products of Biotechnology*, Kluwer Publications, 1998; Grubb, *Patents for Chemicals, Pharmaceuticals and Biotechnology*, 3rd edn, 1999; Vaver & Bentley, Eds, *Intellectual Property in the New Millennium*, Cambridge University Press, 2004; Nuffield Bioethics Council, *The Ethics of Patenting DNA*, 2002; UK Government Commission on Intellectual Property Rights, Final Report (2002); Merges, Menell & Lemley, *Intellectual Property in the New Technological Age*, Aspen, 2003; Simon Thorley, Ed, *Terrell on the Law of Patents*, Sweet and Maxwell; Ove Grandstrand, Ed, *Economics, Law and Intellectual Property*, Kluwer Academic Publishers, 2003; Jaffe & Lerner, *Innovation and its Discontents*, Princeton University Press, 2004.

Assessment: One three-hour written paper, accounting for 100% of the final grade.

LL4C2 Half Unit Not available in 2009/10 World Poverty and Human Rights

This information is for the 2009/10 session.

Teacher responsible: Dr Margot Salomon, Z126

Availability: For LLM students, MSc Human Rights, MSc Development Studies, MSc Global Politics, and students undertaking MScs in Social Policy.

Pre-requisites: Some knowledge of public international law is required.

Course content: This course examines the perseverance of world poverty from the perspective of international law aimed at the protection and promotion of human rights. Drawing on rights and obligations the approach focuses on the role and responsibilities of the international community of states in relation to poverty which has 2.7 billion people, concentrated in the South, unable to exercise their minimum essential levels of human rights. While the main focus of the course is normative and conceptual, it will explore these findings in relation to actors and institutions that impact positively or negatively on human rights today, as well as examine the practical application of these legal standards and developments to some areas of outstanding concern.

Topics to be covered will include:

- Poverty as a human rights issue
- Human rights, economic growth and development
- The right to development and claims against the public international order
- The scope and content of the duty of international cooperation
- The Vienna Consensus
- The contribution and politics of the UN Working Group on the Right to Development
- The relevant work and recommendations of the UN Committee on Economic, Social and Cultural Rights and related mechanisms
- Key rights: participation, socio-economic rights, non-discrimination
- Key principles: prioritisation and trade-off of rights, remedies and accountability
- Obligations: negative and positive, perfect and imperfect, transnational, states acting individually and collectively

- Taking responsibility for world poverty: human rights and the World Bank, IMF, WTO
- Global governance issues: participation, legitimacy, democracy and accountability; sovereignty and world poverty; human rights obligations and international policy coherence

Teaching: Weekly two-hour seminars in LT.

Formative coursework: Students will receive feedback on work completed during the year.

Indicative reading: G. Abi-Saab, 'The Legal Formulation of the Right to Development', in R-J Dupuy (ed), *The Right to Development at the International Level*, Hague Academy of International Law (1980); H.G. Espiell, 'Community-Oriented Rights', in M. Bedjaoui (ed) *International Law: Achievements and Prospects* (Martinus Nijhoff, 1991); Duties Sans Frontières: *Human Rights and Global Social Justice* (International Council on Human Rights Policy, 2003); A. Eide, 'Human Rights-Based Development in the Age of Economic Globalization' in B.A. Andreassen and S.P. Marks (eds), *Development as a Human Right: Legal, Political and Economic Dimensions* (Harvard University Press, 2006); M.E. Salomon, A. Tostensen and W. Vandenhoele (eds), *Casting the Net Wider: Human Rights, Development and New Duty-Bearers* (Intersentia, 2007); D.D. Bradlow, 'Development Decision-Making and the Content of International Development Law', *Boston College International and Comparative Law Review* 27 (2004); T. Pogge, *World Poverty and Human Rights* (Polity Press, 2008); M.E. Salomon, *Global Responsibility for Human Rights: World Poverty and the Development of International Law* (OUP, 2007); UN Independent Expert on the Right to Development, 4th report, UN Doc. E/ CN.4/2002/WG.18/2; R. Danino, 'The Legal Aspects of the World Bank's Work on Human Rights' in P. Alston and M. Robinson (eds), *Human Rights and Development* (OUP, 2005); S. Leader, 'Human Rights and International Trade II' in P. Macrory et al (ed), *Understanding the World Trade Organization: Perspectives from Law, Economics and Politics* (Springer, 2005).

A detailed reading list will be issued at the first seminar.

Assessment: A two-hour examination during the ST (100%)

LL4C4 Half Unit Not available in 2009/10 Interests in Securities

This information is for the 2009/10 session.

Teacher responsible: Dr Eva Micheler, NAB 7.35

Availability: For LLM students.

Course content: This course considers the proprietary aspects of the international securities markets, considering in particular the impact of computerisation. The course applies rigorous substantive law analysis to innovative developments in practice, and considers a range of domestic and cross border financial techniques and products. Special reference is made to the collateralisation of cross-border financial exposures and the impact of insolvency. The course is comparative in nature and covers English and German law. Recent European developments will also be taken into account. The course will be as topical as possible and content may change in the light of developments.

Introduction to securities, paper and electronic transfers, indirect holdings, defective issues, unauthorised transfers, the securities markets and settlement; the legal nature of securities and interests in securities; transfers; securities collateral; security interests; outright collateral transfers; the conflict of laws and securities collateral; international and UK clearing and securities settlement; and law reform initiatives.

Teaching: One two-hour weekly session, comprising alternate lectures and seminars in the LT.

Formative coursework: Students are asked to submit a 2,000 word essay.

Indicative reading: Micheler, E *Property in Securities* (2007) and assigned readings.

Assessment: A two-hour written examination.

LL4C5 Half Unit Fundamentals of International Commercial Arbitration

This information is for the 2009/10 session.

Teacher responsible: Dr Jan Kleinheisterkamp, NAB 7.34

Availability: LLM (Corporate and/or Commercial Law, International Business Law).

Students can take this course as a full unit dissertation (LL4L9) only if it is combined with either LL4E7 Investment Treaty Law or LL4C6 Advanced Issues of Commercial Arbitration.

Course content: This course offers the fundamentals of international commercial arbitration, the most important dispute settlement mechanism for international commercial relations. The course provides a complete introduction to the functioning of arbitration in theory and in practice. London being one of the main centres of arbitration in the world, this course focuses mainly on English arbitration law which is put into a comparative perspective and contrasted especially with the UNCITRAL Model Law on International Commercial Arbitration. Special attention is given to the different types of rules that may have to be taken into consideration in an international arbitration. This course prepares for LL4C8 Advances Issues of International Commercial Arbitration and provides for some of the procedural basics for LL4E7 Investment Treaty Law.

Teaching: 10 one-hour lectures, 10 one-hour seminars and 3 specialist two-hour seminars in the MT. One two-hour revision session in the ST.

Formative coursework: 2,000 word essay after week 6 on previous exam questions (choice of 1 out of 4).

Indicative reading: Alan Redfern / Martin Hunter, *Law and Practice of International Commercial Arbitration* (4th edn, 2004); Jean-François Poudret / Sébastien Besson, *Comparative Law of International Commercial Arbitration* (2007); Gary Born, *International Commercial Arbitration – Commentary and Materials* (3rd edn, 2009); Julian Lew / Loukas Mistelis / Stefan Kröll, *Comparative International Commercial Arbitration* (2003); Emmanuel Gaillard / John Savage, *Fouchard Gaillard Goldman on International Commercial Arbitration* (1999).

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

LL4C6 Half Unit Advanced Issues of International Commercial Arbitration

This information is for the 2009/10 session.

Teacher responsible: Dr. Jan Kleinheisterkamp, NAB 7.34

Availability: LLM (Corporate and/or Commercial Law and International Business Law).

Pre-requisites: LL4C5 Fundamentals of International Commercial Arbitration or equivalent course on arbitration in previous studies or significant practical experience in the field.

Course content: This course aims at giving students who already are acquainted with the fundamentals of arbitration the possibility to go into depth into selected problems of international commercial arbitration. The course is designed to allow intense discussions of these problems in order to raise the sensitivity for the issues at stake and to lead to a research oriented approach. Despite its academic outset, the course is highly relevant for those wanting to specialise in arbitration practise, as the theoretical problems have a most significant impact on practical solutions. The course will treat most of the main contemporary issues of international commercial arbitration, such as the move from arbitrability to coping with internationally mandatory rules of law, the State and state entities in international arbitration, the arbitrators' powers regarding interim measures of protection, the role of state courts in arbitration, or the enforcement of awards set aside abroad. The course seeks to be as topical as possible, so that content may change in the light of developments.

Teaching: Twenty hours of seminars and three two-hour specialist seminars in the LT. Two hours of revision seminars in the ST.

Formative coursework: One essay of 2,500 words and one presentation.

Indicative reading: Alan Redfern / Martin Hunter, *Law and Practice of International Commercial Arbitration* (4th edn, 2004); Jean-François Poudret / Sébastien Besson, *Comparative Law of International Commercial Arbitration* (2007); Gary Born, *International Commercial Arbitration – Commentary and Materials* (3rd edn, 2009); Julian Lew / Loukas Mistelis / Stefan Kröll, *Comparative International Commercial Arbitration* (2003); Emmanuel Gaillard / John Savage, *Fouchard Gaillard Goldman on International Commercial Arbitration* (1999); Cases and doctrinal articles for each topic.

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

LL4C7

Crime and Control: The Ethics and Political Economy of Criminalisation

This information is for the 2009/10 session.

Teachers responsible: Professor Nicola Lacey, NAB 6.12, Professor Robert Reiner, NAB, 6.34, Dr. Peter Ramsay, NAB 6.27

Availability: LLM (Legal Theory), MSc Criminal Justice Policy, MSc Sociology of Crime, Control and Globalisation. The course is also available to general course students and as an outside option where programme regulations permit.

Course content: Criminalisation and punishment, at both national and international levels, depend on an exercise of coercion which exceeds that of almost any social phenomenon other than war. This course examines recent trends in patterns of criminal legislation, punishment and actual criminalisation; the main justifications advanced for these practices; and the explanatory theories offered to account for them. The course reviews the main theories advanced to answer questions about crime and control: are crime and control best explained by social, economic, political or cultural factors: by structural dynamics, institutional structures or individual choices -before moving on to ask how the case for these explanatory theories is affected by increasing geographical mobility and international transfer of policy ideas. Have patterns of crime and control converged in the era of globalisation? If not, what explains persisting differences in patterns of crime and practices of punishment in different countries?

Teaching: Twenty hours of seminars in the MT, eighteen hours of seminars in the LT and two hours of seminars in the ST.

Formative coursework: One piece of written work in each term, maximum length 2000 words; in addition each student will be required to prepare and deliver a presentation in class once during the year.

Indicative reading: Antony Duff and David Garland, *A Reader on Punishment* (OUP 1994)

David Garland, *The Culture of Control* (OUP 2001)

H.L.A. Hart, *Punishment and Responsibility* (OUP 1968, reissued in a new edition 2008)

M. Maguire, R. Morgan and R. Reiner, *The Oxford Handbook of Criminology* (4th edition OUP 2007)

Nicola Lacey, *The Prisoners' Dilemma: Political Economy and Punishment in Contemporary Democracies* (CUP 2008)

Peter Ramsay, 'The Theory of Vulnerable Autonomy and the Legitimacy of the Civil Preventative Order', in Bernadette McSherry et al (eds.), *Regulating Deviance: The Redirection of Criminalisation and the Futures of Criminal Law* (2008).

Robert Reiner, *Law and Order: An honest citizen's guide to crime and control* (Polity Press 2007)

Jonathan Simon, *Governing Through Crime* (OUP 2007)

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

LL4C8

Current Issues in Intellectual and Cultural Property Law

This information is for the 2009/10 session.

Teacher responsible: Mr Alain Pottage, NAB 7.21

Availability: LLM (Intellectual Property Law), MSc Biomedicine, Bioscience and Society and MSc Law, Anthropology and Society. The course is also available as an outside option where programme regulations permit and with the approval of the teacher responsible

for the course.

Pre-requisites: It is desirable that students should have had some prior knowledge of intellectual property, or that they should be taking one of the more specialized LLM courses in intellectual and cultural property offered by the Department.

Course content: This course takes a broadly historical, theoretical and contextual approach to the study of intellectual and cultural property law. It focuses on a set of topical questions that illuminate paradigms, institutional models and social and economic formations that cut across the diversity of intellectual and cultural property regimes; questions about the nature of property in intangible things, about the implications of the transnational expansion of intellectual property forms and institutions, about the role of comparative analysis in the study of intellectual property, or about how regimes forged in the era of industrialization have adapted to new modes of production and distribution. These expansive questions are not asked in abstraction. Seminars will focus on specific case studies of institutions, transactional forms and social effects. Many of these studies are chosen for their topicality, so the contents of the course will evolve from year to year, but seminar topics might include: the emergence of new regimes of open source biotechnology, the evolution of non-conventional trade marks such as scents, textures and shapes; the effects of regime-shifting between different international frameworks for the regulation of questions of intellectual property; the bases of emerging markets in cultural property and heritage; the re-emergence of old tensions between droit d'auteur and copyright in the context of open source licensing or human rights negotiations; the nature of 'negative spaces' (the fashion industry, magicians, manga and stand up comedy) within the otherwise pervasive order of intellectual property; the nature of the link between legal incentives and technological innovation; the usefulness of economic models in understanding the proprietary value of patents. The object of the course is to introduce key themes in critical debates about intellectual property, and to offer a set of conceptual resources that might be drawn upon in more specialized LLM courses in intellectual property.

Teaching: 20 hours of seminars in the MT and 20 hours of seminars in the LT. 4 hours of seminars in the ST.

Formative coursework: One 2000-word essay in each of the Michaelmas and Lent Terms.

Indicative reading: Bessen & Meurer, *Patent Failure: How Judges, Bureaucrats and Lawyers Put Innovators at Risk* (2008); Biagioli, Jaszi & Woodmansee, *Contexts of Invention* (2009); Boyle, *The Public Domain. Enclosing the Commons of the Mind* (2009); Johns, *The Nature of the Book: Print and Knowledge in the Making* (U Chicago, 1998); Lury, Brands: *The Logos of the Global Economy* (2004); Miles, *Art as Plunder. The Ancient Origins of Debate About Cultural Property* (2008); Rose, *Authors and Owners* (1995); Sherman & Bently, *The Making of Modern Intellectual Property Law* (1999); Towse and Holzhauser (eds.) *Economics of Intellectual Property Rights*, 4 Vols. (2002); Peter Yu (ed.), *Intellectual Property and Information Wealth: Issues and Practices in the Digital Age* 4 vols. (2007).

Assessment: One 8,000 word essay (50%) and one two-hour examination (50%) in the ST.

LL4C9 Half Unit

Project Finance and Public Private Partnerships

This information is for the 2009/10 session.

Teacher responsible: Visiting Professor Roger McCormick, NAB 6.01

Availability: LLM only. The course is not available as an outside option or to general course students.

Course content: Legal issues relevant to the financing of major projects on a limited recourse basis, including the following: Definitions of project finance and PPP; brief history; sectors for which this kind of financing is relevant; risk transfer and other political justifications; the international dimension; the principal parties and their roles; the triangular nature of negotiations; significance of cash flow financing and "bankability"; principal risks and risk allocation methods; Analysis of a concession; the BOT concept; permits and licences; ownership of natural resources and project assets; termination rights and financial effects of early termination; benchmarking

and refinancing; force majeure; the differing risk perspectives of government, sponsors and lenders; typical entities taking sponsor roles and summary of contractual structures inter se and with project company SPV; conflicts of interest; how profit is extracted; subordinated debt; subordination generally and other examples of “sponsor support” for project finance; share retention and exit strategies; Commercial banks, IFIs and ECAs and the products offered by them; examples of bankable and unbankable risk; risks posed by transition economy structures; outline of loan document content and structure; local lenders and international lenders; inter-creditor arrangements.

Meaning of completion risk and political risk; methods of providing completion guarantees; sponsor debt service undertakings; political risk carve-outs from completion guarantees;; issues arising in turn-key construction contracts; Significance of cash-flow based lending; contractual analysis of revenue sources; supply/feedstock and operation contracts; contractual provisions of general concern to lenders; pass-through and back to back provisions; take or pay; “hell and high water provisions”; credit issues; regulatory and permitting issues; government as offtaker; availability and usage fees risk of termination and financial consequences; Relevant issues affecting security interests; Requirements of different kinds of lenders; representations/warranties, financial and other covenants and events of default; Typical conditions precedent, covenants and events of default relating to environment; requirements of different agencies and lenders; relationship of contractual provisions with local law; scope and impact of Equator principles; typical NGO concerns; Mock negotiation; Analysis of various sample clauses from documentation will feature in most seminars.

Teaching: Twenty hours of seminars in the Michaelmas Term. Four hours of seminars in the Lent Term.

Formative coursework: A mock examination

Indicative reading: Books

Vinter, *Project Finance* (3rd Edn) (Thomson/Sweet & Maxwell 2006)
UNCITRAL Legislative Guide on Privately Financed Infrastructure Projects (United Nations 2001)

“Attracting Investors to African Public Private Partnerships” World Bank, ICA, PPIAF

Articles

McCormick “Project Finance: legal aspects” (parts I and II)
1992 8 JIBFL 373- 379 and 1992 9 JIBFL 428 -434

McCormick “Project Finance in Central and Eastern Europe”
1998 1 JIBFL 6-13

McCormick “Risk allocation – towards a standardised approach?”
Infrastructure Journal, Winter 1999, edition 4 52-62.

Watchman et al, “EP2: the revised Equator Principles: why hard-nosed bankers are embracing soft law principles” *LFMR* Vol 1 No.2 85

Other

HM Treasury website for PFI/PPP and, in particular, section on standardised wording

ECGD website, in particular (under “Products and Services”) the “Detailed Guide” on “Project Financing”

EBRD Model law on secured transactions (published by EBRD and available on its website)

“EBRD “Law in Transition Report” Spring 2001 “Focus on Concessions” (p19-60 incl.)

Cases

A list of relevant cases can be provided if needed.

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

LL4D1

Trade Mark Law

This information is for the 2009/10 session.

Teacher responsible: Dr Dev Gangjee, NAB 6.20

Availability: This course is primarily intended for students enrolled on the LLM. Students enrolled on MSc Law and Accounting and MSc Law, Anthropology and Society may take the course subject to the approval of the course coordinator.

Course content: This course examines key issues in the UK/EU law of trade marks against the backdrop of global and comparative developments. The subject matter of trade mark protection now includes sounds, scents, shapes, movements and even textures.

This is accompanied by an expanding scope of protection, while the very basis for such protection remains contested. Therefore this course aims to develop a critical overview of trade mark registration systems, drawing upon the rapidly developing body of UK and European case law to examine puzzles and conflicting interests.

It reconsiders the rationale as well as architecture of registered trademark protection from various interdisciplinary vantage points such as economics, branding and marketing, semiotics and the freedom of expression. The syllabus extends to related areas where rights to signs are invoked, such as the tort of passing off and broader unfair competition law, internet domain names, publicity rights and geographical indications protection.

The course is structured around the legal regulation of commercial signs. Topics will include: the legal basis for trade mark protection and its relationship with changing social perceptions of marks; the protection of unregistered signs through unfair competition law, including passing off; the UK, European and international registration systems; related regimes including domain name protection, geographical indications and celebrity/publicity rights; the interface between trade marks and competition law as well as human rights; limitations upon the scope of protection; comparative advertising; parallel importation (grey market goods); the construction of the consumer as the subject of trade mark law; trade marks on the internet, including search engines and online auction sites.

Teaching: A two-hour seminar each week, with an occasional guest lecturer.

Formative coursework: Students will be asked to submit termly non-assessed essays on which they will receive feedback.

Indicative reading: Core Textbook -

L Bently and B Sherman *Intellectual Property Law* 3rd edn. (OUP Oxford 2008)

Students will be expected to read widely in designated journals and books. Extensive use of trade mark registry materials is made such as references to live registrations as test cases, examiners’ decisions, registry works manuals and practice notices. Most of the recommended cases and journal articles are available online on subscription databases. Electronic copies of this material will be made available on the Moodle website which supports this course. A detailed reading list will be provided for the course, but the following are recommended:

Available in the Library: L Bently, J Davis, J Ginsburg (eds) *Trade Marks & Brands: An Interdisciplinary Critique* (CUP, Cambridge 2008); G Dinwoodie & M Janis (eds) *Trade Mark Law and Theory: A Handbook of Contemporary Research* (Edward Elgar, Cheltenham 2008); S Maniatis *Trade Marks in Europe: A Practical Jurisprudence* (Sweet & Maxwell, London 2006); Kerly’s *Law of Trademarks and Trade Names* 14th edn. (Sweet and Maxwell, London 2005) [Also available online on Westlaw]; N Klein *No Logo: Taking Aim at the Brand Bullies* (Picador, NY 1999); C Lury *Brands: The Logos of the Global Economy* (Routledge, London 2004).

Assessment: A three-hour written examination paper (100%).

LL4D3

Cultural Property and Heritage Law

This information is for the 2009/10 session.

Teacher responsible: Dr Tatiana Flessas, NAB 7.27

Availability: This course is primarily intended for LLM students.

Students on other degree programmes within LSE, or in some cases undergraduates on the LLB, may take the course subject to the approval of the course coordinator.

Course content: This course looks at the emerging areas of cultural property and heritage law from legal, social theoretical and practice-oriented perspectives. It begins with an overview of existing and emerging cultural property and heritage legislation (domestic and international), and then engages in a discussion of specific cases and issues regarding acquisition, ownership, and restitution of antiquities and works of art. The course considers the creation and management of museums and heritage sites, primarily within the UK, but also including international initiatives under the auspices of the UN and UNESCO. Finally, practitioners in the areas of art and antiquity law, museum and auction house professionals,

archaeologists, and art experts will be contributing to the seminars on the emerging legal issues in this area.

Topics to be covered include the origins of cultural property law, the problems in defining cultural property and heritage, current issues and cases, and the problems that arise in regulating markets in art, antiquities and cultural artefacts. We will be looking at international and national legislation in the field, in particular the development of cultural property legislation in the 20th century and emerging international cultural property and heritage regimes. We will also consider UK domestic initiatives in this area, including new regimes for the protection of culturally-valuable places and objects. Against this legislative background, the course examines important cases in the field of cultural property disputes, problems regarding looting and provenance, and questions of commodification and sale of cultural artefacts and antiquities, including the issues that arise in the operation of the art market (dealers, museums, collectors and auction houses). We consider heritage regimes, and consider how the issues that we've identified throughout the course also arise in the ongoing construction, protection, and (primarily economic) uses of heritage. Along with specialist seminars, the course includes visits to museums and contact with practising experts in the field.

Teaching: Teaching will consist of 20 two-hour seminars in the MT and LT, and one two-hour seminar in the ST.

Formative coursework: Students will be expected to undertake a presentation on the seminars and to submit written work on which they will receive feedback from the course teacher.

Indicative reading: Neil Cookson, *Archaeological Heritage Law* (2000 Barry Rose); John Henry Merryman and Albert E. Elsen, *Law, Ethics and the Visual Arts* (2002 Kluwer Law International); Lyndel V. Prott & P.J. O'Keefe, *Law and the Cultural Heritage Vol 1* (1984 Abingdon); Lyndel V. Prott & P.J. O'Keefe, *Law and the Cultural Heritage Vol 3* (1989 Butterworths); J.E. Tunbridge and G.J. Ashworth, *Dissonant Heritage: the management of the past as a resource in conflict* (1996 J. Wiley); Norman Palmer, *Museums and the Holocaust: law, principles and practice* (2000 Institute of Art and Law); John Henry Merryman, *Thinking about the Elgin Marbles: critical essays on cultural property, art and law* (2000 Kluwer Law International); Nick Merriman, *Beyond the Glass Case: the past, the heritage and the public in Britain* (1991); Jeanette Greenfield, *The Return of Cultural Treasures* (1989); Richard Prentice, *Tourism and Heritage Attractions* (1993); G.J. Ashworth and P.J. Larkham, eds. *Building a New Heritage: tourism, culture, and identity* (1994); Peter Mandler, *The Fall and Rise of the Stately Home* (1997); Patrick J O'Keefe, *Trade in Antiquities: reducing destruction and theft* (1997); Ismail Serageldin, Ephim Shluger, Joan Martin-Brown, eds. *Historic Cities and Sacred Sites: cultural roots for urban futures* (2001); Federico Mayor, *Memory of the Future* (1995); Peter J. Fowler, *The Past in Contemporary Society: then, now* (1992); David Brett, *The Construction of Heritage* (1996); Karl Ernest Meyer, *The Plundered Past* (1974).

Assessment: The course will be assessed by a three-hour examination in the ST.

LL4D4 Half Unit Not available in 2009/10 Financial Law

This information is for the 2009/10 session.

Teachers responsible: Dr Joanna Benjamin, NAB 6.07 and Dr Jo Braithwaite, NAB 6.33

Availability: LLM (Specialisms: Banking Law and Financial Regulation, Corporate/Commercial Law, Corporate and Securities Law, International Business Law) and MSc Law and Accounting.

Course content: The traditional financial market sectors of insurance, commercial banking, derivatives, capital markets and asset management are converging in practice, but their academic analysis is still largely sector-based. This course offers a cross-sectoral, functional analysis, permitting students to grasp the big picture. It highlights certain anomalies in differing legal treatment of the respective sectors, and considers key trends. The course provides an overview of the substantive law aspects of international financial and business transactions. The focus is mainly on broad principles and policy issues rather than a detailed examination of statute, case law and drafting. However, where appropriate, legal concepts and

market practice will be explained by reference to case law and other legal sources.

The course is designed to be as topical as possible, and the content may change in the light of developments. While the precise topics covered will vary from year to year they typically will include the following:

Introduction: terms of reference, risk transfer in the financial markets, comparison of transactions; credit risk and its legal components.

Simple financial positions: transaction types (guarantee, insurance, derivatives, standby credits, performance bonds); comparison of simple financial positions; market trends.

Funded positions: options for raising capital (debt equity); managed funds; regulation of funded positions.

Net positions: set off and netting; title transfer collateral arrangements; the rise of net positions.

Asset backed positions: security; asset-backed securities; financial collateral; market trends.

Markets and regulatory projects: the arm's length, fiduciary and consumerist regulatory projects; regulatory projects and risk.

Teaching: The course will run in MT and will comprise a two hour weekly seminar plus small group classes.

Formative coursework: Students will be asked to submit a 2,000 word essay.

Indicative reading: A detailed reading list will be distributed prior to teaching.

Textbook: J Benjamin, *Financial Law*, Oxford University Press, 2007.

Assessment: Assessment is by closed book written examination (100%) which students sit in the summer term. The exam is two hours plus 15 minutes reading time.

LL4D5 Half Unit Legal Risk in the Financial Markets

This information is for the 2009/10 session.

Teacher responsible: Visiting Professor Roger McCormick, NAB 6.01

Availability: Optional Course for LLM (Specialisms: Banking Law and Financial Regulation, Corporate/Commercial Law, Corporate and Securities Law, International Business Law).

Course content: This half unit course will examine the relationship between legal risk and legal reform in the financial markets; the key elements of legal risk; relationship with political, reputational and other kinds of risk; how legal risk issues have been, and continue to be addressed, in the financial markets; the impact of the global financial crisis and the responses to it, including the Banking Act 2009 and various regulatory changes; set-off and netting questions; the impact of consumerism and the compensation culture; the impact of legal risk on the ability of transition economies to attract inward investment; sources of legal risk; how legal risk can be managed; key aspects of identification, assessment, monitoring and mitigation of legal risk; legal risk as part of operational risk and other regulatory aspects.

The course will address substantive legal issues regarding, amongst other things, netting and set-off, the special resolution regime under the Banking Act 2009, dematerialised securities and financial crime laws; risk management issues will be explored in depth as will the relationship of the legal function to general corporate governance; the EU dimension regarding financial law reform (and associated risks) will be critically examined; the relationship between perceptions of risk, the markets' desire for legal certainty and the need for law reform and modernisation will also be considered.

Teaching: 10 two hour lectures/seminars in MT.

Formative coursework: Students will take a mock examination at the end of MT or the start of LT.

Indicative reading: The reading list is provisional and may change before the start and topical materials may be added during the course.

Legal Risks in Financial Markets, Roger McCormick (OUP 2006). (For example of case law and legislation for the reading list, see the Tables set out at the beginning of this book); *Legal Problems of Credit and Security*, Roy Goode (4th edn. edited by Gullifer, Thomson 2008); *Reforming Collateral Laws to Expand Access to Finance*, Heywood Fleisig, Mehnaz Safavian and Nuria de la Pen (World Bank 2006); EBRD Model Law for Secured Transactions;

'Publicity of Security Rights' (EBRD Paper of 2004); plus various extracts from EBRD's annual 'Law in Transition' publications and the EBRD paper 'The Impact of the Legal Framework on the Secured Credit Market in Poland' (July 2005); the Banking Act 2009; FMLC papers on the Lansbanki Freezing Order and on dematerialised securities (FMLC.org.uk) and UNIDROIT draft Convention on dematerialised securities; FMLC papers on Proceeds of Crime Act and related articles.

Assessment: The course will be assessed by a 2 hour examination in the ST.

LL4D6

International and European Environmental Law

This information is for the 2009/10 session.

Teachers responsible: Dr Veerle Heyvaert, NAB 7.06 and Dr Kati Kulovesi

Availability: This course is optional for LLM students. Other Masters level students with an interest in international and/or European environmental law are welcome.

Course content: The course instructs students on the general principles and application of international and European Union (EU) environmental law. By focusing on four environmental policy areas that are covered in international as well as EU law, the course explores the similarities and distinctions, as well as the synergies and tensions between more (EU) and less (international) integrated legal frameworks within a global context.

The course is structured in five sections:

1. *Fundamentals of environmental law in a global context*

(a) Principles and sources of international environmental law;
(b) Law-making, implementation, and effectiveness of EU environmental law.

2. *Controlling chemicals*

Covers the emergence of private transnational regulation of chemicals production and marketing, the EU REACH Regulation, and international environmental liability for toxic spillages.

3. *Climate change*

Reviews international and EU climate change initiatives, covering the UNFCCC, the Kyoto Protocol, and the EU Emissions Trading System. One session focuses on direct regulation and alternative approaches (economic incentives, self-regulation, disclosure, etc) to affect climate change

4. *Biodiversity and biosafety*

This section examines regulatory regimes for nature conservation; access and benefit sharing under the Biodiversity Convention on Biodiversity, and GMO regulation.

5. *Trade and the environment*

The final section reviews the trade and environment dimension in the WTO, and under Articles 28-30 EC. It addresses the relation between the WTO and multilateral environmental agreements, and reviews the role of the proportionality and precautionary principles internationally and at EU level.

Teaching: 21 two hour seminars (10 in MT; 9 in LT; 2 in ST).

Formative coursework: Students will have the opportunity to produce an essay and participate in a seminar presentation. A mock examination will be offered in the LT.

Indicative reading: A detailed reading list will be provided for each seminar.

Essential reference works include Bodansky, Brunnee & Hey, *The Oxford Handbook of International Environmental Law* (OUP, 2007); M. Lee, *EU Environmental Law. Challenges, Change, and Decision-Making* (Hart, 2005); R. Revesz, P. Sands & R. Stewart, *Environmental Law, the Economy, and Sustainable Development* (CUP, 2000); F. Yamin & J. Depledge, *The International Climate Change Regime* (CUP, 2004); D. Shelton, *Commitment and Compliance* (OUP, 2003); M. Pallemmaerts, *Toxics in Transnational Law* (Hart, 2003); L. Rajamani, *Differential Treatment in International Environmental Law* (OUP, 2006); R. Coase, 'The Problem of Social Cost' (1960) 3 *The Journal of Law & Economics*, 1-44; and Stern Review Executive Summary (online).

Assessment: This course will be assessed by a three-hour examination.

LL4D7 Not available in 2009/10

Law of Mergers, Acquisitions and Restructurings in Europe and the United States

This information is for the 2009/10 session.

Teacher responsible: Dr David Kershaw, NAB 7.28

Availability: LLM and MSc Law and Accounting students.

Course content: This course will look at the regulation of the market for corporate control and corporate restructurings in Europe and the United States. In the first term the course will focus on the European context in particular on the development of Community Directives on cross-border mergers, the transfer of a company's seat, as well as the application to companies of the Treaty provisions on freedom of establishment and free movement of capital. In the Lent Term the course will look at the regulation of the bid process and at takeover defence regulation in the US, UK and EU. In the Lent term will also look at the development of the private equity industry and at typical fund and transaction structures used in private equity deals.

Michaelmas Term:

- Introduction to the market for corporate control
- Introduction to takeover transaction structures
- Regulatory competition and migration in the European Union
- Restructurings through the European Company (SE)
- Implications of SE restructurings for board structure and composition
- Implications of SE restructurings for employee involvement in corporate governance
- EU Cross-Border mergers directive
- Introduction to UK takeover regulation
- EU Thirteenth Directive on Takeovers

Lent Term:

- Takeover process regulation
- The extra-territorial effects of US process regulation
- Takeover defence regulation
- Private equity and management buyouts: fund structures; deal structures; value strategies
- Regulating conflicts of interest in going private transactions
- Financial assistance regulation
- Effectiveness of the market for corporate control
- Tax issues in control transactions

Teaching: 2 hours of lectures a week in MT and LT. Two 2 hour classes in each of MT and LT. 1 four hour revision session in the ST.

Formative coursework: One timed essay in each of MT and LT (approximately three weeks to complete each one).

Indicative reading: A full reading list will be distributed at the beginning of the course. Background material can be found in J Rickford (ed) *The European Company* (2003); R. Kraakman et al, *The Anatomy of Corporate Law* (2004); B. Black, *The Law and Finance of Corporate Acquisitions* (1995); and W. Carney, *Mergers and Acquisitions* (2003).

Assessment: A three hour examination. Students answer three questions.

LL4D8

EC Competition Law and the State

This information is for the 2009/10 session.

Teacher responsible: Mr Giorgi Monti, NAB 7.18

Availability: For LLM, MSc Regulation and MSc Regulation (Research) students and other Master's students with permission.

Pre-requisites: Students should be familiar with EU Law, and have some knowledge of competition law. Students without knowledge of competition law must take LL430 (Competition Law).

Course content: The course is a study of how EC competition law and regulation apply to the interventions of Member States in competitive, and newly liberalised markets. It covers the following areas: (1) the liberalisation of economic sectors: the State Action Doctrine in EC and US Law; the contribution of the European Courts to liberalisation; the EC Liberalisation Directives (in Electronic Communications, Energy, Postal Services) and sector regulation; the provision of services of general interest; (2) EC Law of public procurement; (3) State Aid: definition; procedure; enforcement by Commission and by private litigation; State Aids and Services of General Economic Interest; State Aid and EC Industrial Policy. (4) the

impact of EC competition law on national competition laws (with an emphasis on the UK).

Teaching: Twenty 2 hour seminars plus two revision sessions.

Formative coursework: One essay per term (word limit 1500 words), a mock examination in the ST and class presentations/web contributions.

Indicative reading: No textbook covers all of these topics. For introductory reading see: Szyszczak *The Regulation of the State in Competitive Markets in the EU* (2007); Arnall et al, *Wyatt and Dashwood's European Union Law*, 5th edn, chs 26 and 27 (2006); Geradin (Ed), *The Liberalisation of State Monopolies in the European Union and Beyond* (2000); Chalmers, Hadjemanuil, Monti and Tomkins *EU Law: Text and Materials* (2006) ch.25; Monti *EC Competition Law* (2007) ch.12; Bacon, *European Community Law of State Aid* (2009); Biondi et al, *The Law of State Aids in the European Union* (2003). Specific reading lists will be available for each seminar topic.

Assessment: A three hour examination in the ST.

LL4E5

International Sale of Goods

This information is for the 2009/10 session.

Teacher responsible: Professor Michael Bridge, NAB 6.21

Availability: LLM and other Masters students where regulations permit with permission of the course teacher.

Pre-requisites: Students should have some background knowledge of legal study.

Course content: The course is divided into two parts and is the sum of two half courses (International Uniform Sales Law and International Commodity Sales). The first part of the course concerns sales conducted on the basis of the United Nations Convention on the International Sale of Goods 1980 (CISG). Over seventy countries have so far adopted the CISG, which has generated an enormous primary and secondary literature. It has also very largely informed the Chinese Contract Law of 1999. The second part is concerned with the international sale of goods where English law is the applicable law. English law plays a dominant part in the international sale of commodities, especially in the case of dry commodities (wheat, soya etc) produced in North America and transported to a northern European destination. It is usually the case that such contracts have no physical connection with England. There is a rich case law dealing with sales on FOB, CIF and similar terms and there are interesting comparisons to be drawn between forward physical sales and futures sales. Interesting questions are also posed by the intersection of various allied contracts concluded to give effect to the international venture, notably, sale, letters of credit, insurance and carriage (or charter parties). The theme of uniformity bulks large in the course, whether it takes the form of a uniform law, like the CISG; or the use of non-mandatory instruments, like the Unidroit Principles of International and Commercial Contracts to bulk out the 1980 Convention; or a set of uniform rules incorporated voluntarily in contracts, as is the case with the UCP600 Customs and Practice on Documentary Credits 2007; or even the uniform selection of the same law (English law) in string transactions; or the selection of a well-established standard form, like the GAFTA 100 contract on CIF terms.

Teaching: Twenty hours of seminars in both the Michaelmas and Lent Terms. Four hours of revision seminars in the Summer Term.

Formative coursework: 2 x 2000 word written assignment

Indicative reading: Michael Bridge, *The International Sale of Goods* (Oxford, 2nd ed 2007); J Fawcett, J Harris and M Bridge, *International Sale of Goods in the Conflict of Laws* (Oxford 2005); A Slabotsky, *Grain Contracts and Arbitration* (Lloyd's London, 1984); A Guest (ed), *Benjamin's Sale of Goods* (Sweet & Maxwell, 7th ed 2006); D Morgan, *Merchants of Grain* (Penguin, 1980); R Goode, *Commercial Law* (Penguin, 3rd ed 2004); C Bianca and M Bonell, *Commentary on the International Sales Law* (Giuffrè, 1987); P Schlechtriem and I Schwenzler, *Commentary on the UN Convention on the International Sale of Goods* (CISG) (Oxford, 2nd ed 2005); J Honnold, *Documentary History of the Uniform Law for International Sales* (Kluwer, 1989); J Honnold, *Uniform Law for International Sales* (Kluwer, 3rd ed 1992); P Huber and A Mullis, *The CISG* (Sellier 2007).

Assessment: One three-hour examination in ST

LL4E6 Half Unit

International Dispute Resolution: Courts and Tribunals

This information is for the 2009/10 session.

Teacher responsible: Anthea Roberts, NAB 6.23

Availability: LLM and MSc Human Rights.

Course content: Introduction: History and Controversies Surrounding International Adjudication. Introduction to the International Court of Justice focussing on jurisdiction, admissibility, contentious cases and advisory opinions. Introduction to a variety of other specialist international courts and tribunals, including in some of the following areas: international criminal law, law of the sea, arbitration and trade law. Analysis of key theoretical questions: hierarchy and fragmentation; legitimacy and compliance; and the making of international law.

Teaching: 20 hours of seminars in LT.

Formative coursework: Students are asked to submit one 2,000 word formative essay.

Indicative reading: J Collier & V Lowe, *The Settlement of Disputes in International Law Institutions and Procedures* (Oxford, 1999); J Merrills, *International Dispute Settlement* (4th ed, Cambridge, 2005).

Assessment: One two-hour exam in ST.

LL4E7 Half Unit

Investment Treaty Law

This information is for the 2009/10 session.

Teachers responsible: Anthea Roberts, NAB 6.23 and Jan Paulsson

Availability: LLM

Course content: The aim of the course is to introduce students to international investment law and dispute settlement, the latter emphasizing developments in investment treaty arbitration. The course focuses on the public international law rules and institutions that govern investments and investment treaty disputes. The course has four components: (1) the historical, theoretical and policy background behind investment treaties and dispute settlement by arbitration; (2) the rules governing jurisdiction and admissibility of investor-state arbitration cases; (3) the substantive principles and standards – such as national treatment, most-favoured-nation treatment, expropriation, and the minimum standard in international law – that may apply to the investor-state relationships; and (4) recognition and enforcement of investor-state arbitral awards and interaction between international tribunals and national courts.

This course focuses primarily on registered companies and is concerned with the principles and policies underlying the legal treatment of corporate insolvency and corporate rescue. The course considers how the nature of the problems raised by insolvency varies and is dependent on the legal identity of the insolvent (for example, whether the insolvent is a company with limited liability or an individual running a business) and the course examines the legal responses to these problems. The formal legal procedures available for dealing with companies in distress are analysed as are informal approaches to corporate failure. The impact of these procedures and approaches on third parties, for example directors and employees, is also considered.

Introduction; policy background. Treaties, institutions, rules.

Theoretical perspectives. Jurisdiction: temporal, personal, subject matter. Admissibility: duty to exhaust local remedies, fork in the road. Standards: expropriation. Standards: minimum standard of treatment. Standards: national treatment, most favoured nation treatment. Standards: umbrella clauses, contract/legislation-based investment arbitration. Awards/recognition and enforcement.

Teaching: 20 hours of seminars in LT and two hours of seminars in ST

Formative coursework: Students are asked to submit one 2,000 word essay

Indicative reading: C McLachlan QC, L Shore, M Weiniger, and L Mistelis, *International Investment Arbitration: Substantive Principles* (Oxford, 2007)

R Dolzer and C Schreuer, *Principles of International Investment Law* (Oxford, 2008)

G Van Harten, *Investment Treaty Arbitration and Public Law*

(Oxford, 2006)

Assessment: One two-hour examination in ST.

LL4F1 Half Unit **Not available in 2009/10** **Secured Financing in Commercial Transactions**

This information is for the 2009/10 session.

Teacher responsible: Professor Michael Bridge, NAB 6.21

Availability: For LLM students and other Master's level students with permission.

Course content: An examination of the proprietary and security aspects of commercial transactions.

This course considers the significance of property and the special protection the law affords to proprietary interests (mainly in movable property). It examines various types of commercial transactions involving the transfer of property, the use of property, the taking of security and certain quasi-security transactions having a similar effect to security. It explores the different types of security and other transactions that may be available in the context of various types of asset, as well as priority issues when there are conflicting interests. The course will also consider proposals for reforming the law and alternative approaches that might be taken. The course is based upon the principles of English law but also refers extensively to other systems of law and to international initiatives sponsored by the International Institute for the Unification of Private Law, the United Nations Commission on International Trade Law and the European Bank for Reconstruction and Development.

Teaching: One two-hour weekly session in the Michaelmas Term.

Formative coursework: Students are asked to submit one 2,000 word essay.

Indicative reading: A detailed reading list will be distributed during the course. For preliminary reading on the basic principles see M Bridge, *Personal Property Law* (3rd Edn.) (especially chapters 6-7); M Bridge, "The English Law of Real Security" [2002] *European Review of Private Law* 483-508, and R Goode, *Commercial Law* (3rd Edn).

Assessment: One two-hour open book examination paper.

LL4F2 Half Unit **The Law and Practice of International Finance**

This information is for the 2009/10 session.

Teachers responsible: Dr Joanna Benjamin, NAB 6.07 and Dr Jo Braithwaite, NAB 6.33

Availability: LLM and MSc Law and Accounting.

Course content: The course examines the legal issues which arise in international financial markets based in London. It is a good fit with LL4D4 (Financial Law) which runs in MT, though this is not a pre-requisite.

This course looks at the various forms of transaction and structures such as derivatives, securitisation, syndicated loans, hedge funds, the relevant commercial and regulatory background and the risks and protections available to those providing such finance. The course is based upon an analysis of the relevant issues under English law with reference to other systems for comparative purposes. Where possible, several of the lectures will be attended by practitioners who will participate in the discussions.

The course will be topical and its content adapted to the fast moving developments affecting international markets in capital and in risk (for example, the 2008/09 course examined the legal basis of prime brokerage relationships and considered the related Lehmans litigation).

Teaching: The course will run in LT and will comprise a two hour weekly seminar plus small group classes.

Formative coursework: Students will be asked to submit a 2,000 word essay.

Preliminary reading list: J Benjamin, *Financial Law*, Oxford University Press, 2007; R M Goode, *Commercial Law*; R Cranston, *Principles of Banking Law*. A full reading list will be distributed during the course.

Assessment: Assessment is by closed book written examination (100%) which students sit in the summer term. The exam is two hours plus 15 minutes reading time.

LL4F3 Half Unit **Not available in 2009/10** **Mergers, Acquisitions and Restructurings in Europe**

This information is for the 2009/10 session.

Teachers responsible: Professor J Rickford and David Kershaw, NAB 7.28

Availability: LLM and MSc Law and Accounting

Course content: This course will look at the regulation of the market for corporate control and corporate restructurings in Europe. The course will focus on the European context in particular on the development of Community Directives on cross-border mergers, the transfer of a company's seat, as well as the application to companies of the Treaty provisions on freedom of establishment and free movement of capital.

Michaelmas Term:

- Introduction to the market for corporate control
- Introduction to takeover transaction structures
- Regulatory competition and migration in the European Union
- Restructurings through the European Company (SE)
- Implications of SE restructurings for board structure and composition
- Implications of SE restructurings for employee involvement in corporate governance
- EU Cross-Border mergers directive
- Introduction to UK takeover regulation
- EU Thirteenth Directive on Takeovers

Teaching: Ten two-hour seminars MT

Formative coursework: 1,500 word essay

Indicative reading: A full reading list will be distributed at the beginning of the course. Background material can be found in J Rickford (ed) *The European Company* (2003); R. Kraakman et al, *The Anatomy of Corporate Law* (2004).

Assessment: A two-hour examination. Students answer two questions.

LL4F4 Half Unit **Takeover Regulation in the UK and the US**

This information is for the 2009/10 session.

Teacher responsible: Dr David Kershaw, NAB 7.28

Availability: LLM and MSc Law and Accounting

Course content: This course will look at the regulation of the market for corporate control and corporate restructurings in the United Kingdom and the United States. The course will look at the regulation of the bid process and at takeover defence regulation in the UK and the US. The course will also look at the development of the private equity industry and at typical fund and transaction structures used in private equity deals.

Lent Term

- Introduction to the market for corporate control
- Takeover process regulation
- The extra-territorial effects of US process regulation
- Takeover defence regulation
- Private equity and management buyouts: fund structures; deal structures; value strategies
- Regulating conflicts of interest in going private transactions
- Financial assistance regulation
- Effectiveness of the market for corporate control
- Tax issues in control transactions

Teaching: Ten two-hour seminars in LT.

Formative coursework: 1,500 word essay.

Indicative reading: A full reading list will be distributed at the beginning of the course. Background material can be found in R. Kraakman et al, *The Anatomy of Corporate Law* (2004); B. Black, *The Law and Finance of Corporate Acquisitions* (1995); and W. Carney, *Mergers and Acquisitions* (2003).

Assessment: A two-hour examination. Students answer two questions.

LL4F5**International Dispute Resolution****This information is for the 2009/10 session.****Teachers responsible:** Professor Christine Chinkin, NAB 6.15 and Ms Anthea Roberts, NAB 6.23**Availability:** LLM (Public International Law)**Course content:** International Dispute Resolution is concerned with the way in which conflicts or potential conflicts, both between states and with other participants in the international arena, can be peacefully managed and resolved. Two half courses are available on this subject:

- International Dispute Resolution: Non-Adjudicatory Processes (LL4F6); and

- International Dispute Resolution: Courts and Tribunals (LL4E6).

These courses focus on non-adjudicatory and adjudicatory means of settling international disputes respectively. Students can take either half unit by itself or both half units together as LL4F5 International Dispute Resolution.

Teaching: Twenty hours of seminars in the MT and twenty hours of seminars in the LT. Two hours of seminars in the ST.**Formative coursework:** Students will be expected to complete two formative essays of 2,000 words each during the course.**Indicative reading:** See reading lists for: LL4F6 International Dispute Resolution: Non-Adjudicatory Processes and LL4E6 International Dispute Resolution: Courts and Tribunals.**Assessment:** One 3 hour examination (100%) in the ST.**LL4F6 Half Unit****International Dispute Resolution: Non-Adjudicatory Processes****This information is for the 2009/10 session.****Teachers responsible:** Professor Christine Chinkin, NAB 6.15 and Ms Anthea Roberts, NAB 6.23**Availability:** LLM (Public International Law)**Course content:** International Disputes is concerned with the way in which conflicts or potential conflicts, both between states and with other participants in the international arena, can be peacefully managed and resolved. Two half courses are available on this subject:

- International Disputes: Non-Adjudicatory Processes (LL4F6); and

- International Dispute Resolution: Courts and Tribunals (LL4E6).

These courses focus on non-adjudicatory and adjudicatory means of settling international disputes respectively. Students can take either half unit by itself or both half units together as International Disputes (LL4F5).

International Disputes: Non-Adjudicatory Processes considers the options available for resolving international disputes without having to resort to international courts and tribunals. This course will examine the general obligation under international law to settle disputes peacefully, focussing particularly on non-adjudicatory means of international dispute settlement, such as negotiation, inquiry, mediation and conciliation. Using controversial case studies, the course will examine the respective advantages and disadvantages of these various mechanisms, the interplay between them, and the factors that influence their effectiveness. It will also explore some of the theoretical issues that underpin international dispute resolution.

Teaching: Twenty hours of seminars in the MT. One hour of seminars in the ST.**Formative coursework:** Students will be expected to complete one formative essay 2,000 words during the course.**Indicative reading:** J Collier & V Lowe, *The Settlement of Disputes in International Law Institutions and Procedures* (Oxford, 1999); J Merrills, *International Dispute Settlement* (4th ed, Cambridge, 2005); C. Bell, 'Peace Agreements: Their Nature and Legal Status', 100 *AJIL* (2006) 373; 'International Dispute Resolution' from Hilary Astor and Christine Chinkin, *Dispute Resolution in Australia*, Sydney, Butterworths, 2002; Anne Peters, International Dispute Settlement: A Network of Cooperational Duties', 14 *European Journal of International Law* 1 (2003).**Assessment:** One two-hour exam in the ST**LL4F7****Comparative Constitutional Law****This information is for the 2009/10 session.****Teacher responsible:** Dr Jo Murkens, NAB 7.31**Availability:** For the LLM (Specialisms: Legal Theory, Public Law, Human Rights Law). The course is also available as an outside option where regulations permit and with the permission of the teacher responsible for the course.**Course content:** This course examines the central issues in comparative constitutional law across a range of jurisdictions and from a variety of perspectives. Although precise topics to be covered may vary from year to year, the main sections of the course will deal with: constitution-making, constitutional forms, constitutional adjudication, constitutional rights, emergency powers, and constitutional borrowings. The overarching objectives of the course will be to analyse the methodological and conceptual challenges posed by comparative study of constitutions and to reflect on the cultural, ideological and transformative dimensions of contemporary constitutional discourse.

Topics to be examined include:

- (1) creating constitutions
- (2) constitutions and constitutionalism
- (3) post-colonial constitutions and constitution-building in post-conflict societies
- (4) constitutional forms (presidential and parliamentary systems; unitary and federal arrangements)
- (5) constitutional courts and constitutional adjudication
- (6) constitutional rights (the promotion of equality, protection of minority groups, freedom of religion, freedom of speech, promotion of social and economic rights)
- (7) constitutions in period of instability or emergency
- (8) constitutional borrowings (transnational litigation, borrowing and the migration of constitutional ideas).

Teaching: 22 two-hour seminars, weekly during the MT and LT and in the ST. Readings are provided in advance and students are expected to participate in discussions.**Formative coursework:** Two 2,000 word essays.**Indicative reading:** As preliminary reading, students are advised to read: van Caenegem, *An Historical Introduction to Western Constitutional Law* (Cambridge University Press, 1995). The basic text for the course is Jackson and Tushnet, *Comparative Constitutional Law* (New York: Foundation Press, 1999), although additional reading will also be recommended.**Assessment:** Two-hour examination in the ST (50%) and an essay of 8,000 words (50%).**LL4G6 Half Unit****International Commodity Sales****This information is for the 2009/10 session.****Teacher responsible:** Professor Michael Bridge, NAB 6.21**Availability:** LLM**Course content:** The course is concerned with the international sale of goods where English law is the applicable law by virtue of well-established standard form contracts used extensively in the trade, such as GAFTA 100 (a CIF contract form). English law plays a dominant part in the international sale of commodities, especially in the case of dry commodities (wheat, soya etc) produced in North America and transported to a northern European destination. It is usually the case that such contracts have no physical connection with England. There is a rich case law dealing with sales on FOB, CIF and similar terms and there are interesting comparisons to be drawn between forward physical sales and futures sales. Interesting questions are also posed by the intersection of various allied contracts concluded to give effect to the international venture, notably, sale, letters of credit, insurance and carriage (or charter parties). Extensive consideration is given to the UCP600 Customs and Practice on Documentary Credits 2007.

(This course complements LL4K6 International Uniform Sales Law. The two half-courses are taken as LL4E5 International Sale of Goods.)

Teaching: 10 x 2 hour seminars or lectures (depending upon class size) in LT**Formative work:** One x 2,000 word written assignment.

Indicative reading: Michael Bridge, *The International Sale of Goods* (Oxford, 2nd ed 2007); Michael Bridge, *The Sale of Goods* (2nd ed 2009); A Slabotsky, *Grain Contracts and Arbitration* (Lloyd's London, 1984); A Guest (ed), *Benjamin's Sale of Goods* (Sweet & Maxwell, 7th ed 2006); D Morgan, *Merchants of Grain* (Penguin, 1980); R Goode, *Commercial Law* (Penguin, 3rd ed 2004); International Chamber of Commerce, *Incoterms 2000*; International Chamber of Commerce, *UCP Rules on Uniform Customs and Practice for Documentary Credits* (UCP600, 2007). Plus a substantial list of cases and some articles.

Assessment: Two-hour unseen examination in the Summer Term (100%). Note that students taking this course and LL4K6 International Uniform Sales Law (H) will sit one 3-hour exam in the ST: LL4E5 International Sale of Goods.

LL4G7 Half Unit Mental Health Law: The Civil Context

This information is for the 2009/10 session.

Teacher responsible: Professor Jill Peay, NAB 6.11

Availability: For LLM students and (with permission) MSc Criminal Justice Policy

Course content: This course aims to integrate a practical and theoretical understanding of mental health law, as it relates both to mental illness and mental incapacity. It is not intended to provide a comprehensive understanding of the law in England and Wales, but rather aims at broader conceptual understanding of the problem areas that are likely to bedevil mental health law across many jurisdictions. The course makes reference to both the Mental Health Act 1983 and the Mental Capacity Act 2005.

Indicative reading: There is no single satisfactory text. The essential course text is: P Bartlett & R Sandland, *Mental Health Law. Policy and Practice*, Oxford University Press (2007). Also recommended are: P. Fennell (2007) *Mental Health: The New Law* Jordan Publishing Ltd; N Eastman & J Peay (Eds), *Law Without Enforcement: Integrating Mental Health and Justice* Hart Publishing (1999); J. Peay (2003) *Decisions and Dilemmas: Working with Mental Health Law*. Hart Publishing.

Teaching: Weekly seminars of two hours for 11 weeks in MT.

Formative coursework: One essay of 2,000 words to be submitted by the last day of term.

Assessment: Two hour unseen examination in ST (100%). Students taking this half unit course and LL4K7 Mental Health Law: The Criminal Context (H) sit one three-hour exam in the ST: LL458 Mental Health Law.

LL4G8 Half Unit Law of Corporate Finance A

This information is for the 2009/10 session.

Teacher responsible: Dr Eva Micheler, NAB 7.35

Availability: For LLM, MSc Law and Accounting and MSc Management and Regulation of Risk students and other Master's level students with permission.

Course content: The course examines the private law rules governing how companies raise finance. The issues covered include e.g. capital structures, identifying and protecting shareholder rights, issuing shares, initial legal capital and alternatives, dividends, reduction of capital and share buy-backs, reform and moving to a solvency test and financial assistance. The course will focus on English law, but will also look at other legal systems in particular at German law.

Teaching: Ten two-hour seminars in MT.

Formative coursework: Students will have the opportunity to write a mock exam question over the Christmas break.

Indicative reading: Gower and Davies, *Principles of Modern Company Law*, 8th edition, 2008, part 2, 6 and 7; Ellis Ferran, *Principles of Corporate Finance Law*, 2008, chapters 1-13.

Assessment: Students taking Law of Corporate Finance A are required to sit one 2 hour examination in the summer term. Students taking both LL4G8 Law of Corporate Finance A and LL4K8 Law of Corporate Finance B are required to sit one 3 hour examination in the summer term: LL437 Law of Corporate Finance.

LL4G9 Half Unit European Monetary and Banking Law

This information is for the 2009/10 session.

Teacher responsible: Professor Niamh Moloney, NAB 6.32

Availability: For LLM and MSc Regulation students and other Master's level students with permission.

Course content: The course examines the institutional structures and the legal rules which underpin the EC's monetary system and its integrated banking market. Topics covered include: the integration project, monetary issues and the financial sector; the free movement of capital and current payments; central banking and monetary policy in the European Monetary Union (EMU), including the institutional structure of EMU, the European Central Bank, and the conduct of a single monetary policy; banks and the free movement rules; the harmonized regulatory regime which applies to banks; the institutional structure for banking supervision; and retail banking services and consumer protection.

Teaching: 10 two-hour seminars in LT.

Formative coursework: Students are asked to submit one 2,000 word essay.

Indicative reading: Readings will be provided in advance for each seminar. Sample texts include: Alexander et al, *Global Governance of Financial Systems* (2006); Kermers et al (eds), *Financial Supervision in Europe* (2003); Lastra, *The Governance Structure for Financial Regulation and Supervision in Europe* (2003), Usher, *The Law of Money and Financial Services in the European Community*, 2nd edition (2000); Andenas et al, *European Economic and Monetary Union: the Institutional Framework* (1997).

Preliminary reading: Chalmers et al, *European Union Law* (2006), chapter 12 and Scott, *International Finance*, 13th edition (2006), chapter 5.

Assessment: One two-hour unseen examination in the summer term (100%).

Students taking both LL4G9 European Monetary and Banking Law (H) and LL4K9 European Capital Markets Law (H) are required to sit one three-hour examination in ST: LL425 European Monetary and Financial Services Law.

LL4H2 Half Unit Media Law: Regulating Publication

This information is for the 2009/10 session.

Teacher responsible: Dr A Scott, NAB 6.25

Availability: For LLM, MSc Media and Communications and MSc Media and Communications (Research) students and other Masters level students.

Course content: The course examines the legal and administrative regulation of mass media publication (principally the press, the broadcast media, and institutionalised Internet publication). The course is introduced with consideration of a number of themes that underpin the rest of the syllabus: the role(s) of the media in society (including conceptions of the 'public interest'); the main social, technological and regulatory influences that shape media publication practise, and rights jurisprudence (in particular, the freedom of expression and freedom of the press in national and international law). The course then examines potential restrictions on publication that are aimed at promoting or preserving specific private and/or public interests. The key private interests considered are those in reputation (defamation), privacy, and confidentiality. The key public interests considered are the integrity of the judicial process (contempt and reporting restrictions), the impartiality of political representations, the avoidance of offence (obscenity and religion), national security, and the protection of children.

Teaching: 10 weekly two-hour seminars in MT. The course is also supported by a series of specialist seminars with outside speakers and research methods sessions, and by an online discussion forum.

Formative coursework: Students must submit an essay plan and working bibliography for the assessed essay. All students are expected to contribute to a series of class and online exercises, and to submit one 1,500 word essay.

Indicative reading: Fenwick and Phillipson, *Media Freedom Under the Human Rights Act* (OUP, 2006); Robertson and Nicol, *Media Law* (Sweet & Maxwell, 5th ed 2007), Tugendhat and Christie, *The Law*

of *Privacy and the Media*, (OUP, 2002 and 2006 SUPP), Barendt, *Freedom of Speech* (OUP, 2nd ed 2005), Nicol, Millar and Sharland, *Media Law and Human Rights* (OUP, 2009); Cram, *A Virtue Less Cloistered: Courts, Speech and Constitutions* (Hart Publishing, 2002).

Assessment: One 8,000 word essay (100%).

LL4H3 Half Unit

Media Law: Regulating Newsgathering

This information is for the 2009/10 session.

Teacher responsible: Dr A Scott, NAB 6.25

Availability: For LLM, MSc Media and Communications and MSc Media and Communications (Research) students and other Masters level students.

Course content: This course examines the legal and administrative regulation of newsgathering and content production practices undertaken by journalists and others working in the media sector. The course is introduced with consideration of a number of themes that underpin the rest of the syllabus: the role(s) of the media in society (including conceptions of the 'public interest'); the main social, technological and regulatory influences that shape media newsgathering practise, and rights jurisprudence (in particular, the freedom of expression and freedom of the press in national and international law). The course then examines a number of newsgathering practices that are either facilitated or proscribed by law and/or other forms of regulation. These include access to information held by the state (freedom of information); protection of sources; harassment and media intrusion; entrapment and interference with witnesses ('cheque-book journalism'); media-police interaction, and surreptitious newsgathering practices (hacking, tapping and subterfuge).

Teaching: 10 weekly two-hour seminars in LT. The course is also supported by a series of specialist seminars with outside speakers and research methods sessions, and by an online discussion forum.

Formative coursework: Students must submit an essay plan and working bibliography for the assessed essay. All students are expected to contribute to a series of class and online exercises, and to submit one 1,500 word essay.

Indicative reading: Fenwick and Phillipson, *Media Freedom Under the Human Rights Act* (OUP, 2006); Robertson and Nicol, *Media Law* (Sweet & Maxwell, 5th ed 2007), Tugendhat and Christie, *The Law of Privacy and the Media*, (OUP, 2002 and 2006 SUPP), Nicol, Millar and Sharland, *Media Law and Human Rights* (OUP, 2009), Burden, *News of the World?: Fake Sheikhs and Royal Trappings* (Eye Books, 2008), Davies, *Flat Earth News* (Chatto & Windus, 2008); de Burgh, *Investigative Journalism* (Routledge, 2nd ed, 2008).

Assessment: One 8,000 word essay (100%).

LL4H4 Half Unit

Financial Law

This information is for the 2009/10 session.

Teachers responsible: Dr Joanna Benjamin, NAB 6.07 and Dr Jo Braithwaite, NAB 6.33

Availability: LLM and MSc Law and Accounting.

Course content: The traditional financial market sectors of insurance, commercial banking, derivatives, capital markets and asset management are converging in practice, but their academic analysis is still largely sector-based. This course offers a cross-sectoral, functional analysis, permitting students to grasp the big picture. It highlights certain anomalies in differing legal treatment of the respective sectors, and considers key trends. The course provides an overview of the substantive law aspects of international financial and business transactions. The focus is mainly on broad principles and policy issues rather than a detailed examination of statute, case law and drafting. However, where appropriate, legal concepts and market practice will be explained by reference to case law and other legal sources.

The course is designed to be as topical as possible, and the content may change in the light of developments. While the precise topics covered will vary from year to year they typically will include the following:

Introduction: terms of reference, risk transfer in the financial markets, comparison of transactions; credit risk and its legal components.

Simple financial positions: transaction types (guarantee, insurance,

derivatives, standby credits, performance bonds); comparison of simple financial positions; market trends.

Funded positions: options for raising capital (debt, equity); managed funds; regulation of funded positions.

Net positions: set off and netting; title transfer collateral arrangements; the rise of net positions.

Asset backed positions: security; asset-backed securities; financial collateral; market trends.

Teaching: The course will run in MT and will comprise a two hour weekly seminar plus small group classes.

Formative coursework: Students will be asked to submit a 2,000 word essay.

Indicative reading: A detailed reading list will be distributed prior to teaching.

Textbook: J Benjamin, *Financial Law*, Oxford University Press, 2007.

Assessment: Assessment is by closed book written examination (100%) which students sit in the summer term. The exam is two hours plus 15 minutes reading time.

LL4K2 Half Unit

Law of International Economic and Financial Sanctions

This information is for the 2009/10 session.

Teacher responsible: Jonathan Fisher QC, Visiting Professor

Availability: LLM, MSc Accounting and Finance, MSc Accounting, Organisations and Institutions, MSc Criminal Justice Policy, MSc Law and Accounting, MSc Regulation (Research), MSc Regulation.

Course content: To examine the development and practice of States' use of economic and financial sanctions against other States and non-State entities from a legal perspective. The course will consider both unilateral measures by individual States and multilateral programmes most notably those established by the UN Security Council and the European Union; the various modes of implementation and enforcement of these programmes on trans-national levels and within domestic legal systems; issues arising in public international law and for fundamental human rights; and the effects on third parties, both in terms of the regulatory costs for businesses and charities and the humanitarian issues for civilian populations and persons connected with targeted entities.

Teaching: 10 hours of lectures and 10 hours of seminars in the LT. One Lecture and one seminar in the ST.

Formative coursework: One essay of 2,500 words.

Indicative reading: Most source materials are available in the LSE electronic library and access will be facilitated through Moodle.

Additional resources are available on the internet. There are two texts for students to consult: Cortright, D. and Lopez, G.A. (eds.), *Smart Sanctions: Targeting Economic Statecraft*, (Rowan & Littlefield 2002) ISBN 978-0742501430, and Alexander K, *Economic Sanctions: Reassessing Public Policy* (Palgrave MacMillan, 2007) ISBN 978-0230525559.

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

LL4K3

Secured Credit in English, Comparative and International Law

This information is for the 2009/10 session.

Teacher responsible: Professor M G Bridge, NAB 6.21

Availability: LLM only

Course content: This course deals with the various ways in which creditors improve their prospects of being repaid loans they have made to (principally corporate) debtors. The primary focus will be on proprietary security, whether it takes the form of mortgage, charge or pledge. In addition, extensive treatment will be given to proprietary devices, not traditionally viewed as security, which serve the same functional purpose as security (quasi-security). The various transactions giving rise to security and quasi-security will be dealt with, as also will the types of asset than can be made available to serve a security purpose. Priority issues will also be considered in the event of a conflict of interests among a debtor's creditors, as well as the various ways in which creditors may have to give public notice of their interests. In the event of default

by debtors, the ways in which creditors have recourse to assets the subject of security and quasi-security will be discussed. An important feature of security and quasi-security relates to the way they are effective in insolvency proceedings. Consideration will also be given to proposals for reforming the law and to the alternative approaches that might be taken. The course is centred on English law but deals at length with other systems of law (e.g., US and civilian systems) and with international instruments and conventions promulgated and sponsored by bodies such as the European Bank for Reconstruction and Development (EBRD), the International Institute for the Unification of Private Law (Unidroit) and the United Nations Commission on International Trade Law (UNCITRAL). The course also deals with the effect of European Directives on the law of security and quasi-security.

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

Formative coursework: Students will be required to write an essay of 2,000 words from a list over the Christmas vacation and will be given detailed feedback.

Indicative reading: H Beale, M Bridge, L Gullifer and E Lomnicka, *Personal Property Security* (2007); M Bridge, *Personal Property Law* (3rd ed 2002); R Calnan, *Taking Security over Personal Property* (2007); E Ferran, *Principles of Corporate Finance Law* (2008); R M Goode, *Legal Problems of Credit and Security* (4th ed by L Gullifer 2008); R M Goode, *Principles of Corporate Insolvency Law* (3rd ed 2005); G McCormack, *Secured Credit under English and American Law* (2004); *Palmer's Company Law* (1992 looseleaf), chapter 13 (by M Bridge); H C Sigman and E-M Kieninger, *Cross-Border Security over Tangibles* (2007); H C Sigman and E-M Kieninger, *Cross-Border Security over Intangibles* (2009 forthcoming).

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

LL4K4 Half Unit

The International Law of Self-Determination

This information is for the 2009/10 session.

Teacher responsible: Dr James Irving

Availability: LLM and MSc Human Rights. The course is also available as an outside option where regulations permit.

Pre-requisites: Some prior knowledge of international law is useful but not essential.

Course content: This course will provide a general introduction to the doctrine of self-determination in international law. Self-determination will be historically contextualised from its intellectual progenitors in the Enlightenment through to its political birth at the 1919 Paris Peace Conference and its formal induction into international law by virtue of the 1945 UN Charter. Both the detail of the doctrine's content and the dynamic governing its development will be explored. The relationship between self-determination and state formation (including decolonisation and secession), minority rights, aboriginal rights, women's rights and the nascent right to democratic governance will be central topics. Reference will also be made to the interplay between self-determination and economic rights, including permanent sovereignty over natural resources, the right to development and the "third generation rights" movement more generally. Self-determination's influence upon the international rules governing the use of force will be discussed, but these rules will not be a primary focus. Upon completion of the course students will be in a position to legally analyse contemporary fact patterns and to identify both strengths and weaknesses in the existing legal framework. Students will have considered new and novel approaches to self-determination and will be able to situate the doctrine in relation to international law and human rights. Those taking the course will gain an appreciation for self-determination's particular contribution to political and economic liberty.

Teaching: 20 hours of seminars (10 weekly two-hour sessions).

Formative coursework: Students will be asked to submit one 2,000 word essay before Easter.

Indicative reading: Introductory reading: Crawford, James, "The Right of Self-Determination in International Law: Its Development and Future" in Alston, Philip, ed., *People's Rights* (Oxford: Oxford University Press, 2001) 7.

Additional sources: Alston, Philip, ed., *Peoples' Rights* (Oxford: Oxford University Press, 2001); Anaya, S. James, *Indigenous Peoples in International Law*, 2nd ed. (Oxford: Oxford University Press, 2004); Bayefsky, Anne, ed., *Self-Determination in International Law: Quebec and Lessons Learned* (The Hague: Kluwer Law, 2000); Buchanan, Allen, *Justice, Legitimacy, and Self-Determination: Moral Foundations for International Law* (Oxford: Oxford University Press, 2004); Cassese, Antonio, *Self-Determination of Peoples: A Legal Reappraisal* (New York: Cambridge University Press, 1995); Charlesworth, Hillary & Chinkin, Christine, *The Boundaries of International Law* (Manchester: Manchester University Press, 2000); Crawford, James, ed., *The Rights of Peoples* (Oxford: Clarendon Press, 1988); Hannum, Hurst, *Autonomy, Sovereignty, and Self-Determination: the Accommodation of Conflicting Rights*, rev. ed. (Philadelphia: University of Philadelphia Press, 1996); Irving, James, "Self-Determination and Colonial Enclaves: The Success of Singapore and the Failure of Theory" (2008) 12 *S.Y.B.I.L.* (forthcoming); McCorquodale, Robert, ed., *Self-Determination in International Law* (Aldershot, Vt.: Ashgate, 2000); Tomuschat, Christian, ed., *Modern Law of Self-Determination* (Dordrecht: M. Nijhoff, 1993).

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

LL4K5 Half Unit

International Commercial Contracts: General Principles

This information is for the 2009/10 session.

Teachers responsible: Professor Michael Bridge, NAB 6.21 and Dr. Jan Kleinheisterkamp, NAB 7.34

Availability: LLM only

Pre-requisites: LL4K6 International Uniform Sales Law or equivalent course in previous studies.

Course content: The course treats what can be called the general part of transnational contract law, i.e. the general principles of law which are of relevance in any kind of international contract, be it sale, construction, shipping, financing, or joint venture. At present, such contracts are governed either by uniform rules of international conventions or by the national laws applicable by virtue of conflict of law rules. The course puts the existing national and international solutions in a comparative perspective so as to work with the sources of such generally accepted principles. Where there are divergences between existing solutions, the course focuses on the elaboration of new efficient solutions that are internationally acceptable and have the potential of becoming general principles in the future. For these purposes, special attention is given to the UNIDROIT Principles on International Commercial Contracts and the European Principles of Contract Law.

Teaching: 10 x 2 hour seminars in the LT. Two revision sessions.

Formative coursework: One essay of 2,500 words.

Indicative reading: S. Vogenauer & J. Kleinheisterkamp, *Commentary on the UNIDROIT Principles of International Commercial Contracts* (OUP 2009); H. Kötz, *European Contract Law* (OUP 1997); H. Beale et al., *Ius Commune Casebook on the Common Law of Europe: Cases Materials and Text on Contract Law* (OUP 2002); J. Gordley & A. von Mehren, *An Introduction to the Comparative Study of Private Law: Readings, Cases, Materials* (CUP 2006); K. Zweigert & H. Kötz, *An Introduction to Comparative Law* (3rd edn, OUP 1998).

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

LL4K6 Half Unit

International Uniform Sales Law

This information is for the 2009/10 session.

Teacher responsible: Professor Michael Bridge, NAB 6.21

Availability: LLM

Course content: The course concerns sales conducted on the basis of the United Nations Convention on the International Sale of Goods 1980 (CISG). Seventy-two countries accounting together for two-thirds of the world's export trade, have so far adopted the CISG, which has generated an enormous primary and secondary literature, a great part of which is available on the internet. It has

been incorporated as domestic law in Israel and Norway and has also very largely informed the Chinese Contract Law of 1999. The CISG is a most important piece of legislation in the continuing development of international contract law. It has been influential in the development of European sales law (the Directive on the Sale of Consumer Goods and Associated Guarantees) and of the Common Frame of Reference. The experience of the CISG brings out all of the issues arising from attempts to create uniform, transnational private law. Attention will also be given to the Unidroit Principles of International Commercial Contracts (2nd ed 2004) so far as they may be used to supplement the CISG.

(This course complements LL4G6 International Commodity Sales. The two half-courses are taken as LL4E5 International Sale of Goods.)

Teaching: Ten x 2 hour seminars or lectures (depending upon class size) in MT.

Formative coursework: One x 2,000 word written assignment.

Indicative reading: M Bridge, *The International Sale of Goods* (Oxford, 2nd ed 2007); J Fawcett, J Harris and M Bridge, *International Sale of Goods in the Conflict of Laws* (Oxford 2005); C Bianca and M Bonell, *Commentary on the International Sales Law* (Giuffrè, 1987); P Schlechtriem and I Schwenzer, *Commentary on the UN Convention on the International Sale of Goods (CISG)* (Oxford, 2nd ed 2005); J Honnold, *Documentary History of the Uniform Law for International Sales* (Kluwer, 1989); J Honnold, *Uniform Law for International Sales* (Kluwer, 3rd ed 1992); P Huber and A Mullis, *The CISG* (2007). Plus a substantial list of articles and cases.

Assessment: Two-hour unseen examination in the Summer Term (100%). Note that students taking this course and LL4G6 International Commodity Sales (H) will sit one 3-hour exam in the ST: LL4E5 International Sale of Goods.

LL4K7 Half Unit

Mental Health Law: The Criminal Context

This information is for the 2009/10 session.

Teacher responsible: Professor Jill Peay, NAB 6.11

Availability: For LLM students and (with permission) MSc Criminal Justice Policy.

Course content: This course aims to integrate a practical and theoretical understanding of mental health law, as it relates to mentally disordered offenders. It is not intended to provide a comprehensive understanding of the detail of the relevant law in England and Wales, but rather aims at broader conceptual understanding of the problem areas that are likely to bedevil law relating to mentally disordered offenders across many jurisdictions. The course makes reference to both the Mental Health Act 1983 and the Criminal Justice Act 2003.

Indicative reading: There is no single satisfactory text. The essential course text is: P Bartlett & R Sandland, *Mental Health Law: Policy and Practice*, Oxford University Press (2007). Also recommended are: P. Bean (2008) *Madness and Crime* Willan Publishing; D. Bolton (2008) *What is Mental Disorder? An Essay in Philosophy Science and Values*. Oxford University Press; A. Maden (2007) *Treating Violence: a guide to risk management in mental health*; and N Eastman & J Peay (Eds), *Law Without Enforcement: Integrating Mental Health and Justice* Hart Publishing (1999).

Teaching: Weekly seminars of two hours for 11 weeks in LT.

Formative coursework: One essay of 2,000 words to be submitted by the last day of term.

Assessment: Two-hour unseen examination in ST (100%). Note that students taking this course and LL4G7 Mental Health Law: The Civil Context (H) will set one 3-hour exam in the ST: LL458 Mental Health Law

LL4K8 Half Unit

Law of Corporate Finance B

This information is for the 2009/10 session.

Teacher responsible: Professor Niamh Moloney, NAB 6.32

Availability: For LLM, MSc Law and Accounting and MSc Management and Regulation of Risk students and other Master's level students with permission.

Course content: The course examines the legal issues arising out of the operation of the capital markets as intermediaries between

investors and issuers; it focuses on the regulation of capital-raising through the markets. The topics covered include: disclosure theory; the role of trading markets in finance-raising and their regulation; prospectus disclosure; ongoing disclosure; market abuse; the debt markets and regulation; and the internationalization of capital-raising and harmonization. The course will focus on English law but reference will be made to the relevant EU rules.

Teaching: Ten two-hour sessions weekly in LT.

Formative coursework: Students are asked to submit one 2,000 word essay.

Indicative reading: Reading lists will be provided in advance for each session. Sample texts include: Gower and Davies, *Principles of Modern Company Law*, 8th edition, 2008; Ferran, *Principles of Corporate Finance Law*, 2008; Scott, *International Finance. Law and Regulation*, 2nd edition, 2008; Davies et al, *The Anatomy of Corporate Law* (2004); Ferran, *Building an EU Securities Market* (2004).

Preliminary reading: Ferran, *Principles of Corporate Finance Law*, 2008, 409-421; Moloney, *EC Securities Regulation*, 2nd edition 2008, 93-101; Ferran, *Building an EU Securities Market* (2004) Chapters 1 and 2; Davies et al, *The Anatomy of Corporate Law* (2004) Chapter 8.

Assessment: Students taking Law of Corporate Finance B are required to sit one two-hour examination in the summer term. Students taking both LL4G8 Law of Corporate Finance A (H) and LL4K8 Law of Corporate Finance B (H) are required to sit one three-hour examination in the ST: LL437 Law of Corporate Finance.

LL4K9 Half Unit

European Capital Markets Law

This information is for the 2009/10 session.

Teacher responsible: Professor Niamh Moloney, NAB 6.32

Availability: Availability For LLM and MSc Regulation students and other Master's level students with permission.

Course content: The course examines the EC's regulation of the capital markets. It considers the harmonized regulatory regime which applies to capital market actors across the Member States and which supports the integrated market. The topics covered include: the rationale for integration and the role of law, the evolution of the integration project, the Financial Services Action Plan, and the Lamfalussy Report; the deregulation, liberalization, harmonization, and re-regulation mechanisms used to integrate and regulate the EC market; market access and the passport for investment services; the regulation of conduct of business under the Markets in Financial Instruments Directive 2004; prudential regulation under the Markets in Financial Instruments Directive 2004; the liberalization of order execution and the regulation of trading markets; the UCITS mutual funds regime; retail investor protection; the prospectus regime; the market abuse regime; and the institutional structure for law-making and for supervision.

Teaching: Ten two-hour seminars in MT.

Formative coursework: Students are asked to submit one 2,000 word essay.

Indicative reading: Reading lists will be provided in advance for each seminar. Sample texts include: Moloney, *EC Securities Regulation*, 2nd edition (2008); Chiu, *Regulatory Convergence in EU Securities Regulation* (2008); Skinner (ed), *The Future of Investing in Europe's Markets after MiFID* (2007); Ferrarini and Wymeersch (eds), *Investor Protection in Europe. Corporate Law Making, the MiFID and Beyond* (2006); Ferran, *Building an EU Securities Market* (2004); Avgerinos, *Regulating and Supervising Investment Services in the European Union* (2003).

Preliminary reading: Moloney, *EC Securities Regulation* (2008), chapter 1 and Ferran, *Building an EU Securities Market* (2004) chapters 1 and 2.

Assessment: One two-hour unseen examination in the summer term (100%).

Students taking both LL4K9 European Capital Markets Law (H) and LL4G9 European Monetary and Banking Law (H) are required to sit one three-hour examination which covers both half unit courses: LL425 European Monetary and Financial Services Law.

LL4L8**LLM Second Full Unit Dissertation (attached to a half unit course)**

This information is for the 2009/10 session. **Availability:** For LLM and MSc students only (with permission).

Course content: A second full unit dissertation for students registered for a half unit course. Students are required to attend the teaching on the half unit course and they must also 'audit' another half unit course in a similar area in order to meet the Programme requirements.

Assessment: 15,000 word dissertation on a topic to be agreed with the LLM Director and course supervisor. The dissertation option is to be chosen in only one full unit module, with its outline approved in the LT by the course supervisor. Deadline for submission is end of August.

LL4L9**LLM Full Unit Dissertation (attached to a half unit course)**

This information is for the 2009/10 session. **Availability:** For LLM and MSc students only (with permission).

Course content: A full unit dissertation for students registered for a half unit course. Students are required to attend the teaching on the half unit course and they must also 'audit' another half unit course in a similar area in order to meet the Programme requirements. Please note that students taking LL4C5 Fundamentals of International Commercial Arbitration as their dissertation course can only combine it with LL4C6 Advanced Issues of Commercial Arbitration (H) or LL4E7 Investment Treaty Law (H).

Assessment: 15,000 word dissertation on a topic to be agreed with the course supervisor. The dissertation option is to be chosen in only one half unit module, with its outline approved in the LT by the course supervisor. Deadline for submission is end of August.

MA400**September Introductory Course (Financial Mathematics)**

This information is for the 2009/10 session.

Teachers responsible: Professor Mihail Zervos, B402, Dr Tugkan Batu, B405

Availability: This course is primarily intended for students studying on MSc Financial Mathematics and MSc Risk and Stochastics. Students on these programmes are required to attend the pre-session course prior to starting their degree programme. The course is also available to other suitably qualified students with the permission of the Degree Programme Director and the teacher responsible for the course.

Course content: The purpose of this course is to review some key concepts of finance and probability and to discuss a range of mathematical definitions and techniques that set the agenda for the Financial Mathematics MSc as a whole. Also, this course will incorporate an introduction to programming with C++.

This course is composed of two components:

The first component is concerned with the common mathematical background that is assumed by the MSc Financial Mathematics and addresses some aspects of the mathematical theory that is central to the foundations of the programme: a review of sets and set operations, functions and inverse functions is first developed; probability spaces, random variables, distributions, expectations and moment generating functions are then discussed; special emphasis is placed on the binomial, the normal and the log-normal distributions; the concepts of conditional probability and conditional expectation as random variables are introduced using intuitive arguments and simple examples; stochastic processes, martingales, the standard Brownian motion and the Poisson process are introduced; Itô's formula and Girsanov's theorem are discussed on a formal basis.

The second component is an introduction to programming with languages such as C++.

Teaching: 35 lectures and classes over two weeks during September, prior to the start of the academic year, and 10 support lectures in MT.

Formative coursework: Exercises are assigned and form the basis of class discussion.

Indicative reading: Lecture notes will be provided.

Assessment: This course does not form part of the degree award.

MA401 Half Unit**Computational Learning Theory and Neural Networks**

This information is for the 2009/10 session.

Teacher responsible: Dr Tugkan Batu, B405

Availability: This course is primarily intended for students taking MSc Applicable Mathematics and MSc Financial Mathematics. It may also be taken by other students having a suitable mathematical background.

Course content: This course uses mathematical techniques (including probability theory, discrete mathematics and computational complexity) to analyse the representational and learning properties of artificial neural networks and other machine learning systems (including classes of Boolean functions).

The key topics to be covered are: Neural networks and other learning systems; Boolean functions; A framework for supervised learning; Probabilistic modelling of learning; Consistent algorithms, sample error minimisation algorithms and learnability; The VC-dimension and the sample complexity of learning; Computational complexity of learning; The complexity of neural network learning. Other topics may be explored, if time permits.

For further information see www.maths.lse.ac.uk/Courses/MA401/

Teaching: 20 lectures in LT and nine classes.

Indicative reading: Summary lecture notes and research papers will be distributed. The most useful books are the following: Martin Anthony & Norman L Biggs, *Computational Learning Theory: An Introduction*, Cambridge (1992); Martin Anthony & Peter L Bartlett, *Neural Network Learning: Theoretical Foundations*, Cambridge University Press (1999); Michael J Kearns & Umesh Vazirani, *Introduction to Computational Learning Theory*, MIT Press (1995); Martin Anthony, *Discrete Mathematics of Neural Networks: Selected Topics*, SIAM (2001).

Assessment: A two-hour written examination in the ST (90%) and one piece of assessed coursework (10%).

MA402 Half Unit**Game Theory I**

This information is for the 2009/10 session.

Teacher responsible: Professor Bernhard von Stengel, B412

Availability: This course is available to students on MSc Applicable Mathematics, MSc Financial Mathematics and MSc Decision Sciences. Students from other MSc programmes may follow this course, provided they fulfil the pre-requisites.

Pre-requisites: Students should have basic knowledge of matrices as covered in **Mathematical Methods** (MA100) or **Quantitative Methods** (MA107) and some knowledge of probability. It is not available to students who have taken **Game Theory** (MA300) or **Game Theory I** (MA301).

Course content: The course examines the theory of games and its applications in economics: Game trees with perfect information, NIM, combinatorial games. Backward induction. Extensive and strategic (normal) form of a game. Nash equilibrium. Commitment. Zero sum games, mixed strategies. Maxmin strategies. Nash equilibria in mixed strategies. Finding mixed-strategy equilibria for two-person games. Extensive games with information sets, behaviour strategies, perfect recall. The Nash bargaining solution. Multistage bargaining.

Teaching: The lecture course MA300.1 **Game Theory I** consisting of two lectures a week and classes MA402.1A in the MT. Revision lectures will be arranged in the ST.

Formative coursework: Weekly exercises are set and marked.

Indicative reading: Recommended: Lecture notes will be provided. Supplementary reading: K Binmore, *Playing for Real: Game Theory CUP*, 2007; E Mendelson, *Introducing Game Theory and Its Applications*.

Assessment: A two-hour written examination in the ST (100%).

MA407 Half Unit Algorithms and Computation

This information is for the 2009/10 session.

Teacher responsible: Professor Bernhard von Stengel, B412

Availability: This course is compulsory for MSc Applicable Mathematics and optional for MSc Financial Mathematics and MSc Risk and Stochastics. Students from other MSc programmes may follow this course, provided they fulfil the pre-requisites.

Pre-requisites: Good general knowledge of mathematics, including familiarity with abstract concepts, and a willingness to cope with technical details of computer usage. Students without previous programming experience can simultaneously attend the course MA314 in MT to become familiar with Java.

Course content: Introduction to data structures and the theory of algorithms. Data representations. Programming in Java. Data structures; including linked lists and tables. Sorting and searching. Running times; order of functions. Graph algorithms. For further information see: www.maths.lse.ac.uk/Courses/ma407.html

Assessment: The course is examined by projects and a written examination as follows: 10% for a first programming project in MT; 20% for a second larger programming project in LT; 70% for a two-hour written examination in the ST.

Teaching: 20 lectures (MA407) in MT and LT, 10 classes (MA407.A) and 20 Help Sessions in MT and LT.

Formative coursework: Weekly exercises are set and marked. Many of these will require implementation of programming exercises in Java.

Indicative reading: T H Cormen, C E Leiserson, R L Rivest and C Stein, *Introduction to Algorithms*; D Flanagan, *Java in a Nutshell*; J Hubbard, *Schaum's Outline of Programming with Java, 2nd edition*; N Carter, *Schaum's Outline of Computer Architecture*.

MA408 Half Unit Discrete Mathematics and Complexity

This information is for the 2009/10 session.

Teachers responsible: Professor Graham Brightwell, B303 and Dr Jozef Skokan, B303

Availability: The course is primarily intended for students taking the MSc Applicable Mathematics. Students on other MSc programmes may take the course subject to the approval of the Programme Tutor and the Lecturer.

Pre-requisites: Students should have taken the course MA407 **Algorithms and Computation** or an equivalent course to provide a basic knowledge of algorithms, and should have experience with proofs and proof techniques used in pure mathematics.

Course content: The first part of this course covers some basic parts of discrete mathematics, with emphasis on their algorithmic aspects. The problems considered in this part can be mostly solved by algorithms whose running time is a polynomial function of the size of the input. The second part is concerned with the idea of effective computability, and the identification of problems that (apparently) cannot be solved in polynomial time.

Topics to be covered include: Brief review of graph-theoretic terminology; Edge-colourings, matchings, Hall's Theorem; Network flows, the max-flow min-cut theorem, and its algorithmic version; Fundamental ideas about computability, Turing machines, the halting problem; Polynomial time, non-deterministic polynomial time, NP-complete and NP-hard problems.

Teaching: 20 lectures and 10 seminars in the LT

Indicative reading: N L Biggs, *Discrete Mathematics*, Oxford University Press; T H Cormen, C E Leiserson & R Rivest, *Introduction to Algorithms*, Cambridge University Press; R Diestel, *Graph Theory*, Springer; H S Wilf, *Algorithms and Complexity*, Prentice Hall; J A Bondy & U S R Murty, *Graph Theory with Applications*, North Holland. Several of these text are available online. More information, plus additional notes, will be provided during the course.

Assessment: One assessed coursework (20%) and a two-hour examination in the ST (80%).

MA409 Half Unit Continuous-Time Optimisation

This information is for the 2009/10 session.

Teacher responsible: Dr Adam Ostaszewski, B406

Availability: Intended for students on MSc Applicable Mathematics, MSc Financial Mathematics and MSc Risk and Stochastics and other suitably qualified students.

Pre-requisites: Students should have attended a course in Mathematical Methods, similar to MA200 **Further Mathematical Methods (Calculus)**, and should have experience with proofs and proof techniques used in pure mathematics.

Course content: This is a course in optimisation theory using the methods of the Calculus of Variations. No specific knowledge of functional analysis will be assumed and the emphasis will be on examples. It introduces key methods of continuous time optimisation in a deterministic context, and later under uncertainty. Calculus of variations and the Euler-Lagrange Equations. Sufficiency conditions. Pontryagin Maximum Principle. Extremal controls. Transversality conditions. Linear time-invariant state equations. Bang-bang control and switching functions. Singular control. Dynamical programming. Control under uncertainty. Itô's Lemma. Hamilton-Jacobi-Bellman equation. Verification lemma. Applications to Economics and Finance: Economic Growth models, Consumption and investment, Optimal Abandonment. If time allows: Black-Scholes model.

Teaching: 20 lectures and 10 seminars in MT. Revision lectures will be arranged in the ST.

Indicative reading: A full set of lecture notes will be provided. Reference will be made to the following books: E R Pinch, *Optimal Control and the Calculus of Variations*, Oxford Science Publications; G Leitmann, *Calculus of Variations and Optimal Control*, Plenum; A K Dixit & R S Pindyck, *Investment under Uncertainty*, Princeton University Press; D Duffie, *Security Markets*, Academic Press; D J Bell & D H Jacobsen, *Singular Optimal Control*, Academic Press; J L Troutman, *Variational Calculus and Optimal Control*, Springer; W H Fleming & R W Rishel, *Deterministic and Stochastic Optimal Control*, Springer; W H Fleming; H M Soner *Controlled Markov Processes & Viscosity Solutions*, Springer; G Hadley; M C Kemp, *Variational Methods in Economics*, North Holland; D Burghes; A Graham *Control and Optimal Control Theories with Applications*, Horwood.

Assessment: There will be a two-hour written examination in the ST.

MA410 Half Unit Information, Communication and Cryptography

This information is for the 2009/10 session.

Teacher responsible: Professor Norman L Biggs, B409

Availability: The course is primarily intended for students taking MSc Applicable Mathematics and MSc Financial Mathematics. Students on other MSc programmes may follow this course, provided they fulfil the pre-requisites.

Pre-requisites: Students should be taking the course MA407 **Algorithms and Computation** or an equivalent course.

Course content: This course provides an introduction, for students with a mathematical background, to the applications of mathematics in information theory, coding theory, cryptography, and related areas.

The course will cover mathematical aspects of the following topics: Noiseless coding, the Kraft-McMillan criterion, optimal coding, entropy, Shannon's first theorem; Noisy channels, capacity, system entropy; Error-correcting codes, decoding rules, bounds, construction and properties of linear and cyclic codes; Structure of natural languages, redundancy, the frequency table, making and breaking cryptosystems, historic examples; Public-key cryptography, complexity issues, the RSA system, authentication schemes, the ElGamal system, elliptic curve cryptography.

Teaching: 20 lectures and 10 seminars in the MT.

Indicative reading: N L Biggs, *Codes, An Introduction to Information, Communication and Cryptography*; G A Jones & J M Jones, *Information and Coding Theory*; C M Goldie & R G E Pinch, *Communication Theory*; D J A Welsh, *Codes and Cryptography*; D T Stinson, *Cryptography Theory and Practice*.

Assessment: One assessed coursework counting for 10%; two-hour written examination in the ST (90%).

MA411 Half Unit Probability and Measure

This information is for the 2009/10 session.

Teacher responsible: Dr Arne Lokka, B408

Availability: Intended for students on the MSc Applicable Mathematics and MSc Financial Mathematics, and other suitably qualified students. Optional for MSc Risk and Stochastics.

Pre-requisites: Some background in pure mathematics is essential.

Course content: The purposes of this course are (a) to explain the formal basis of abstract probability theory, and the justification for basic results in the theory, and (b) to explore those aspects of the theory most used in advanced analytical models in economics and finance. The approach taken will be formal. Probability spaces and probability measures. Random variables. Expectation and integration. Convergence of random variables. Conditional expectation. The Radon-Nikodym Theorem. Martingales. Stochastic processes. Brownian motion. The Itô integral.

Teaching: 20 hours of lectures and 10 hours of seminars in MT (and a revision lecture in ST).

Indicative reading: Full lecture notes will be provided. The following may prove useful: J S Rosenthal, *A First Look at Rigorous Probability Theory*; G R Grimmett & D R Stirzaker, *Probability and Random Processes*; D Williams, *Probability with Martingales*; N H Bingham & R Kiesel, *Risk-Neutral Valuation: Pricing and Hedging of Financial Derivatives*.

Assessment: Two-hour written examination in the ST.

MA412 Half Unit Functional Analysis and its Applications

This information is for the 2009/10 session.

Teacher responsible: Dr Amol Sasane, B305

Availability: The course is primarily intended for students taking MSc Applicable Mathematics. Students on other MSc programmes may follow this course, provided they fulfil the pre-requisites.

Pre-requisites: A background in undergraduate mathematics, in particular linear algebra (for instance, at the level of MA201 **Further Mathematical Methods (Linear Algebra)**) and ordinary calculus (for example, at the level of MA200 **Further Mathematical Methods (Calculus)**), would be sufficient as a prerequisite. Some degree of mathematical maturity is expected.

Course content: This course aims at familiarizing the student with the basic concepts, principles and methods of functional analysis and its applications. The topics covered are: normed and Banach spaces, continuous linear transformations, inner product and Hilbert spaces, compact operators, applications to differential equations, numerical analysis, optimization, and approximation theory with illustrative examples.

Teaching: 20 lectures (MA412) and 10 seminars (MA412.A) in MT

Formative coursework: Weekly exercises are set and marked.

Indicative reading: Jean-Pierre Aubin, *Applied Functional Analysis*, Wiley, 2000; A.V. Balakrishnan, *Applied Functional Analysis*, Springer, 1981; Erwin Kreyszig, *Introductory Functional Analysis with Applications*, John Wiley, 1989; Nicholas Young, *An Introduction to Hilbert Space*, Cambridge University Press, 1988.

Assessment: There will be a formal two-hour written examination in the ST (90%) and one piece of coursework to be completed in the middle of the MT (10%).

MA413 Half Unit Games of Incomplete Information

This information is for the 2009/10 session.

Teacher responsible: Dr Robert Simon, B404

Availability: The course is intended for students taking MSc Applicable Mathematics. Students on other MSc programmes may take the course subject to approval of the Programme Tutor and Lecturer.

Pre-requisites: Students should have taken MA402 (**Game Theory I**) or an equivalent course in game theory. A background in algebra, topology, or probability theory would be desirable. Some degree of

mathematical maturity is expected.

Course content: The techniques and results of game theory are increasingly important to economic analysis. This course focuses on the problems of information incompleteness and information asymmetry. This is a relatively new but rapidly expanding area of game theory with connections to several areas of economic theory, for example conflict resolution, auctions, principal-agent problems, and the logic of knowledge.

The course is divided into three parts, I Basic Results, II Repeated Games, III Bayesian Games. For the first part we cover the Min-max Theorem and Nash's Theorem of Equilibrium Existence, Extensive Form and Discounted Games. For the second part we cover Zero-sum Games with Vector Payoffs, The Value of the Zero-sum Repeated Game of Incomplete Information on One Side, Non-Zero-Sum Games with Incomplete Information on One Side, Incomplete Information on Two Sides, and Variations of Repeated Games of Incomplete Information. For the third part we cover Common Knowledge, Belief Spaces, Zero-Sum Bayesian Games, Locally Finite Games, Non-Zero-Sum Bayesian Games, Ergodic Theory and Ergodic Games, and Open Problems of Bayesian Games.

Teaching: The course consists of 20 lectures and 10 seminars in the LT. Revision lectures will be arranged in the ST.

Formative coursework: Weekly exercises are set and marked.

Indicative reading: A full set of lecture notes will be provided.

Useful accompanying texts are Robert J. Aumann and Michael B. Maschler, *Repeated Games with Incomplete Information*, MIT Press, 1995; L. Breiman, *Probability*; K. Border, *Fixed Point Theorems with Applications to Economics and Game Theory*; R Myerson, *Game Theory, Analysis of Conflict*, Harvard University Press; D Fudenberg & J Tirole, *Game Theory*, MIT Press.

Assessment: There will be a two-hour written examination in the ST.

MA414 Half Unit Stochastic Analysis

This information is for the 2009/10 session.

Teacher responsible: Dr Malwina Luczak, B310

Availability: This course is primarily intended for students studying for MSc Financial Mathematics, MSc Applicable Mathematics, MSc Accounting and Finance and MSc Management and Regulation of Risk. This course is also available to other suitably qualified students with the permission of the Degree Programme Director and the teacher responsible for the course.

Pre-requisites: MA411 Probability and Measure, or ST409 Stochastic Processes, or equivalent.

Course content: This course is concerned with a rigorous introduction to the area of stochastic analysis with emphasis on Itô calculus.

The course begins necessary preliminaries, followed by a construction of the standard Brownian motion and a study of its properties. A rigorous construction of Itô's integral is given, establishing Itô's isometry and Itô's formula. Subsequently, Lévy's characterisation of Brownian motion, martingale representation theorems and Girsanov's theorem are established. The course then expands on a study of stochastic differential equations.

Teaching: 20 lectures and 10 seminars in the Lent Term.

Formative coursework: Weekly exercises are set and form the basis of the classes.

Indicative reading: Full lecture notes will be provided.

The following may prove useful:

I Karatzas and S E Shreve, *Brownian Motion and Stochastic Calculus*, Springer; B Øksendal, *Stochastic Differential Equations: An Introduction with Applications*, Springer; D Revuz and M Yor, *Continuous Martingales and Brownian Motion*, Springer; L C G Rogers and D Williams, *Diffusions, Markov Processes, and Martingales*, Cambridge.

Assessment: A two-hour exam in the Summer Term.

MA415 Half Unit The Mathematics of the Black and Scholes Theory

This information is for the 2009/10 session.

Teachers responsible: Professor Mihail Zervos, B402 and Dr Arne Lokka, B408

Pre-requisites: MA400 September Introductory Course (Financial Mathematics)

Availability: This course is primarily intended for students studying for the MSc Financial Mathematics, MSc Risk and Stochastics and MSc Management and Regulation of Risk.

This course is also available to other suitably qualified students with the permission of the Degree Programme Director and the teacher responsible for the course.

Course content: This course is concerned with a mathematical development of the risk-neutral valuation theory. In the context of the binomial tree model for a risky asset, the course introduces the concepts of replication and martingale probability measures. The mathematics of the Black & Scholes methodology follow; in particular, the expression of European contingent claims as expectations with respect to the risk-neutral probability measure of the corresponding discounted payoffs, pricing formulae for European put and call options, and the Black & Scholes PDE are derived. A class of exotic options is then considered. In particular, pricing formulas for lookback and barrier options are derived using PDE techniques as well as the reflection property of the standard Brownian motion.

Teaching: 20 lectures, and 10 seminars in the MT.

Formative coursework: Weekly exercises are set and form the basis of the classes.

Indicative reading: N H Bingham and R Kiesel, *Risk-Neutral Valuation*, Springer; T Björk, *Arbitrage Theory in Continuous Time*, Oxford; P J Hunt and J Kennedy, *Financial Derivatives in Theory and Practice*, Wiley; D Lamberton and J Kennedy, *Introduction to Stochastic Calculus Applied to Finance*, Chapman & Hall; S E Shreve, *Stochastic Calculus for Finance: Continuous-time Models: vol. 2*, Springer.

Assessment: A two hour examination in the ST.

MA416 Half Unit The Foundations of Interest Rate, Foreign Exchange, and Credit Risk Theory

This information is for the 2009/10 session.

Teachers responsible: Professor Mihail Zervos, B402 and Dr Pavel Gapeev, B410

Availability: This course is primarily intended for students studying for the MSc Financial Mathematics and MSc Risk and Stochastics.

Pre-requisites: MA415 The Mathematics of the Black and Scholes Theory or equivalent.

Course content: This course is concerned with the mathematical foundations of interest rate and foreign exchange theory. The course starts with a development of the multi-dimensional Black & Scholes theory with stochastic market data. This is then used to show how discount bond dynamics modelling can be approached by (a) the modelling of the short-rate process and the market price of risk, which underlies the family of short-rate models, or (b) the modelling of the market price of risk and the discount bond volatility structure, which gives rise to the Heath-Jarrow-Morton (HJM) framework. The course then expands on the theory of interest rate market models, foreign exchange dynamics, and credit risk.

Teaching: 20 lectures and 10 seminars in the Lent Term.

Formative coursework: Weekly exercises are set and form the basis of the classes.

Indicative reading: T R Bielecki and M Rutkowski, *Credit Risk Modeling, Valuation and Hedging*, Springer; J James and N Webber, *Interest Rate Modelling*, Wiley; A J McNeil, R Frey, and P Embrechts, *Quantitative Risk Management: Concepts, Techniques, and Tools*, Princeton University Press; M Musiela and M Rutkowski, *Martingale Methods in Financial Engineering*, Springer; R Rebonato, *Modern Pricing of Interest-rate Derivatives: The LIBOR Market Model and Beyond*, Princeton.

Assessment: A two-hour exam in the Summer Term (100%).

MA417 Half Unit Computational Methods in Finance

This information is for the 2009/10 session.

Teachers responsible: Dr T Batu (B405) and Professor M Zervos (B402)

Availability: This course is primarily intended for students studying MSc Financial Mathematics. It is also available on MSc Finance, MSc Finance and Economics and MSc Management and Regulation of Risk.

Pre-requisites: MA400 September Introductory Course (Financial Mathematics)

Course content: The course starts with the implementation of binomial and trinomial trees. Random number generation, the fundamentals of Monte Carlo simulation and a number of related issues follow. Numerical solutions to stochastic differential equations and their implementation are considered. The course then addresses finite-difference schemes for the solution of partial differential equations arising in finance.

Teaching: 10 support lectures in MT, 20 lectures in LT and 10 seminars in LT (MA417.A).

Formative coursework: Weekly exercises and practicals are set and form the basis of the classes.

Indicative reading: D. J. Duffy, *Finite Difference Methods in Financial Engineering: A Partial Differential Equation Approach*, Wiley; P. Glasserman, *Monte Carlo Methods in Financial Engineering*, Springer; M. S. Joshi, *C++ Design Patterns and Derivatives Pricing*, Cambridge; P. E. Kloeden and E. Platen, *Numerical Solution of Stochastic Differential Equations*, Springer. B. Stroustrup, *The C++ Programming Language*, Addison Wesley.

Assessment: 50% for a two-hour exam in the Summer Term and 50% for a project based on independent study to be submitted by a given date in June. The project is a written report, normally between 15 and 20 pages long, 11pt, single-spaced.

MA418 Half Unit Preferences, Optimal Portfolio Choice, and Equilibrium

This information is for the 2009/10 session.

Teacher responsible: Dr Albina Danilova

Availability: This course is primarily intended for students studying for MSc Financial Mathematics and MSc Applicable Mathematics. This course is also available as an outside option to other suitably qualified students with the permission of the Degree Programme Director and the teacher responsible for the course.

Pre-requisites: MA415 The Mathematics of the Black and Scholes Theory, or ST409 Stochastic Processes, or MA411 Probability and Measure, or equivalent.

Course content: This course is concerned with the theory of optimal investment and consumption. The course starts with the derivation of utility functions from the axioms of an agent's preferences. Utility functions are then used as a measure of portfolio performance in a financial market. Optimal investment and consumption strategies are obtained for various utility functions in both complete and some types of incomplete markets. Equilibrium and asset price formation are considered in the context of complete and informationally incomplete markets.

Teaching: 20 lectures and 10 seminars in the Lent Term.

Formative coursework: Weekly exercises are set and form the basis of the classes.

Indicative reading: R. A. Dana and M. Jeanblanc, *Financial Markets in Continuous Time*, Springer; I. D. Duffie, *Dynamic Asset Pricing*, Princeton University Press; I. Karatzas and S. E. Shreve, *Methods of Mathematical Finance*, Springer.

Assessment: Two-hour exam in the Summer Term.

MA419 Half Unit Search Games

This information is for the 2009/10 session.

Teacher responsible: Professor Steve Alpern, B407

Availability: This course is intended primarily for students on MSc Applicable Mathematics, MSc Financial Mathematics and MSc Operational Research.

The course is also available to other suitably qualified students with

the permission of the Degree Programme Director and the teacher responsible for the course.

Pre-requisites: An elementary knowledge of probability theory: No prior knowledge of game theory is required.

Course content: In Search Theory, a mobile Searcher tries to minimize the time T taken to find something, which we call the Hider, in a known search space Q . The Hider may be stationary or mobile. In the zero sum game context (first half of the course), the Hider does not want to be found, or at least wants to maximize T . In the second half of the course we consider the Rendezvous Search Problem, in which the Hider also wants to minimize T . In both contexts the search space Q will often be taken as a finite network. In Search Theory, a unit-speed Searcher wishes to minimize the time T required to find (meet) a lost object or agent hidden in a known search region Q . This course concentrates on cases where the lost object is an agent who has motives of his own. The course content will be based on both Search Games (zero-sum games where a T -minimizing Searcher seeks a T -maximizing Hider) and Rendezvous Games (common-interest games where two lost searchers want to minimize T).

The first part of the course will consider Search Games. We begin with the case where the Hider is immobile – he picks his position in Q at the start of the game. We solve this game for the case where Q is a tree or a ‘weakly Eulerian’ network, assuming the Searcher starts in a location known to the Hider; then we remove this restriction. We then study Search Games where the Hider is mobile, the so-called ‘Princess and Monster’ games of R. Isaacs. Several special games are then studied, for example where the Searcher makes guesses and is given directional information about the Hider’s location (‘high-low search’), and the case of an unknown search region (maze).

The second part of the course studies the Rendezvous Search Problem. We begin with the player-asymmetric form of the problem, where the two Searchers may meet before the game to decide what strategy each will adopt. We then consider the player-symmetric form, where the Searchers are constrained to follow a common mixed strategy. Finally, we consider the incomplete information problem where a Searcher seeks an agent who might be a Hider (T -maximizer) or another Searcher (T -minimizer).

Teaching: 20 hours of lectures and 10 hours of seminars in the LT. A 1-hour revision lecture in the Summer Term.

Formative coursework: An assignment is set each week and marked by the tutor with feedback. Problem areas will be discussed in class.

Indicative reading: S. Alpern, S. Gal, *The Theory of Search Games and Rendezvous*, Springer, 2003; S. Gal, *Search Games*, Academic Press, 1980; S. Ross, *An Introduction to Stochastic Dynamic Programming*, Academic Press, New York, 1983; S. Alpern, *Rendezvous search: a personal perspective*. Operations Research 50, no. 5, 2003; A. Y. Garnaev, *Search Games and Other Applications of Game Theory*, Springer-Verlag, 2000; S. Alpern, J. V. Howard, *Alternating search at two locations*. Dynamics & Control 10, 319–339, 2000.

Assessment: Two-hour examination in the Summer Term (100%)

MA498

Dissertation in Mathematics

This information is for the 2009/10 session.

Teachers responsible: Professor Jan van den Heuvel, B304, other members of the Mathematics Department

Availability: MSc Applicable Mathematics only, except by special arrangement.

Course content: The Dissertation in Mathematics is an individual, substantial project as an introduction to mathematical research methods. The student will investigate and study an area of mathematical research or application of advanced mathematical techniques, and to write a report on their findings. The project may include some programming. The dissertation topic will normally be proposed by the Department.

Teaching: There will be a series of seminars, spread over the year. Several of these will be presentations by members of the Mathematics Department on proposed topics for dissertations

that they will be interested in supervising. Additional seminars will cover important aspects of writing a dissertation in mathematics. These will include: the use of the library for research; use of other (often electronic) resources; general aspects of writing mathematics; preparing a manuscript using mathematical text processing software (in particular LaTeX).

Each student will be assigned a supervisor who will monitor progress on a continuing basis and provide appropriate guidance. The student is also expected to submit some interim pieces of work during the year.

Indicative reading: Detailed suggestions for reading will be provided by the supervisor.

Assessment: Assessment is based entirely on the report, three hard copies and one electronic copy which must be submitted by 1st September 2010. (The report may include some software relating to the project.) Detailed information about the required format for this submission will be provided during the Seminars.

MC401 Half Unit

Citizenship and the Media

This information is for the 2009/10 session.

Teacher responsible: Dr Bart Cammaerts, S209

Availability: Available primarily for students on the following programmes: MSc Media and Communications, MSc Media, Communication and Development, MSc Media and Communications (Research), and MSc Politics and Communication. Other students may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Course content: The object of this course will be to examine the mainstream-as well as alternative-media social structures of communication from the perspective of their relationship to democratic citizenship, both from a rights and a cultural perspective. It will concentrate on examples from all over the world, relating to different political systems, as well as media contexts. The course will be structured according to the different functions media does/ should fulfil in terms of democratic citizenship: as a right, as participatory, as a mediator and as a tool for mobilisation. Topics include: notions of citizenship, civil society and the public sphere, communication rights, media as public service, the media as a political actor, media power, participation of citizens in mainstream and alternative media, hacktivism and media activism, deliberation, the media and the electoral process, linking informal and formal democratic processes

Teaching: Lecture/seminar (two-hours) x 10 MT; Revision session x 1 ST.

(Seminars may be given by different teachers. They do not necessarily deal with the same topics each week, but they will all cover the same ground).

Formative coursework: All students are expected to complete advanced reading, prepare seminar presentations and submit one essay of 1,500 words.

Indicative reading: Mouffe, C. (2005) *On the Political: Thinking in Action*, Routledge; Axford, B. and Huggins, R. (Eds) (2001) *New Media and Politics*, Sage; Street, J. (2001) *Mass Media, Politics and Democracy*, Palgrave; Webster, F. (Ed) (2001) *Culture and Politics in the Information Age: A New Politics?*, Routledge; Curran, J. and Gurevitch, M. (Eds) (2005) *Mass Media and Society* (4th edn), Hodder Arnold; Cammaerts, B. and Carpentier, N. (Eds) (2007) *Reclaiming the Media: Communication Rights and Democratic Media Roles*, Intellect; Bailey, O., Cammaerts, B. and Carpentier, N. (2007) *Understanding Alternative Media*, McGraw Hill; Dahlgren, P. (2009) *Media and political engagement: citizens, communication, and democracy*, Cambridge/New York: Cambridge University Press; Sanders, K. (2009) *Communicating Politics in the Twenty-First Century*, Basingstoke/New York: Palgrave MacMillan.

Assessment: A written assignment of not more than 3,000 words.

MC402 Half Unit

The Audience in Media and Communications

This information is for the 2009/10 session.

Teacher responsible: Professor Sonia Livingstone, S105

Availability: This course is available to students on MSc Media and

Communications and MSc Media and Communications (Research). It is an optional course for MSc Culture and Society, MSc Global Media and Communications (with Fudan or USC), MSc Media, Communication and Development, MSc Politics and Communication and MSc Social Research Methods. Students on degrees without a media and communications or social psychology component may attend subject to numbers, their own degree regulations and with the permission of Professor Livingstone.

Course content: This course examines a variety of social, cultural and psychological issues as they relate to the audiences for television and new media. It analyses people's everyday engagement with media, beginning with the history of audiences and audience research, then examining audiences for a variety of genres (such as news, soaps, talk shows and reality television), before addressing transformations in audiences and audience research with the advent of new media (especially hybrid, globalised, cross-media genres and user-generated content). The course frames its critical investigation of empirical audience studies in relation to theories of active audiences, reader-response theory, interpretative communities, encoding-decoding and fandom, among others. Students will be encouraged to read widely, to forge links with other aspects of media, communications and cultural studies, and to debate the nature and future of audiences in a changing media landscape.

Teaching: Lecture (two hours) x 1 MT, lecture (one hour) x 9 MT, seminar (one hour) x 9 MT.

Formative coursework: All students are expected to complete advance reading, prepare seminar presentations, and submit one essay of 1,500 words.

Indicative reading: Abercrombie, N. & B Longhurst, B. (1998) *Audiences: A Sociological Theory of Performance and Imagination*, Sage; Brooker, W. & Jermyn, D. (2003) *The Audience Studies Reader*, Routledge; Fiske, J. (1987) *Television Culture*, Routledge; Gillespie, M. (Ed) (2005) *Media Audiences*, Open University/McGraw Hill; Livingstone, S. (2005) *Audiences and Publics: When Cultural Engagement Matters for the Public Sphere*, Intellect; Liebes, T. & E Katz, E. (1995) *The Export of Meaning*, Polity; Morley, D. (1992) *Television, Audiences and Cultural Studies*, Routledge; Nightingale, V., & Ross, K. (eds.). (2003). *Critical Readings: Media and Audiences*, Open University Press; Schroeder, K., Drotner, K., Kline, S., and Murray, C. (2003) *Researching Audiences*, Arnold.

Assessment: A written assignment of not more than 3,000 words.

MC403 Half Unit Not available in 2009/10 Contemporary Issues in Media and Communications Regulation

This information is for the 2009/10 session.

Teacher responsible: Dr Damian Tambini, S216

Availability: Available primarily for students on the following programmes: MSc Media and Communications, MSc Media and Communications (Research), MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy and MSc Politics and Communication. Other students may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Course content: This course examines live issues in broadcasting, press and telecommunications policy with a focus on current debates. The aim will be to develop a practical approach to current debates at the same time referring to the longer term normative and theoretical background to intervention in this sector. After the first session, discussion will focus on a current issue each week, and the reading contains items relating to that issue. There may be some changes to the order of the sessions depending on availability of high profile guest speakers, and supplementary readings may be advised during seminars or by email. Students will be encouraged to debate current policy issues including those the regulators and the government are currently consulting on, and develop a critical understanding of policy intervention, the policy process and strategy.

This course utilises some of the key concepts and issues raised in course MC414 but will be of interest to students that have not taken it.

Teaching: Lecture/seminar (two-hours) x 10 LT; Revision session x 1 ST.

(Seminars may be given by different teachers. They do not necessarily deal with the same topics each week, but they all cover the same ground)

Formative coursework: Students on programmes in the Department of Media and Communications are required to submit formative coursework for certain courses only. Students registered in other departments may submit one piece of formative coursework to the seminar teacher for this course. All students are expected to complete advance reading and prepare seminar presentations.

Indicative reading: A reading list will be provided for each topic. General works relevant to the course include: Yochai Benkler. *The Wealth of Networks*. Yale University Press 2006. E Noam, *Interconnecting the Network of Networks* MIT Press, 2001; Freedman, Des. *The Politics of Media Policy*. Oxford Blackwell 2008; L Lessig, *The Future Of Ideas*, Basic Books, 2001; N Garnham, *Emancipation, The Media and Modernity*, Oxford University Press, 2000; R Mansell & R Silverstone (Eds), *Communication by Design*, Oxford University Press, 1996; R Collins & C Murrone, *New Media New Policies*, Polity, 1996; D Tambini and J Cowling, Eds *From Public Service Broadcasting to Public Service Communications*, IPPR, 2004; T O'Malley & C Soley, *Regulating the Press*, Pluto Press, 2000; Journals such as *Media Culture and Society*, *New Media and Society*, *Info and Telecommunications Policy*. The European Information Society portal http://europa.eu.int/information_society/index.htm as well as the OECD, OfCOM, and BBC websites.

Assessment: One 3,000 word essay.

MC404 Half Unit Political Communication

This information is for the 2009/10 session.

Teacher responsible: Dr Maggie Scammell, S213

Availability: This is a compulsory course for students on MSc Politics and Communication. It is also available as an option for students on MSc Media and Communications, and MSc Media and Communications (Research). The course is capped and not available to students from outside the Department of Media and Communications.

Course content: The aim of the course is to examine the relationship between the mass media and political processes. It offers a critical review of key aspects of contemporary theory and research in political communications. It also examines a range of interconnected issues concerning the politics/mass media relationship: media and political influence, political marketing and branding, news management and political advertising, celebrity politics, political reporting, the 'crisis' of current civic communications and journalism, media and war. It also looks at key theories in comparative political communications research and the crisis in public service broadcasting and civic communications, revisiting contemporary debates on the relationship between the media and the public sphere and examining the role of political journalism in stimulating public debate and its potential contributions to democracy.

Teaching: Lecture (one-hour) x 10 LT; Seminar (one-hour) x 10 LT; Revision session x 1 ST.

(Seminars may be given by different teachers. They do not necessarily deal with the same topics each week, but they all cover the same ground.)

Formative coursework: All students are expected to complete advance reading, prepare seminar presentations, and submit one essay of 1,500 words.

Indicative reading: S. Allan (Eds) *Journalism: Critical Issues*, Berkshire, Open University Press, 2005; W Lance Bennett & R Enteman (Eds), *Mediated Politics: Communication in the Future of Democracy*, Cambridge University Press 2001; A. Davis *The mediation of power: a critical introduction*, New York: Routledge, 2007; Doris Graber (Ed), *Media Power in Politics*, 5th edn, 2007; F. Esser and B. Pfetsch (Eds.) *Comparing Political Communications*, New York, Cambridge University Press, 2004; C. Matos *Journalism and Political Democracy in Brazil*, Lanham, New York and Plymouth, 2008; B. McNair *An Introduction to Political Communications*, London: Routledge, 2007; P. Norris, *Virtuous Circle*, Cambridge University Press (2000); R. Negrine and J. Stanyer (Eds.) *The Political*

Communication Reader, Routledge, 2007; M. Scammell & H. Semetko, *Media, Journalism and Democracy: A Reader*, Ashgate, 2000; M. Scammell, *Designer Politics*, Basingstoke, Macmillan, 1995; D. Swanson, & P. Mancini (Eds), *Politics, Media and Modern Democracy*, Praeger, 1996. S. Waisbord *Journalism in South America: news, accountability and democracy*, NY: Columbia University, 2000.

Assessment: A written assignment of not more than 3,000 words.

MC405 Half Unit

Current Issues in Media and Communications

This information is for the 2009/10 session.

Teachers responsible: Ms Claire Milne and Dr David Souter

Availability: This optional course is capped at 30 students and is intended primarily for students on MSc Media, Communication and Development. Remaining places will be available to MSc students in the Department of Media and Communications, with priority given to students on (i) the MSc Media and Communications/MSc Media and Communications (Research) and (ii) students on MSc Global Media and Communications (with Fudan or USC).

Course content: This course will examine how media resources are employed to advance international development, addressing a range of challenges including health, education, good governance, gender and human rights. There will be a special focus on the role of formative, process and summative research in communications for development projects. The course will draw on case studies of media development and development communication projects throughout Africa, Asia and the Middle East. The course objectives are: to examine the potential of media to contribute to a range of development objectives in developing countries; to explain how research methods can be applied and adapted to the requirements of these media development projects; and to illustrate, using case studies, the application of research approaches to a range of developing media environments throughout the world.

Teaching: Lecture (one-hour) x 10 LT; Seminar (one-hour) x 10 LT; Revision session x 1 ST.

(Seminars may be given by different teachers. They do not necessarily deal with the same topics each week, but they all cover the same ground.)

Formative coursework: All students are expected to complete advance reading, prepare seminar presentations, and submit one essay of 1,500 words.

Indicative reading: Puddephat, Andrew (March 2007) *Defining Indicators of Media Development*: Background Paper. UNESCO: Paris. Accascina, Gabriel. *Information and Communication technologies for Development in the Arab States*: overview, considerations and parallels with Asia; Bella Mody, *International and Development Communication: A 21st Century Perspective*, Thousand Oaks; Sage (2003); William B Gudykunst & Bella Mody, *Handbook of International and Intercultural Communication*, 2nd edn., Thousand Oaks: Sage (2001); Bella Mody, *Designing Messages for Development Communication: An audience participation-based approach*, New Delhi: Sage (1991); Church, Cheyanne and Rogers, mark M. (2006) *Designing for Results: Integrating Monitoring and Evaluation in Conflict Transformation Programs*. Washington D.C.: Search for Common Ground. Do, Mai P. & Kincaid, Lawrence (2006) Impact of an Entertainment-Education Television Drama on Health Knowledge and behaviour in Bangladesh: An Application of Propensity Score Matching. *Journal of Communication*. Vol. 11 (3) 301-325. BBC World Service Trust (2006) *African Media Development Initiative: Research Summary Report*. London.

Assessment: A written assignment of not more than 3,000 words.

MC407 Half Unit

Perspectives on Alternative and Community Media

This information is for the 2009/10 session.

Teacher responsible: Dr Linje Manyozo, S211

Availability: Available primarily for MSc Media and Communications, MSc Media and Communication (Research) and MSc Media, Communication and Development. Other students may

attend subject to numbers, their own degree regulations and the discretion of the teacher responsible.

Course content: The course discusses how alternative and community media function as a discourse of empowerment and identity. The content is organised around four themes: concepts, history, critical perspectives and empirical models. The concept theme will introduce, define and establish theoretical dimensions of key ideas and terms relating to alternative and community media. The historical strand will consider the trends in the emergence and expansion of alternative and community media within the different regions of the world and how globalization has shaped that growth. The critical perspective theme brings in theoretical debates and critiques that will help students understand the current debates in the field of alternative and community media. The last strand, the empirical models, will involve building on the critical perspectives in order to raise questions on the design, implementation and sustainability of alternative and community media initiatives around the world over.

Teaching: Lectures 10 x 1 hour MT, seminars 10 x 1 hour MT.

Formative coursework: All students are expected to complete advance reading, prepare seminar presentations, and submit one essay of 1,500 words.

Indicative reading: Bailey, O., Cammaerts, B. and Carpentier, N. (2007) *Understanding Alternative Media*, Maidenhead: Open University Press; Bohman, J and Regh, W (1997) *Deliberative Democracy: Essays on Reason and Politics*, Massachusetts, London and Cambridge: MIT Press; Chitty, N and Rattikalchalakorn, S (Eds.) (2007) *Alternative Media: Idealism and Pragmatism*, Southbound: Penang; Couldry, N. and Curran, J. (eds.) (2003) *Contesting Media Power: Alternative Media in a Networked World*, Lanham, MD: Rowman and Littlefield; Gramsci, A. (1971) *Selections from the Prison Notebooks of Antonio Gramsci*, New York: International Publishers; Howley, K. (2005) *Community Media: People, places, and communication Technologies*, Cambridge: Cambridge University Press; Jankowski, N., Prehn, O. and Stappers, J. (eds.) (1992) *The People's Voice. Local Radio and Television in Europe*, London, Paris and Rome: John Libbey and Company; Rennie, E. (2006) *Community Media: A Global Introduction*, Lanham and Oxford: Rowman and Littlefield; Rodriguez, C. (2001) *Fissures in the Mediascape: An International Study of Citizens' Media*, New Jersey: Hampton Press; Vargas, L. 1995. *Social Uses and Radio Practices: The Use of Participatory Radio by Ethnic Minorities in Mexico*, Boulder, San Francisco and Oxford: Westview.

Assessment: A written assignment of not more than 3,000 words.

MC408 Half Unit

Theories and Concepts in Media and Communications I (Key concepts and interdisciplinary approaches)

This information is for the 2009/10 session.

Teacher responsible: Professor Robin Mansell, S107

Availability: This is a compulsory course for students taking the following programmes: MSc Media and Communications, MSc Media and Communications (Research), MSc Global Media and Communications (with Fudan or USC), MSc Media, Communication and Development; MSc Politics and Communication. An optional course for MSc Gender, Media and Culture, MSc Political Sociology, MSc Management, MPA Public and Economic Policy/MPA Public Policy and Management/MPA European Public and Economic Policy and MPA International Development and certain other MSc programmes. It is also open to other appropriately qualified students with the agreement of the teacher responsible.

Course content: This course addresses key theoretical and conceptual issues in the study of media and communications, within a broadly interdisciplinary social science perspective. It grounds the analysis of media and communications phenomena within broader sociological and political theories of social order and social change, thereby revealing the shifting significance of the media environment for relations among the state, market and public sphere in a globalising knowledge society.

The course is divided into two main sections. The first examines key concepts underpinning the analysis of media and communications

phenomena in order to understand processes of power and mediation in contemporary societies. The second explores selected critical perspectives which have proved influential in the field of media and communications. As a team taught course that combines weekly lectures and seminars, its purpose is to expose students to a range of research-led debates at an advanced level, and to enable students to develop their understanding and critical appraisal of the relation between media and power at the levels of institutions, culture and social processes.

The course also includes an invited speaker seminar series which addresses the interface between academic issues taught on the Media and Communications programmes and professional issues facing the media and communications industry. Speakers will normally include a mix of journalists and executives working for UK and global media companies in London. The purpose of the seminar is to provide an opportunity for students to relate the topics and themes addressed within their academic studies to the debates and concerns currently facing practitioners.

Teaching: MC408.1 Lecture (one hour) x 10 MT and x 1 ST (revision)
MC408.2 Seminar (1.5 hours) x 9 MT and x 1 ST (revision)
MC408.3 Polis Dialogues: Seminar (1.5 hours) x 9 MT
MC408.4 Non-compulsory weekly MCLab sessions, taught by Graduate Teaching Assistants, are provided for students registered on MSc programmes in the Department of Media and Communications.

Formative coursework: All students are expected to complete advance reading, prepare seminar presentations, and submit one timed essay of 1,500 words during MT.

Indicative reading: A reading list will be provided for each topic. General works relevant to the course include:

Bennett, L. & Entman, R. (Eds) (2001) *Mediated Politics: Communication in the Future of Democracy*, Cambridge University Press; Bhabha, H. K. (2004) *The Location of Culture*, Routledge; Briggs, A. and Burke, P. (2002) *A Social History of the Media: From Gutenberg to the Internet*. Polity; Butsch, R. (ed.), (2007) *Media and Public Spheres*. Palgrave Macmillan; Chadwick, A. (2006) *Internet Politics: States, Citizens, and New Communication Technologies*, Oxford University Press; Chouliaraki, L. (2006) *The Spectatorship of Suffering*, Sage; Curran, J. (2002) *Media and Power*, Routledge; Curran, J. & Gurevitch, M. (eds) (2005) *Mass Media and Society*. 4th ed. Arnold; Dahlgren, P. (1995) *Television and the Public Sphere*, Sage; Mackay, H. & O'Sullivan, T. (eds.) (1999) *The Media Reader: Continuity and transformation*. Sage; McChesney, R. (2000) *Rich Media Poor Democracy*. New Press; Silverstone, R. (2007) *Media and Morality*. Polity; Calabrese, A. & Sparks, C. (eds) (2004) *Toward a Political Economy of Culture, Capitalism and Communication in the 21st Century*, Rowman & Littlefield; Tomlinson, J. (1999) *Globalization and Culture*. University of Chicago Press; Thompson, J.B. (1995) *The Media and Modernity: A social theory of the media*. Polity.

Assessment: A formal two-hour examination in the ST: two questions from a choice of five.

MC409 Half Unit Media, Technology and Everyday Life

This information is for the 2009/10 session.

Teacher responsible: Dr Leslie Haddon, K104

Availability: Available for students on the following programmes: MSc Culture and Society, MSc Global Media and Communications (with Fudan or USC), MSc Media, Communication and Development, MSc Media and Communications, MSc Media and Communications (Research) and MSc Politics and Communication. Other students may attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Course content: The course aims to explore how information and communication technologies are experienced in everyday life. This includes examining how ICTs are socially shaped, through looking at current theoretical frameworks as well as historical and contemporary examples. The course covers such matters as the domestication of ICTs, changes in their role over time, their place in social networks and their implications of and for time and space. Finally, a range of potential social consequences are considered, from the specific implications for parent-child relationships to

broader questions about the extent to which these technologies are changing social life.

Teaching: Lecture (one-hour) x 10 LT; Seminar (one-hour) x 10 LT

Formative coursework: All students are expected to complete advance reading, prepare seminar presentations, and submit one essay of 1,500 words.

Assessment: A written assignment of not more than 3,000 words.

Indicative reading: Haddon, L. (2004) *Information and Communication Technologies in Everyday Life: A Concise Introduction and Research Guide*, Berg; Silverstone, R. & Hirsch, E. (Eds) (1992) *Consuming Technologies*, Sage; Ling, R. (2004) *The Mobile Connection: The Cell Phone's Impact on Society*, Morgan Kaufmann; Dutton, W. H. (Ed) (1999) *Society on the Line: Information Politics in the Digital Age*, Oxford University Press; Wellman, B. & Haythornthwaite, C. (Eds) (2002) *The Internet in Everyday Life*, Oxford University Press; Bakardjieva, M. (2005) *Internet Society: The Internet in Everyday Life*, Sage; Katz, J. & Rice, R. (2002) *Social Consequences of Internet Use*, MIT Press; Berker, T, Hartmann, M., Punie, Y and Ward, K. (Eds) (2005) *Domestication of Media and Technologies*, Open University Press; Ito, M., Matsuda, M. & Okabe, D. (Eds) (2005) *Personal, Portable, Pedestrian, Mobile Phones in Japanese Life*, MIT Press; Buckingham D. and R. Willett, Digital Generations (Eds) (2006) *Digital Generations: Children, Young People and New Media*, Erlbaum; Ling, R. (2008) *New Tech, New Ties. How Mobile Communication is Shaping Social Cohesion*, MIT Press.

MC411 Half Unit Media and Globalisation

This information is for the 2009/10 session.

Teacher responsible: Professor Terhi Rantanen, S106

Availability: This is a capped course. It is restricted to students taking the MSc Global Media and Communications (with Fudan or USC).

Course content: The aim of this course is to explore and demonstrate the role of the media and communications in the processes of globalisation by introducing the relevant literature, by examining various theories of globalisation and by identifying their relevance in understanding the media. Topics taught include: Introduction, Theorising Globalisation Mediation; How to Study Global Mediation, Mediagraphics; Global Media Power; Time, Place and Space; Identity; Generations and Memory; Global Events; Cosmopolitanisation.

Teaching: Lecture (one-hour) x 10 MT; Seminar (one-hour) x 10 MT; Revision session x 1 ST.

(Seminars may be given by different teachers. They do not necessarily deal with the same topics each week, but they will all cover the same ground.)

Formative coursework: All students are expected to complete advance reading, prepare seminar presentations, and submit one timed essay of 1,500 words.

Indicative reading: A reading list will be provided for each topic. General works relevant to the course include; T. Flew, *Understanding Global Media*. Palgrave, 2007; L. Kang, *Globalization and Cultural Trends in China*. University of Hawaii Press, 2004; J Lull, *Media, Communication, Culture: A global approach* (2nd ed), Polity Press, 2000; T. Rantanen, *The Global and the National. Media and Communications in Post-Communist Russia*. Rowman & Littlefield, 2002; T. Rantanen, *The Media and Globalization*. Sage, 2004; C Sparks, *Globalisation, Development and the Mass Media*, Sage, 2007; J. D. Straubhaar *World Television. From Global to Local*. Sage, 2007; J. Tomlinson, *Globalization and Culture*, Polity Press, 1999.

Assessment: A formal two-hour examination in the ST; two questions from a choice of five.

MC413 Half Unit New Media, Information and Knowledge Systems

This information is for the 2009/10 session.

Teacher responsible: Professor Robin Mansell, S107

Availability: This is an optional course for students on MSc Global Media and Communications (with Fudan or USC), MSc Media and Communications, MSc Media and Communications (Research), MSc

Media, Communication and Development and MSc Politics and Communication. Other students may attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Course content: The aim of this course is to provide insight into analytical perspectives on the social, organisational, and economic processes contributing to innovation within the new media, information and knowledge systems that are characteristic of communication and information intensive societies of the 21st century. The course begins from the premise that both new and old media and information and communication technologies are developed and used within a complex innovation system with local and global dimensions. The course is designed to enable students to understand the interrelationships between innovations in information and communication technologies and the implications for transformations in society. Students are encouraged to formulate critical appraisals of how the social and technical innovation systems associated with new media are creating new opportunities for individual and collective interaction. Normally, topics will encompass perspectives on innovation systems, e-services for citizens and businesses, Internet governance, intellectual property rights, policy and regulation, the Internet and the economy, and new media and social equity.

Teaching: Lecture (one hour) x 10 MT; Seminar (one hour) x 9 MT.

Formative coursework: All students are expected to complete advance reading, prepare seminar presentations, and submit one essay of 1,500 words.

Indicative reading: Castells, M. (2007) 'Communication, Power and Counter-power in the Network Society', *International Journal of Communication*, 1(1): 238-266; Castells, M. (2009) *Communication Power*, Oxford University Press; Garnham, N. (2000) *Emancipation, the Media and Modernity: Arguments about the Media and Social Theory*, Oxford University Press; Lessig, L. (2006) *Code Version 2.0*, Basic Books; Mansell, R. & Steinmueller, W. E. (2000) *Mobilizing the Information Society: Strategies for Growth and Opportunity*, Oxford University Press, pbk 2002; Mansell, R. (Ed) (2002) *Inside the Communication Revolution: Evolving Patterns of Social and Technical Interaction*, Oxford University Press; Mansell, R., Samarajiva, R. & Mahan, A. (Eds) (2002) *Networking Knowledge for Information Societies: Institutions and Intervention*, Delft University Press; Mansell, R. & Collins, B. S. (Eds) (2005) *Trust and Crime in Information Societies*, Edward Elgar Publishers, pbk 2007; Mansell, R., Avgerou, C., Quah, D. & Silverstone, R. (Eds) (2007) *The Oxford Handbook of Information and Communication Technologies*, Oxford University Press, pbk 2009.

Assessment: A written assignment of not more than 3,000 words.

MC414 Half Unit Media and Communications Regulation in Theory and Practice

This information is for the 2009/10 session.

Teacher responsible: Dr Damian Tambini, S216

Availability: This is an optional course for students taking MSc Media and Communications, MSc Media and Communications (Research) and MSc Media, Communication and Development. Other students may attend subject to numbers, their own degree regulations and the discretion of the teacher responsible.

Course content: When a large media company changes hands, or when links are revealed between political and media power, questions are raised about what this reveals about our political systems. But issues of media ownership and control are only one part of an overlapping and interdependent system of public control and accountability of the media. This course offers a practical introduction to the regulatory system for the media, and examines the extent to which current technology shifts recast policy and political frameworks.

Electronic communications media are subject to various forms of public management, law and regulation for a variety of reasons: because they depend on exploitation of scarce public resources such as spectrum, because of concerns about the democratic impact of the media, or because governments hope to develop key infrastructures such as telecommunications networks.

These processes of management, law and regulation are

undergoing constant revision and contestation due both to shifting public and ideological concerns and to technological and market driven change. In particular the twentieth century has witnessed a general shift from public/state monopolies to markets in delivering communications services. And in many respects the future of public accountability hangs in the balance: should regulation be continued, or simply removed as new communications services replace the established 'mass media'.

The aim of this course is to give students a clear picture of the ways in which media and communications sectors are regulated, and the policy debates that justify various forms of public intervention. On the one hand, this means understanding key terms, concepts, issues and developments in media and communications policy and regulation. On the other hand, it also means stepping back and reflecting on how those issues and developments themselves are a product of persuasive discourse and rhetorical efforts of interested parties involved in shaping policy and regulatory outcomes.

Teaching: Lecture/seminar (two hours) x 10 LT.

Formative coursework: All students are expected to complete advance reading, prepare seminar presentations, and submit one essay of 1,500 words.

Indicative reading: Freedman, D. (2008) *The Politics of Media Policy*, Blackwell; Department for Culture, Media and Sport/ Department of Trade and Industry (2009) 'Digital Britain' *The Final Report*, London; Held, T. (2007) 'Co-Regulation in European Union Member States', *Communications* 32(S): 415-422; Iverson, E. J., Vedel, T., and Werle, R. (2004) 'Standardization and the Democratic Design of Information and Communication Technology', *Knowledge, Technology & Policy*, 17(2): 104-126; Mansell, R. and Steinmueller, W. E. (2000) 'Competing Interests and Strategies in the Information Society' in *Mobilizing the Information Society: Strategies for Growth and Opportunity*. Oxford: Oxford University Press, Chapter 1, pp. 8-36; Menon, S. (2006) 'Policy Initiative Dilemmas Surrounding Media Convergence: A Cross National Perspective', *Prometheus* 24(1): 59-80; Padovani, C. and Nordenstreng, K. (2005) 'From NWICO to WSIS: Another world information and communication order?: Introduction', *Global Media and Communication* 1(3): 264-272; Richards, E., Foster, R. and Kiedrowski, T. (eds) (2006) *Communications: The Next Decade. A Collection of Essays prepared for Ofcom*. Stein, L. (2004); 'Understanding Speech Rights: Defensive and empowering approaches to the First Amendment', *Media Culture and Society*, 26(1): 103-120; Tambini, D. (2009). *Transformation of the Public Sphere: Law, Policy and the Boundaries of Publicness*. In: *Mediating Europe*. Jackie Harrison and Bridget Wessels, eds. Berghahn Books New York, 2009. p 47-72; Tambini, D., Leonardi, D. and Marsden, C. (2008) *Codifying Cyberspace. Self regulation in Convergent Media*, London: Routledge.

Assessment: A written assignment of not more than 3,000 words.

MC416 Half Unit Representation in the Age of Globalisation

This information is for the 2009/10 session.

Teacher responsible: Dr Shani Orgad, S110

Availability: This course is capped at 45 students and is restricted to those taking the MSc Global Media and Communications (with Fudan or USC).

Course content: The aim of this course is to explore the opportunities and challenges of media representations in a global environment.

Images and stories circulated in the media play a central role in contemporary social life. We become increasingly dependent, often exclusively, on what we see, read and hear in the news, on our favourite television drama series, in advertisements, on the radio, and over the Internet. This course focuses on the way media representations are implicated in the exercise of power through the construction of meaning. It explores the opportunities that media representations present for the creation of a global and interconnected space, which enables the people living in it to conduct their social, cultural, political and economic lives in positive and moral ways. At the same time, the course discusses some of the critical challenges, limits and threats those visual and

textual representations present. The discussion focuses on the representation of the Other and the production of difference, the representation of suffering, migration, terrorism, and conflict, timely issues whose centrality is ever more vivid. It examines how transformations in the contemporary media landscape, such as the expansion of new media, the increasing commodification and the increasing global scope of communication, shape the ways in which these issues are framed, imaged, and constructed, and what consequences this may have.

Teaching: Lecture (one hour) x 9 MT + Lecture (two hours) x 1 MT; Seminar (one hour) x 9 MT.

Formative coursework: All students are expected to complete advance reading, prepare seminar presentations, and submit one essay of 1,500 words.

Indicative reading: Boltanski, L. (1999) *Distant Suffering: Morality, Media and Politics*, Cambridge University Press; Chouliaraki, L. (2006) *The Spectatorship of Suffering*, Sage; Cohen, S. (2001) *States of Denial: Knowing about Atrocities and Suffering*, Polity; Hall, S. (1997) *Representation: Cultural Representations and Signifying Practice*, Sage; Macdonald, M. (2003) *Exploring Media Discourse*, Arnold; Moeller, S. D. (1999) *Compassion Fatigue*, Routledge; Pickering, M. (2001). *Stereotyping: The Politics of Representation*, Palgrave; Said, E. (1985) *Orientalism*, Penguin; Silverstone, R. (2007) *Media and Morality: On the Rise of the Mediapolis*, Polity.

Assessment: A written assignment of not more than 3,000 words.

MC417 Half Unit Democracy and the Media

This information is for the 2009/10 session.

Teacher responsible: Dr Maggie Scammell, S213

Availability: This is a capped course. It is compulsory for, and restricted to, students taking the MSc Politics and Communication.

Course content: This course examines the links between the media and democracy in theory and practice. More specifically, it examines theories of democracy and the obligations of media; issues of press freedom and the limits to free speech; media and elections; media and public policy; the Internet and political participation; reporting in the digital age; media in international context and the relationship between the media and social movements. This course discusses the role assumed by the media in both advanced democratic societies and emerging democracies, looking critically in particular at the limits to the functioning of the democratic potentials of media systems in these countries, and their relationship to wider political, economic and social structures.

Teaching: Lecture (one hour) x 7 MT; Seminar (one hour) x 7 MT; Student-presented case study classes (two hours) x 3 MT; Revision session x 1 ST.

Formative coursework: All students are expected to complete advance reading, prepare seminar presentations, and submit one timed essay of 1,500 words during MT.

Indicative reading: J. Curran *Media and Power*, London: Routledge, 2002; R. Gunther & A. Mughan, *Democracy and the Media: A comparative perspective*, CUP, 2000; D Hallin & P Mancini, *Comparing Media Systems*, CUP, 2003; R. Hackett and Y. Zhao (Ed) *Democratizing global media: one world, many struggles*, Lanham, MD: Rowman and Littlefield, 2005; D. Held, *Models of Democracy*, 2nd edn, Cambridge: Polity, 1996; H Jenkins & D Thorburn, *Democracy and the New Media*, MIT, 2003; J. Lichtenberg (Ed.) *Democracy and the Mass Media*, NY: Cambridge University Press, 1991; Susan Pharr & R Putnam, *Disaffected Democracies*, 2000; P Robinson, *The CNN Effect: The Myth of News Media, Foreign Policy and Intervention*, London: Routledge, 2002; D. Potter (Ed) *Democratization*, Cambridge: Polity Press, 1997; P. H. Smith *Democracy in Latin America: political change in comparative perspective*, New York: Oxford University Press, 2005; B. Cammaerts & N. Carpentier (Eds) *Reclaiming the Media: communication rights and democratic media roles*, ECREA book series, Bristol: Intellect 2006.

Assessment: A formal two-hour examination in the ST: two questions from a choice of five.

MC418 Half Unit Theories and Concepts in Media and Communications II (Processes of communication in modern life)

This information is for the 2009/10 session.

Teacher responsible: Dr Damian Tambini, S216

Availability: This is an compulsory course for students taking MSc Media and Communications and MSc Media and Communications (Research). It is an optional course for students taking the following programmes: MSc Gender, Media and Culture, MSc Culture and Society, MSc Global Media and Communications (with Fudan or USC), MSc Media, Communication and Development, MSc Politics and Communication, MPA Public and Economic Policy/MPA Public Policy and Management/MPA European Public and Economic Policy, MSc Management and MPA International Development MSc Political Sociology. It is also open to other appropriately qualified students with the agreement of the teacher responsible.

Course content: This course examines the processes of communication that underpin social, economic and institutional relations across diverse spheres of modern life. It takes an interdisciplinary and theoretical perspective, comparing the claims and contribution of selected key theories of communication in order to understand and critique the symbolic and material power of communications media.

With a substantive focus on the historical shifts from mass to networked media and from national to globalised communication processes, the course is divided into two parts. First, it offers a critical discussion of selected approaches to theorising communication. Second, it examines a series of contemporary problematics, drawing on current research debates in the field of media and communications and beyond.

The course is team taught by active researchers in the field of media and communication and aims to enable students to develop their critical understanding of the communication processes central to the contemporary media and communications environment in the context of social and technological change.

Teaching: MC418.1 Lecture (one hour) x 10 LT and x 1 ST (revision)

MC418.2 Seminar (1.5 hours) x 10 LT and x 1 ST (revision)

MC418.4 Non-compulsory weekly MCLab sessions, taught by Graduate Teaching Assistants, are provided for students registered on MSc programmes in the Department of Media and Communications

Formative coursework: All students are expected to complete advance reading, prepare seminar presentations, and submit one timed essay of 1,500 words.

Indicative reading: A reading list will be provided for each topic. General works relevant to the course include:

Anderson, B. (1983) *Imagined Communities*, Verso; Bailey, G. O., Georgiou, M. and Harindranath, R. (eds) (2007) *Transnational Lives and the Media: Reimagining Diasporas*, Palgrave; Bolter, J. D., & Grusin, R. (1999). *Remediation: Understanding New Media*, MIT Press; Braman, S. (ed.) (2003), *Communication Researchers and Policy-Making*, MIT Press; Castells, M. (2009) *Communication Power*, Oxford University Press; Hall, S. (ed.). (1999) *Representation: Cultural representations and signifying practices*, Sage; Jenkins, H. and Thorburn, D. (eds) (2003) *Democracy & New Media*, MIT Press; Mansell, R., et al. (eds) (2007) *The Oxford Handbook of Information and Communication Technologies*, Oxford University Press; McLuhan, M. (2001[1964]); *Understanding Media: The Extensions of Man*, Routledge; Meyrowitz, J. (1985) *No Sense of Place*, Oxford University Press; Morley, D. (2000) *Home Territories: Media, Mobility and Identity*, Routledge; van Dijk, J. A. G. M. (2006) *The Network Society: Social Aspects of New Media*, Sage.

Assessment: A formal two-hour examination in the ST: two questions from a choice of five.

MC419 Half Unit Modern Campaigning Politics

This information is for the 2009/10 session.

Teacher responsible: Dr Bart Cammaerts, S209

Availability: This is a capped course. It is optional for, and

restricted to, students taking the MSc Politics and Communication.

Course content: Modern campaigning politics. The practice of modern political campaigns based primarily on US and UK politics and elections since 1987.

The focus is practical politics. The course is taught by a series of invited guest lecturers who are experts in the field of political campaigning for political parties and NGOs. It will connect with theory taught in the MSc programme's core courses concerning media influence, elections and voting behaviour and public opinion. It will enable students to see how theory is relevant and applied to the practice of modern political campaigns in the context of the changing nature of modern global politics, the politics of disengagement and identity. It will examine core and general concepts in campaigning including political strategy and how it is developed; 'political message', and the shaping of public opinion; and election campaigning and how successful campaigns are planned and implemented. The course will link campaign-relevant theory and practice through recent case histories of illustrative campaigns/political projects.

Teaching: Lecture (one hour) x 10 LT; Seminar (one hour) x 10 LT.

Formative coursework: All students are expected to complete advance reading, prepare seminar presentations, and submit one essay of 1,500 words.

Indicative reading: Denton E. D. (Ed.) (2000) *Political Communication Ethics: An Oxymoron?*, Praeger Publishers; Gould, P. (1998) *The Unfinished Revolution: How the Modernisers Saved the Labour Party*, Little Brown; Morris, D. (1998) *Behind the Oval Office: Getting Re-elected Against All Odds*, Renaissance Books; Negrine, R. (2006) *The Political Communication Reader*, Routledge; Nimmo, D. D. (2001) *Political persuaders: the techniques of modern election campaigns*, Transaction Publishers; Norris, P. & Wlezién, C. (Eds) (2005) *Britain Votes 2005*, Oxford University Press; O'Shaughnessy, N. G. & Henneberg, S. (2002) *The Idea of Political Marketing*, Greenwood; Sanders, K. (2009) *Communicating Politics in the Twenty-First Century*, Palgrave; Stanyer, J. (2007) *Modern Political Communication*, Polity; Stephanopoulos, G. D. (2000) *All Too Human*, Back Bay Books; Stockwell, S. (2005) *Political Campaign Strategy: Doing Democracy in the 21st Century*, Australian Scholarly; Swanson, D. L. & Mancini, P. (1996) *Politics, Media, and Modern Democracy An International Study of Innovations in Electoral Campaigning and Their Consequences*, Greenwood; Trent, J. S. & Friedenberg, R. V. (2007) *Political Campaign Communication: Principles and Practices* – 6th edition, Rowman & Littlefield; Maarek, P. and G. Wolfsfeld (2003) *Political communication in a new era: a cross-national perspective*. London: Routledge.

Assessment: A written assignment of not more than 3,000 words.

MC420 Half Unit Identity, Transnationalism and the Media

This information is for the 2009/10 session.

Teacher responsible: Dr Myria Georgiou, S113

Availability: Available as an optional course for students on the following programmes: MSc Global Media and Communications (with Fudan or USC), MSc Culture and Society, MSc Media and Communications, MSc Media and Communications (Research), MSc Media, Communication and Development and MSc Gender, Media and Culture. Other students may attend subject to numbers, their own degree regulations and the discretion of the teacher responsible.

Course content: This course examines the relation between identity and the media in the context of transnationalism. The module starts with an exploration of the meanings of identity at present times, especially in relation to its complexity, multiplicity and hybridity. It then looks at the way identity is shaped in various spaces where everyday unfolds – esp. the local, the urban, the national, and the global. The discussion develops further with an exploration of the diasporic experience and other transnational experiences and forms of human mobility that challenge the limits of identity, community and belonging. All elements of the discussion raise the importance of media and communications technologies in connecting and disconnecting people with consequences for communities, media production, and politics of representation in the cultural and political spheres.

Teaching: Lecture (one hour) x 10 LT; Seminar (one hour) x 10 LT.

Formative coursework: All students are expected to complete advance reading, prepare seminar presentations, and submit one essay of 1,500 words.

Indicative reading: Appadurai, A. (1996) *Modernity at Large: The Cultural Dimensions of Globalization*, University of Minnesota Press; Bailey, Guedes O., M. Georgiou and R. Harindranath (eds.) (2007) *Transnational Lives and the Media: Reimagining Diasporas*, Palgrave; Beck, U. (2006) *Cosmopolitan Vision*. Cambridge: Polity; Bhabha, H. (1994) *The Location of Culture*, Routledge. Du Gay, P. et al. (eds.) (2000) *Identity: A Reader*, Sage; Hall, S. and P. du Gay (eds.) (1996) *Questions of Cultural Identity*, Sage; Georgiou, M. (2006). *Diaspora, Identity and the Media: Diasporic Transnationalism and Mediated Spatialities*, Hampton Press; Gilroy, P. (2004) *After Empire: Multiculture or Postcolonial Melancholia*, Routledge; Harvey, D. (2006) 'Cosmopolitanism and the Banality of Geographical Evils' in *The British Journal of Sociology* 2006 (57) 1; Naficy, H. (ed.) (1998) *Home, Exile, Homeland*, Routledge; Ong, A. (1999) *Flexible Citizenship: The Cultural Logics of Transnationality*, Duke University Press; Werbner, P. (2008) *Anthropology and the New Cosmopolitanism: Rooted, Feminist and Vernacular Perspectives*, Berg.

Assessment: A written assignment of not more than 3,000 words.

MC421 Half Unit Critical Approaches to Media, Communication and Development

This information is for the 2009/10 session.

Teacher responsible: Dr Linje Manyozo, S211

Availability: This course is capped at 30 students and is compulsory for those on the MSc Media, Communication and Development. Remaining places will be available to MSc students in the Department of Media and Communications, with priority to be given to students on the MSc Media and Communications/MSc Media and Communications (Research).

Course content: The content of the course is framed to address the tensions between 'media for development' and 'communication for development', while challenging mainstream perspectives on the role of media and communication in low income countries. It achieves this aim by emphasising the conflictual relationships between economic and political power and the empowerment of individuals, as well as among collective groupings within their local contexts.

The course offers a critique of the scholarly and policy oriented literature that regards the media, information, and communication strategies and information and communication technology applications, as potential means of alleviating poverty and fostering democracy as well as human rights in low-income countries. It offers alternative theorisations of the contested way in which developments in these areas become embedded in the cultural and social fabric, especially where poverty and unequal power relations influence the capacities of individuals to make changes in their lives.

Teaching: Lectures (one-hour) x 10 MT and x 1 ST (revision):

Seminar (one-hour) x 9 MT.

Formative coursework: All students are expected to complete advance reading, prepare seminar presentations, and submit one timed essay of 1,500 words.

Indicative reading: Freire, P. (1970) *Pedagogy of the Oppressed*, New York: Continuum; Hemer, O. and Tufte, T. (eds) (2005) *Media and Global Change: Rethinking Communication for Development*, Buenos Aires: CLACSO and NORDICOM; International Commission for the Study of Communication Problems. (2004) *One World: Communication and Society, Today and Tomorrow; Towards a New More Just and More Efficient World information and communication order*, London, New York and Paris: UNESCO and Roman & Littlefield; Mansell, R. and Wehn, U. (Eds) (1998) *Knowledge Societies: Information Technology for Sustainable Development*, Oxford: Oxford University Press; Melkote, S. and Steeves, H. L. (2001) *Communication for Development in the Third World: Theory and practice for empowerment*, New Delhi and Thousand Oaks CA: Sage; Quebral, N. (1988) *Development Communication*, Laguna: UPLB College of Agriculture; Mayo, M and Craig, G., (Eds.) (1995) *Community Empowerment: A Reader in Participation and Development*, London and New Jersey: ZED Books;

Servaes, J. (1999) *Communication for Development. One World, Multiple Cultures*, Cresskill NJ: Hampton Press; Taylor, J., Wilkinson, D., and Cheers, B. (2008) *Working with Communities in Health and Human Services*, Oxford: Oxford University Press; Todaro, M. and Smith, S. (2009) *Economic Development*, 10th Edition, London: Pearson Education Limited.

Assessment: A formal two-hour examination in the ST: two questions from a choice of five.

MC422 Half Unit Critical Studies in Media and Journalism

This information is for the 2009/10 session.

Teachers responsible: Dr Damian Tambini, S216 and Charlie Beckett, W102.

Availability: MSc Global Media and Communications (with Fudan or USC), MSc Media and Communications, MSc Media and Communications (Research) and MSc Politics and Communication. Other students may attend subject to numbers, their own degree regulations and the discretion of the teacher responsible.

Course content: The news media play a crucial role in the dissemination of information and it is vital to understand its role in the modern world. To understand that it is necessary to analyse how the news media itself is undergoing profound change and to do so from a critical perspective informed by theory and practice. Participants in this course will emerge with a better understanding of the shifts taking place in the news media and their consequences for the role of journalism. On completion of this course, students should be able to: understand the role of global journalism in society today; understand and critically discuss different theoretical conceptions of journalism as practiced in a wide variety of social and political contexts; compare and contrast the role of journalism in contexts ranging from mainstream to alternative media outlets; critically evaluate the normative and empirical connections between media journalism, the production of news and ethical considerations; understand and critically assess contemporary debates about the changing nature of journalism and its implications for cultural understanding and democracy.

Teaching: Lecture (one hour) x 10 LT; Seminar (one hour) x 10 LT; Occasional field visits.

Formative coursework: All students are expected to complete advance reading, prepare seminar presentations, and submit one essay of 1,500 words.

Indicative reading: C. Beckett *Supermedia* Blackwell London, 2008; L. Chouliarakis, *Spectatorship of Suffering*, Sage, London 2006; Clausen, L. *Global News Production*. Copenhagen: Copenhagen Business School, 2003; Gillmor, D. *We The Media*. Sebastopol CA/O'Reilly Media, 2006; De Burgh *Making Journalists* Sage. London, 2005; Hafez, K. *The myth of media globalization*. Polity Press, 2007; Paterson, C. and Sreberny, A. (eds) *International News in the 21st Century*. Eastleigh: John Libbey Publishers for University of Luton Press, 2004; Silverstone R. *Media and Morality: On the rise of the Mediapolis*, Cambridge: Polity, 2006; Tumber, H. (ed) *News: A Reader*. Oxford University Press, 1999.

Assessment: A written assignment of not more than 3,000 words.

MC423 Half Unit Global Media Industries

This information is for the 2009/10 session.

Teacher responsible: Dr Bingchun Meng, S108

Availability: This course is capped at 30 students and is restricted to those taking MSc Global Media and Communications (with Fudan or USC).

Course content: This course aims to present a critical view of key aspects of theory, research and practice of media industries in the global context. The central theme of the course is the changing dynamics between media industries, political economic institutions, cultural norms and technological innovations at the global level. Topics of interest include: the global configuration and operation of film, television and digital media industries; the global management of creativity and the implications of such control; the possibility of constructing alternatives or resistance to the hegemonic power of media conglomerates. We will not only pay attention to different

types of media, but will also take up general themes related to institutional aspects of media, such as convergence, globalization, post-Fordism and the commercialisation of public institutions.

Course objectives:

This course aims to help you:

- Understand the institutional approach to the study of media
 - Examine the transformation of media industries in the context of globalization
 - Critically analyze the relationship between institutional arrangements of media industries and the content being produced and disseminated
 - Critically evaluate global regulatory attempts to establish a new communication order and the dynamics of alternative media
- Topics are structured as follows:**
- Introduction
 - Media production and distribution in a globalised era
 - Transformation of global media industries
 - Global Configuration of Mediated Communication
 - Global film industry
 - Global television
 - Digital media structure and practices
 - Advertising and branding
 - Globalisation and news production
 - Activism, reform and global resistance

Teaching: Lecture (one hour) x 10 LT; Seminar (one hour) x 10 LT; Revision session x 1 ST.

Formative coursework: All students are expected to complete advance reading, prepare seminar presentations, and submit one timed essay of 1,500 words.

Indicative reading: Schiller, H. (1991) Culture, Inc.: *The Corporate Takeover of Public Expression*, Oxford University Press; Maxwell, R. (Ed) (2001) *Culture Works*, University of Minnesota Press; Harvey, D. (1989) *The Condition of Postmodernity*, Blackwell; Miller, T. et al. (2005) *Global Hollywood 2*, British Film Institute, London; Olson, R. (1999) *Hollywood Planet*, Lawrence Erlbaum; Curtin, M. (2007) *Playing to the World's Biggest Audience*, University of California Press; Scott, A. (2000) *The Cultural Economy of Cities*, Sage; Havens, T. (2007) *Global Television Marketplace*, British Film Institute, London; Caves, R. (2000) *Creative Industries*, Harvard University; Thussu, D. (2008) *News as Entertainment: The Rise of Global Infotainment*, Sage; Turow, J. (2006) *Niche Envy*, MIT Press; Klein, N. (2000) *No Logo*, Picador; McCaughey, M. & Ayers, M. (Eds) (2003) *Cyberactivism*, Routledge.

Assessment: A formal two hour examination in the ST: two questions from a choice of five.

MC499 Dissertation: Media and Communications

This information is for the 2009/10 session.

Teacher responsible: Dr Maggie Scammell, S213

Availability: Compulsory unit for MSc Global Media and Communications, MSc Media and Communications, MSc Media and Communications (Research), MSc Media, Communication and Development, and MSc Politics and Communication.

Course content: The aim of this dissertation is for students to pursue an independent piece of research within the field of media and communications following the guidelines provided in the MSc Dissertation Guide and the instructions by the School's staff members. The dissertation is usually a combination of theoretical enquiry and original empirical enquiry concerning an issue in the field of media and communications. On rare occasions it is based on a theoretical interrogation. Students are encouraged to select a topic that reflects the content of their MSc programme. In all cases, students must obtain the approval of their supervisors before embarking on any research. The dissertation must be word-processed. It should be not less than 10,000 words and not more than 12,000 words in length.

Arrangements for supervision: Supervisors will be allocated according to student dissertation proposals early in LT. The supervisor will advise the student, help provide information and bibliography, and identify likely problems with the research proposed. Students may expect to see their supervisors in both individual and group sessions, but should note that supervision is

not available after the end of ST. Detailed dissertation guidelines will be issued to all students during MT and are also available in the MSc Dissertation Guide.

Teaching: (1) Dissertation symposium: a two-hour symposium will be held towards the end of LT for all students.

(2) Dissertation workshops: each supervisor holds three two-hour workshops for their supervisees: (i) early in LT, after supervisors have been allocated; (ii) towards the end of LT; (iii) week 8 of ST.

(3) Dissertation tutorials: ad hoc sessions for each student and their supervisor that can be organised during term-time.

Formative coursework: Students are required to submit Dissertation Plans to their supervisor in LT and ST.

Assessment: Two hard copies of the dissertation must be submitted to the Department of Media and Communications MSc Programme Administrator on the last Friday of August 2010. Students are also required to upload their dissertation file(s) to Moodle by the same deadline.

There are no formal reading lists, but students are encouraged to consult handbooks on how to write dissertations. In addition, students are advised to consult dissertations of previous years for style and formatting purposes and to make sure that topics have not been examined before.

MC4M1 Half Unit Methods of Research in Media and Communications

This information is for the 2009/10 session.

Teacher responsible: Dr Bart Cammaerts, S209

Availability: MSc Gender, Media and Culture, MSc Global Media and Communications (with Fudan or USC), MSc Media and Communications, MSc Media, Communication and Development, MSc Politics and Communication and MPhil/PhD Media and Communications. This course is not available as an outside option.

Course content: The aims of the course are to provide students with a broad training in research methods and techniques, including research design, the collection, analysis and interpretation of data, and to enable students to evaluate critically their own research and that of professional researchers.

The course has three components:

i. **Principles of Research in Media and Communications:** a series of lectures offered by media and communications staff in MT. The lectures will normally cover the following topics central to research design across the social sciences, with a specific emphasis on their application to media and communications contexts: the general nature of research as social inquiry, interviewing, critical discourse analysis, content analysis, visual analysis, survey design/questionnaires, transnational comparative research, ethnography, participant observation and media production, and research ethics.

ii. **Principles of Social Research:** a series of five x three-hour workshops (each comprised of two x 1.5-hour sessions) offered by media and communications staff in the LT. Students are required to participate in **two** of the workshops.

iii. **Quantitative Analysis:** Students will take the following course offered by the Methodology Institute: **MI451 Quantitative Analysis 1: Description and Inference**. Please note that this statistics course is compulsory and automatically included when you register for MC4M1. (Students may be permitted to substitute a more advanced Quantitative Analysis course offered by the Methodology Institute in place of MI451, with the approval of the teacher responsible.)

Teaching: i. **Principles of Research in Media and Communications:** Lecture (one hour) x 9 MT; Dissertation Topic Selection Workshop (one hour) x 1 MT;

ii. **Principles of Social Research: Workshop** (three hours) x 2 LT (each comprised of two separate 1.5 hour sessions);

iii. **Quantitative Analysis** MI451: Lecture (two hours) x 9 MT; Computer class (one hour) x 9 MT.

Formative coursework: i. Principles of Social Research: All students are expected to complete advance reading, prepare seminar presentations, and submit one essay of 1,500 words
ii. Quantitative Analysis: Weekly assignments are required.

Indicative reading: Flick, U. (1998) *An Introduction to Qualitative*

Research, Sage; Hansen, A. et al. (1998) *Mass Communications Research Methods*, Macmillan; Webster, R. P. (1985) *Basic Content Analysis*, Sage; Kent, R. (1994) *Measuring Media Audiences*, Routledge; Adams, R. C. (1989) *Social Survey Methods for Mass Media Research*, Lawrence Erlbaum Associates; Jensen, K. B. & Jankowski, N. (Eds) (1991) *A Handbook of Qualitative Methodologies for Mass Communications Research*, Routledge; Alasuutari, P. (1995) *Researching Culture*, Sage; Silverman, D. (Ed) (1997) *Qualitative Research: Theory, Method, Practice*, Sage; Habermas, J. (1997) *Knowledge and Human Interest*, Polity; Bauer, M. W. & Gaskell, G. (Eds) (2000) *Qualitative Researching with Text, Image and Sound: A Practical Handbook*, Sage; Burton, D. (2000) *Research Training for Social Scientists: A Handbook for Postgraduate Researchers*, Sage; Robson, C. (1993) *Real World Research: A Resource for Social Scientists and Practitioner Researchers*, Blackwell; Deacon, D. et al. (1999) *Researching Communications: A Practical Guide to Methods in Media and Cultural Analysis*, Oxford University Press; Schroeder, K., Drotner, K., Kline, S., Murray, C. (2003) *Researching Audiences*. London: Arnold; Bryman, A. (2001) *Social Research Methods*. Oxford: Oxford University Press; Bell, A. and Garrett, P. (eds.) (1998) *Approaches to Media Discourse*, Oxford: Blackwell.

No one book covers the entire syllabus; students will be expected to read widely in appropriate journals, and a list of references will be provided at the start of the course.

Assessment: 1. Coursework: One written assignment of not more than 3,000 words, relating to the combination of **Principles of Research in Media and Communications** and **Principles of Social Research** (80%).

2. A two hour examination in the ST relating to **Quantitative Analysis** (MI451) (20%).

MC4M2 Advanced Methods of Research in Media and Communications

This information is for the 2009/10 session.

Teacher responsible: Dr Bart Cammaerts, S209

Availability: MSc Media and Communications (Research), and MPhil/PhD Media and Communications. Students taking non-research track media and communications MSc programmes may take this course instead of MC4M1 subject to their own degree regulations and with the agreement of the teacher responsible. This course is not available as an outside option.

Course content: The aims of the course are to provide students with a broad training in research methods and techniques, including research design, the collection, analysis and interpretation of data, and to enable students to evaluate critically their own research and that of professional researchers.

The course has four components:

1 **Principles of Research in Media and Communications:** A series of lectures offered by media and communications staff in MT. The lectures will normally cover the following topics central to research design across the social sciences, with a specific emphasis on their application to media and communications contexts: the general nature of research as social inquiry, interviewing, critical discourse analysis, content analysis, visual analysis, survey design/questionnaires, transnational comparative research, ethnography, participant observation and media production, and research ethics

2 **Principles of Social Research:** A series of five x three-hour workshops (each comprised of two x 1.5 hour sessions) offered by media and communications staff in LT. Students are required to participate in all five workshops.

3 **Advanced Principles of Social Research:** A complementary series of five x three-hour advanced workshops (each comprised of two x 1.5 hour sessions) offered by media and communications staff in LT. Students are required to participate in all five workshops.

4 **Quantitative Analysis:** Students will take the following courses offered by the Methodology Institute: **MI451 Quantitative Analysis 1: Description and Inference**; **MI452 Quantitative Analysis 2: The Generalised Linear Model**. Please note that these courses are compulsory and automatically included when you register for MC4M2. (Students may be permitted to substitute

a more advanced Quantitative Analysis course offered by the Methodology Institute in place of MI451 and/or MI452, with the approval of the teacher responsible.)

Teaching: i. **Principles of Research in Media and Communications:** Lecture (one hour) x 9 MT; Dissertation Topic Selection Workshop (one hour) x 1 MT.

ii. **Principles of Social Research:** Workshop (three hours) x 5 LT (each comprised of two 1.5 hour sessions).

iii. **Advanced principles of Social Research:** Advanced Workshop (three hours) x 5 LT (each comprised of two 1.5 hour sessions).

iv. **Quantitative Analysis MI451:** Lecture (two hours) x 9 MT; Computer class (one hour) x 9 MT; MI452: Lecture (two hours) x 9 LT; Computer class (one hour) x 9 LT.

Formative coursework: i. **Principles of Social Research/**

Advanced Principles of Social Research: All students are expected to complete advance reading, prepare seminar presentations, and submit one essay of 1,500 words

ii. **Quantitative Analysis:** Weekly assignments are required.

Indicative reading: Flick, U. (1998) *An Introduction to Qualitative Research*, Sage; Hansen, A. et al. (1998) *Mass Communications Research Methods*, Macmillan; Webster, R. P. (1985) *Basic Content Analysis*, Sage; Kent, R. (1994) *Measuring Media Audiences*, Routledge; Adams, R. C. (1989) *Social Survey Methods for Mass Media Research*, Lawrence Erlbaum Associates; Jensen, K. B. & Jankowski, N. (Eds) (1991) *A Handbook of Qualitative Methodologies for Mass Communications Research*, Routledge; Alasuutari, P. (1995) *Researching Culture*, Sage; Silverman, D. (Ed) (1997) *Qualitative Research: Theory, Method, Practice*, Sage; Habermas, J. (1997) *Knowledge and Human Interest*, Polity; Bauer, M. W. & Gaskell, G. (Eds) (2000) *Qualitative Researching with Text, Image and Sound: A Practical Handbook*, Sage; Burton, D. (2000) *Research Training for Social Scientists: A Handbook for Postgraduate Researchers*, Sage; Robson, C. (1993) *Real World Research: A Resource for Social Scientists and Practitioner Researchers*, Blackwell; Deacon, D. et al. (1999) *Researching Communications: A Practical Guide to Methods in Media and Cultural Analysis*, Oxford University Press; Schroeder, K., Drotner, K., Kline, S., Murray, C. (2003) *Researching Audiences*. London: Arnold; Bryman, A. (2001) *Social Research Methods*. Oxford: Oxford University Press; Bell, A. and Garrett, P. (eds.) (1998) *Approaches to Media Discourse*, Oxford: Blackwell.

No one book covers the entire syllabus; students will be expected to read widely in appropriate journals, and a list of references will be provided at the start of the course.

Assessment: 1 Coursework: One written assignment of not more than 5,000 words relating to the combination of **Principles of Research in Media and Communications, Principles of Social Research and Advanced Principles of Social Research** (67%).

2 Two x two-hour examinations in ST relating to **Quantitative Analysis MI451** and **MI452** (see Methodology Institute course guides) (33%).

MG402 Half Unit

Public Management: A Strategic Approach

This information is for the 2009/10 session.

Teacher responsible: Dr Michael Barzelay, G507

Availability: Available to MSc students where regulations permit, including MSc Public Policy and Administration, MSc Public Policy and Administration (Research), MSc Management, MSc Management, Organisations and Governance, MSc Public Management and Governance, MSc Development Management and MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy.

Course content: The course develops the perspectives, knowledge, and intellectual skill required for leading and otherwise participating in several types of organizational transitions in a public sector context. The main issue addressed is how to design and adapt action in socially and institutionally complex settings so that a successful transition eventuates. Such transitions include start-up, realignment, turnaround, and success-sustaining. Thematic issues contemplated in this way include innovation, leadership, strategy,

and managing by projects. Teaching case studies are discussed as part of the course's overall pedagogy.

Teaching: 10 three-hour lectures in the LT and two seminars in the third and fourth weeks of the ST.

Indicative reading: M Watkins, *The First 90 Days: Critical Success Strategies for Leaders at All Levels* (2003), M Moore, *Creating Public Value Strategic Management in Government* (1995); J Q Wilson, *Bureaucracy* (1989); M Barzelay & C Campbell, *Preparing for the Future: Strategic Planning in the U.S. Air Force* (2003); J Bryson, *Strategic Planning for Public and Nonprofit Organizations* (2004); RA Heifetz, & RM Sinder "Political Leadership: Managing the Public's Problem Solving, (1988), M Feldman "A Performative Perspective on Stability and Change in Organizational Routines" (2003).

Assessment: Consists of two parts: (i) one two-hour unseen written examination in June, accounts for 70% of the marks; (ii) one essay on one of two designated topics to be submitted by the middle of June, accounts for 30% of the marks.

MG411

Firms and Markets

This information is for the 2009/10 session.

Teachers responsible: Luis Garicano, John Sutton

Availability: MSc Management and Economics

Course content: A graduate course in microeconomic analysis, geared towards those parts of the subject that are of primary importance in the Management area. The first section focuses on competition between firms, using standard game theoretic models. This leads to a general treatment of market competition by reference to the concept of firms' capabilities. The next section traces the basis of firms' capabilities to the set of elements of know-how possessed by the individuals comprising the firm, and by the mode of internal organization of those individuals. The analysis draws on the several strands in the modern literature on the theory of the firm. The final section of the course deals with the link between strategy and structure, and with the formulation of strategies in environments characterized by complexity and uncertainty. The course syllabus covers Walrasian Equilibrium: Supply and Demand. Beyond the Walrasian model: Nash Equilibrium. General approaches to the analysis of competition in oligopolistic markets. The concept of capabilities. The roots of firms' capabilities : individuals and their collective know-how. The internal organization of firms. Contract theoretic approaches to the theory of the firm. The Chandlerian nexus: from strategy to structure. Modelling complex environments. Knightian uncertainty. Understanding strategy choices in complex and uncertain environments. The role of selection effects as drivers of market outcomes.

Teaching: Twenty 2- hour lectures. A weekly seminar devoted to problem sets. A weekly seminar devoted to case studies.

Indicative reading: Milgrom and Roberts, *Economics, Organization and Management*; Sutton, *Sunk Costs and market Structure*.

Assessment: Three hour examination in ST

MG412 Half Unit

Globalization and Strategy

This information is for the 2009/10 session.

Teacher responsible: Professor John Sutton

Availability: MSc Management and Economics

Course content: The course studies the strategies of multinational corporations in their international context, including among others make or buy, organization, and location choices. It studies current developments in the global economy with a focus on the key decisions that multinationals makes in their global strategy:

- 1 Economic analysis of globalization process. Assessing the growth of Chinese and Indian manufacturing, 1990-2006. Evidence from benchmarking studies
- 2 Production: What determines the strategies multinationals adopt – product range; generic strategies.
- 3 Location: Competitive advantage of different countries; growth in outsourcing and Offshoring; particularly emphasizing India and China and analyzing their increasing role in the global economy.
- 4 Organization: how multinationals combine the necessary local adaptation with the need to standardize to achieve synergies.

Teaching: 10 one-and-a-half hour lectures and 10 classes

Formative coursework: Students are required to make two class presentations and submit written reports on selected case studies

Indicative reading: A reading list will be provided at the start of the course.

Assessment: 3 hour examination

MG413 Half Unit Entrepreneurial Strategy

This information is for the 2009/10 session.

Teacher responsible: Professor Luis Garicano

Availability: MSc Management and Economics

Course content: An elective course that studies the entrepreneurial process, theoretically and empirically.

The objective of this course is to (a) understand the economic role of entrepreneurs by reviewing the theory and evidence on entrepreneurship and (b) to get some practice on the entrepreneurial process through the development of a business plan. The course covers, specifically, (1) where do entrepreneurs come from – the theories and evidence on who is an entrepreneur and what shapes the decision to become an entrepreneur; (2) the financial aspects of this decision, including the impact of credit constraints and the role of Venture Capital and Private Equity in weakening these constraints; and (3) the dynamics aspects including the role of entrepreneurship on both industry evolution and on economic growth.

In conjunction with the course, students will develop a Business Plan that may be used as the basis for the MSc Extended Essay.

Teaching: 10 one-and-a-half-hour lectures and 10 classes in the LT.

Formative coursework: Students will hand in weekly assignments.

Indicative reading: Case and academic papers in a course pack.

Assessment: Two hour examination in the summer term (75%) and an essay (a business plan) presented to the class and produced during the term (25%), which will serve to apply course materials and to practice presentational skills.

MG414 Foundations of Public Management and Governance

This information is for the 2009/10 session.

Teacher responsible: Dr Jonathan Liebenau

Availability: This full unit course is only available for students on the MSc Public Management and Governance.

Course content: Organizationally-based processes have consequences for the planning and delivery of public programs. The study of public management includes the examination of such processes and the institutional contexts in which they occur. The course provides complementary points of entry into this field, with each structured as a module. The modules in the first term examine organizationally-based processes under public governance from a general management standpoint, whereas the modules in the second term examine two functional areas of organizational management as they relate to the public sector. The first module is specifically concerned with organizational design and the delivery of public services. The second module is concerned with the creation of capabilities usable in delivering public services, especially involving the application of information and communication technologies. The third module is concerned with the organizational function of human resource management. The fourth module is concerned with the organizational function of accounting, control, and auditing.

Teaching: Twenty 1-hour lectures and 1.5-hour seminars in both Michaelmas and Lent Terms. Two revision sessions in the Summer Term. The course is team taught, with contributions from across the Department of Management and from the Department of Accounting.

Formative coursework: Michaelmas Term: Two formative essays and a group project. Lent Term: two formative essays.

Indicative reading: TBC

Assessment: Examinations: A one-hour examination (20%) held during Week 1 of the Lent Term and a two-hour Summer Term examination (40%). Essay: One 1,500-2,000 word essay (25%) due in Summer Term. Project: An individual component of a group project, due in Lent Term (15%)

MG415

Policy Analysis, Evaluation and Implementation This information is for the 2009/10 session.

Teachers responsible: Professor Gwyn Bevan and Ms Mara Airolidi

Availability: MSc Public Management and Governance

Course content: This course focuses on how analysis needs to take account of, and be designed to relate to, the processes through which policies are made. It gives an introduction to economic concepts and leading intellectual arguments of the 20th Century: e.g., the nature of science, critiques of positivism; the nature of power; efficiency, equity and justice; and market and government failure. Case studies of failures and successes are used to illustrate these concepts. The first term focuses on concepts and cases relevant to understanding economic evaluation (including cost-benefit analysis and cost-effectiveness analysis) and value for money; the second term focuses on reform of systems of delivering public services (including contracting out, quasi-markets and performance measurement).

Teaching: Eighteen 1 hour lectures and eighteen 1.5-hour seminars in MT and LT. 5-hours of presentations in LT.

Formative coursework: One individual essay of 2,500 words on economic evaluation to be produced early in Lent Term as preparation for the summative assessment.

Indicative reading: The course text is BP Keating and MO Keating, *Microeconomics for Public Managers*, Wiley Blackwell, 2009.

Background is provided by D M Hausman & M S McPherson, *Economic Analysis and Moral Philosophy*, Cambridge University Press, 1996 & 2006; W Parsons, *Public Policy: An Introduction to the Theory and Practice of Policy Analysis*, Edward Elgar Publishing 1997; M Parkin, M Powell, K Matthews, *Economics* (3rd Edition). Addison-Wesley, 1997. In addition students will be introduced to extracts from classic works of leading scholars including: T S Kuhn, *The Structure of Scientific Revolutions* (2nd edn), University of Chicago Press, 1972; J Rawls, *A Theory of Justice*, Oxford University Press, 1971; J Rawls, *Justice as Fairness*, Harvard University Press, 2001; S Lukes, *Power: A Radical View*, 2nd edn, Palgrave, 2005; T C Schelling, *The Strategy of Conflict*, Oxford University Press, 1973; O E Williamson, *Markets and Hierarchies*, The Free Press, 1975; O E Williamson, *The Economic Institutions of Capitalism: Firms, Markets and Relational Contracting*, New York, The Free Press, 1985; J Le Grand, *The Other Invisible Hand: Delivering Public Services Through Choice and Competition*, Princeton University Press, 2007; RH Thaler and CR Sunstein, *Nudge*, Penguin, 2009. Students will examine extracts from official reports.

Assessment: Two individual essays of 2,500 words (together worth 75%) and a group project (25%). The two essays will be a reflective essay on the group project (25%) and on system reform of public services (50%).

MG416 Half Unit Project

This information is for the 2009/10 session.

Teachers responsible: Various (depending on project title chosen)

Availability: Compulsory for MSc Management, Organisations and Governance students.

Course content: Students will undertake a research project attached to one or more of the compulsory courses (MG426 Organisations in the Economy and Society, MG427 Analysis and Design of Organisational Practices (H), MG428 Enterprise Development (H) and MG429 Cross Cutting Issues in Management and Organisations (H) taken as part of the programme.

Teaching: Students will be allocated a supervisor, based on the project chosen, who will provide supervision on this piece of work.

Assessment: Project report of no more than 6,000 words to be submitted by the 27th August 2010.

MG417 Half Unit Extended Essay

This information is for the 2009/10 session.

Teachers responsible: Various (depending on title chosen).

Availability: Compulsory for MSc Management and Economics students.

Course content: Students will undertake an extended essay which should normally be based on one of the two option courses taken. Students can, with special permission, base this piece of work on one of the compulsory courses.

Teaching: A supervisor will be allocated to individual students based on the essay title chosen who will provide students with supervision for this piece of work.

Assessment: Extended essay of no more than 6,000 words to be submitted by 1 June 2010

MG418 Half Unit Open Innovation

This information is for the 2009/10 session.

Teacher responsible: Professor Harry Barkema

Availability: MSc Management, MSc Management, Governance and Organisations. The course is also available as an outside option where regulations permit and with the permission of the teacher responsible for the course.

Course content: Week 1: Introduction

Week 2: Acquisitions

Week 3: Alliances

Week 4: Corporate campus

Week 5: Crowd sourcing

Week 6: Problem definition of the research

Week 7: Conceptual framework + hypotheses

Week 8: Methodology

Week 9: Data

Week 10: Final presentation at company premises
Innovation – in products, processes, and business models – is one of the most important topics for companies today and will likely be even more important in the future. This course focuses on an important trend: Open Innovation, i.e., strategies to tap new product ideas, technologies, and so on, from outside the company. For instance, using technology acquisitions, alliances, client-supplier relationships, crowd sourcing, open corporate campus, innovation ecosystems. The first part of this course reviews the recent literature. The second part focuses on group projects where students apply their insights to a “live” case or real company. Each group analyzes another aspect of the case, and makes recommendations for an improved strategy or organizational design. The group analysis and recommendations are presented at the company premises on the last day of the course.

Teaching: Lectures: 9 x 2 hours in LT and 1 x 3 hour (final presentation) in week 10.

Seminars: 4 x 2 hours in LT.

Formative coursework: Students will synthesize, critically analyze and present their views in class on relevant literature fields such as related to technology acquisitions, alliances, client-supplier relationships, crowd sourcing, open corporate campus, innovation ecosystems. Feedback will be provided in seminars ahead of the submission of their assessed project.

Indicative reading: Cohen, W. & Levinthal, D, 1990, Absorptive capacity, A new perspective on Learning and Innovation, *Administrative Science Quarterly*, 35, 128-152; Kogut, B. & Zander, U, 1992, Knowledge of the firm, combinative capabilities, and the replication of technology, *Organization Science*, 3, 383-397; Huston, L. & Sakka, N, 2006, Connect and Develop: Proctor & Gamble's new model for innovation, *Harvard Business Review*, March, 58-66; Arora, A. & Gambardella, A., 1994, Evaluating technological information and utilizing it, *Journal of Economic Behaviour and Organization*, 91-114; Powell, W., Kogut, K., Smith-Doerr, L, 1996, Interorganizational collaboration and the location of innovation, *Administrative Science Quarterly*, 116-145; Von Hippel, E., 1988, Lead users: A source of novel product concepts, *Management Science*, 7, 791-805; Prahalad, C.K., & Ramaswami, 2003, The new frontier of experience innovation, *MIT Sloan Management Review*, 12-18; Von Lichtentaler, M. & Ernst, 2008, Innovation Intermediaries: Why internet market places for technology have not yet met the expectations, *Creativity and Innovation Management*, 1, 14-25.

Assessment: One 2,000 word essay (45%); one 5,000 word project (50%); and class participation (5%).

MG419

Public Management – Strategy, Innovation and Delivery

This information is for the 2009/10 session.

Teachers responsible: Professor Michael Barzelay (NAB 4.06) and others.

Availability: This is a compulsory core course for the first year of the MPA Public Policy and Management and is an option on the MPA Public and Economic Policy/MPA International Development/MPA European Public and Economic Policy.

Course content: The course develops the perspectives, knowledge, and intellectual skill required for rational discourse about intelligent practical action in the core public sector. In Michaelmas Term, the course focuses on the design of organizational strategies in public sector contexts. This general issue is subdivided into the design of organizational strategies for start-up, realignment, and success-sustaining transitions. In Lent Term, the course delves specifically into scholarship and teaching cases about the design and operation of practices whose logic is to perform three functions instrumental to sustained organizational achievement: strategy development, developing innovative capabilities, and delivery (encompassing both production and management control). Overall, the course provides a foundation for further coursework about management in the public sector as well as the ability to engage constructively and critically in the development of public management practice.

Formative coursework: Students should complete two formative essays during the year.

Teaching: A weekly session of three hours, during Michaelmas and Lent Terms (10 weeks each). Two revision sessions will be offered during Summer Term. Consult timetables for details.

Indicative reading: To be confirmed.

Assessment: A 1.5 hour formal timed and seen assessed essay (20%) held during Week 1 of Lent Term. Group project (10%), Weeks 8-10 Lent Term. Assessed essay due during Week 2 Summer Term (30%). Final two-hour examination held in normal exam period of Summer Term (40%).

MG420 Half Unit Dissertation

This information is for the 2009/10 session.

Teachers responsible: Various (depending on topic chosen).

Availability: Compulsory for MSc in Management.

Course content: Dissertations will be based on a project which will be undertaken throughout the second year of the degree. This will include conducting industry and company analysis before writing a final report based on issues and opportunities within a business.

Teaching: Students are required to participate in bi-weekly seminars which will relate to dissertation topics and will lead to their dissertation project. Students will work in groups of 4 or 5. They will be allocated a supervisor who will support and guide them through the full project.

Formative coursework: Students will be required to write up industry and company analysis (1,500 words) as well as presenting their findings to the full student group and supervisors.

Indicative reading: Relevant reading will be provided by group supervisors.

Assessment: 6,000 words during the period 1st March – 27th August in year two. Each group member will be required to write up an individual dissertation project.

MG421 Half Unit

The Future of the Multinational Firm

This information is for the 2009/10 session.

Teacher responsible: Professor Saul Estrin

Availability: Optional on MSc Management, Organisations and Governance and MSc Management. The course is also available as an outside option where regulations permit and with the permission of the teacher responsible for the course.

Pre-requisites: An undergraduate course in micro-economics.

Course content: This course analyses the emergence of firms which operate on a global scale and their current and likely future

interactions with emerging markets. Multinational firms have been an increasingly significant aspect of the corporate environment in developed countries since the 1960's, and are responsible for a high proportion of global output, exports and investment, as well as the bulk of foreign direct investment. In the past few decades their activities have been increasingly focused to developing economies, notably those which have liberalised and entered a more rapid growth phase. These economies, emerging markets, include some important world economies including China, India, transition economies such as Russia, and Latin American countries such as Brazil and Argentina. The "new institutional economics" has recently developed as a field to understand the impact of variation in institutions on economies' performance.

This course will focus on how the institutional characteristics of emerging markets affect the choices and behaviour of multinational firms, now and into the future. We commence with the basic framework of analysis of the behaviour of multinational enterprises (MNEs), outlining models of the MNE which draw on transaction cost economics, the eclectic OLI paradigm of Dunning, and more recent concept such as the resource based view. We will then provide an analysis of economic performance and growth in emerging markets building on the new institutional economics and working with a large variety of datasets and sources. The remainder of the course is devoted to specific topics of MNEs in emerging markets. These include the determinants and impact of FDI; entry mode choices; measures of institutional distance; outsourcing and offshoring; and emerging market multinationals.

Students will work with case material as well as the required reading, and the group project will comprise a case write up, which will be presented prior to submission in class for comment and discussion.

Teaching: 10 x two-hour lectures and 10 x one-hour seminars in the Lent Term. One revision session in the Summer Term.

Formative coursework: Students will be required to write a 1,000 word essay and will be provided with feedback. They will also be required to present their group project in class.

Indicative reading: R. Caves, *Multinational Enterprise and Economic Analysis*, 2nd Edition, Cambridge University Press 1996; P. Ghenawat, *Redefining Global Strategy*, Harvard Business School Press, 2007; J. Williamson, "The New Institutional Economies", *Journal of Economic Literature*, 2000; Estrin et. al., "Entry Mode in Emerging Markets", *Strategic Management Journal*, 2009; T. Khanna and K Palepu, "The Future of Business Groups in Emerging Markets", *Academy of Management Journal* 2004.

Assessment: A two-hour examination in the Summer Term (50%), a 1,000 word essay (25%) and a 2,000 word group project (25%).

MG422 Half Unit Thinking Strategically

This information is for the 2009/10 session.

Teacher responsible: Professor Ignacio Palacios-Huerta

Availability: MSc Management and Strategy, MSc Management, Organisations and Governance, MSc Management and MSc Management and Economics. The course is also available as an outside option where programme regulations permit.

Course content: This course is concerned with strategic thinking. The course is an interaction of game theory, economics and business strategic management. The focus is the study of situations in which two or more decision-makers (e.g., individuals, firms, political parties, etc) interact in a strategic manner. Understanding strategic situations that involve conflict and/or cooperation has proven critical in many areas of economics, business, political science, sports, law and other areas. The emphasis is to provide the fundamental thinking of good strategic making in these situations, rather than a mathematical and formal analysis.

The purpose of this course is threefold: (1) first, to introduce relevant tools of game theory in order to capture the key elements of different strategic situations and determine the most likely outcome in each situation; (2) second, to study various real-life applications and case-studies where thinking strategically has proven critical; (3) third, to cover modern developments in behavioural game theory, in particular in the areas of intertemporal choices and strategies, decision-making under risk and uncertainty,

and experiments in strategic interaction.

Teaching: 10 x two-hour lectures and 10 x one-hour seminars in the LT. One revision session in the ST.

Formative coursework: Students will hand in 5-8 written assignments throughout the course, and feedback will be provided.

Indicative reading: *Thinking Strategically: Competitive Edge in Business, Politics and Everyday Life*, WW Norton, 1993, by Avinash Dixit and Barry Nalebuff. *The Art of Strategy*, WW Norton, 2008, by Avinash Dixit and Barry Nalebuff. *Games of Strategy*, (WW Norton, 3rd edition, 2009) by Avinash Dixit, Susan Skeath and David Reiley. Set of academic articles and/or case studies, plus lecture notes written by instructor. Set of articles from the media.

Assessment: One two-hour examination in the Summer Term (100%).

MG426

Organisations in the Economy and Society

This information is for the 2009/10 session.

Teacher responsible: Prof David Marsden

Availability: Compulsory for students taking MSc Management, Organisations and Governance.

Course content: The course treats the economic and social context of organisations in four stages:

History: emergence of current forms of business and service organisations;

Exchange: markets, contracts, and organisations;

Industry structure: firm structure, technology, and control systems;

Governance: of both organisations and their societal environment.

History examines the rise of the large-scale business corporation, multinational enterprises, and the public sector; and then at the rise of network organisations and the 'knowledge economy'; the shift from the national to the global framework.

Exchange will look at the different kinds of markets, and their influence on management strategies. It will also look at competitive markets and the emergence of the firm, 'markets and hierarchies'; and the creation of new markets, in the sense of extending sales, and developing their institutional infrastructure, for example with new kinds of property rights.

Industry structure will examine issues of production of goods and services, and the related economies of scale, scope and knowledge, and how these shape structure at firm and industry level. The section will look also at decision-making in different kinds of structure, competitive, joint ventures, and outsourcing. It will also deal with the instruments and control systems that are developed to coordinate within and between organisations.

Governance will deal with both organisations and the environment in which they operate. It will deal with the political and legal environments, and also with the institutional environment as encapsulated in the literature on the 'varieties of capitalism'. It will also look at organisations as actors in their environment and how they seek to change it in order to pursue their objectives.

This option will introduce students to the economic and social environment in which managers and their organisations operate. Managers have a special role within organisations, by virtue of the power of initiative to guide their organisations in response to its changing environment and to develop its capabilities to profit from new opportunities. Hence, our teaching encourages our students to think of organisations as actors in their environment, and to consider the opportunities it presents to them, the trade-offs involved, to evaluate the choices made in response to this context. The course draws on theory and evidence from a range of social sciences, and makes special use of historical and international evidence to demonstrate the effects of organisational context on decisions and how they work out in practice.

Teaching: Teaching will be by weekly one-hour lectures and fortnightly two-hour classes and there will be a ST revision session.

Formative coursework: Students will be expected to make oral presentations in class, and be expected to write one non-assessed essay during the MT. They will also receive feedback on their two essays.

Indicative reading: Aoki, M. (2001) *Toward a Comparative Institutional Analysis*. MIT Press, Cambridge; Bowles, Samuel, (2004) *Microeconomics: Behavior, Institutions and Evolution* Princeton University Press; Cabral L. (2000) *Introduction to Industrial*

Organisation. MIT Press, Cambridge, Mass; Callon M. ed (1998) *The Laws of the Markets* Oxford: Blackwell; Chandler, Alfred D., J., *Scale and Scope: The Dynamics of Industrial Capitalism* Cambridge, MA: Belknap 1990; Coase, R. H. (1988) *The Firm, the Market and the Law*. Chicago University Press, Chicago; Dixit, Avinash, and Skeath, Susan (1999) *Games of Strategy*. W.W. Norton & Company; Fligstein, Neil (2001) *The Architecture of Markets: an Economic Sociology of 21st Century Capitalist Societies*. Princeton University Press, Princeton, NJ; Hall, Peter A. and Soskice, David. (2001) *Varieties of Capitalism : the Institutional Foundations of Comparative Advantage*. Oxford University Press, Oxford; Hopwood, Anthony, and Miller Peter (1994) *Accounting as Social and Institutional Practice*. Cambridge University Press, Cambridge; Kagan, R.A. and Axelrad, L. (eds.) (2000) *Regulatory Encounters*. Berkeley and Los Angeles: The University of California Press; Marsden, David (1999) *A Theory of Employment Systems*. Oxford University Press, Oxford; Nelson R. R. and Winter S. G. (1982) *An Evolutionary Theory of Economic Change*. Harvard University Press, Cambridge Mass; Smelser Neil J., and Swedberg Richard eds. (2005) *The Handbook of Economic Sociology*, Princeton University Press, Princeton NJ; Williamson O. E. (1985) *The Economic Institutions of Capitalism: Firms, Markets and Relational Contracting*. Free Press, New York

Assessment: There will be a formal two-hour examination in the ST (50%) and two 2,000 word assessed essays (25% each) due at the start of the LT and ST.

MG427 Half Unit Design and Analysis of Innovative Organisational Practices

This information is for the 2009/10 session.

Teachers responsible: Professor Harry Barkema (Convenor), Susan Hill and Dr Eva Labro.

Availability: Compulsory for students taking the MSc in Management, Organisations and Governance.

Pre-requisites: The course normally requires a good grounding in one of the social sciences.

Course content: Consequentiality of Innovative Organisational Practices; Innovative Organisational Practices in Social Science Theory; Corporate Entrepreneurship, Open Innovation and Ambidexterity in Organisational Practices; Activity Based Costing; Measuring and Incentivising Innovative Organisational Practices. This half-unit course will refine students' incoming abilities to analyse, design and evaluate innovative organisational practices. It will encourage them to think of organisational practices as key sources of achievement and risk for businesses and other social undertakings. Managers are viewed as agents of creative efforts to improve particular practices, and to create new practices, in the interest of enhancing organisational performance over the long run. The course focuses on how to analyse, design and evaluate innovative organisational practices. Knowledge and skill for this purpose is developed by studying the development and operation of well-theorised practices for delivering enhanced value through organisational innovation and entrepreneurship.

Teaching: Ten one-and-a-half hour lectures and 10 one-and-a-half hour seminars (MT), team taught.

Formative coursework: Students are required to complete one formative essay.

Indicative reading: Burgelman (1991) "Intra-organisational ecology of internal corporate venturing in the diversified firm"; Dushnitsky (2006) "Corporate venture capital: Past evidence and future directions"; Gibson and Birkinshaw (2004) "The antecedents, consequences, and mediating role of organizational ambidexterity"; Huston and Sakkab (2006) "Connect and develop, inside Proctor & Gamble's new model for innovation"; Kim, Chan, and Mauborgne (2004) "Blue ocean strategy"; Labro (2006) "The analytics of costing system design". In Bhimani (Ed). *Contemporary issues in management accounting*; Maula (2007) "Corporate venture capital as a strategic tool for corporations"; O'Reilly and Tushman (2004) "The ambidextrous organization"; Shalley and Gilson (2004) "What leaders need to know: A review of social and contextual factors that can foster or hinder creativity"; Shane and Venkataraman (2000) "The promise of entrepreneurship as a field of research"; selected

chapters from Trigeorgis (1996). *Real options: managerial flexibility and strategy in resource allocation*.

Assessment: One 2,500 word assessed essay (40%) and a two-hour examination in the ST (60%).

MG428 Half Unit Enterprise Development

This information is for the 2009/10 session.

Teacher responsible: Dr Nathalie Mitev

Availability: Compulsory for students taking MSc in Management, Organisations and Governance.

Course content: Students will follow the development of an organisation from founder and idea generation through growth and change. This course will address problems and issues that must be resolved in order for start-up organisations to survive. It will provide an opportunity for students to use other course materials for application and decision-making when designing, maintaining and growing organisations. Through application, the students will be able to critically assess management practices and disciplines and evaluate their potential and limitations in developing organisations. The foundation idea of the course is to have the students start or adopt an organisation and work through its development through the course, addressing the challenges of a growing enterprise through the eyes of different disciplines and bodies of knowledge. The focus on the specific organization and its development should drive the student research material for the course.

The course will start with an evaluation of leadership roles and skills, followed by idea generation, group development, market evaluation, organisational design, resource issues, performance evaluation and growth.

Teaching: There will be 9 one-and-a-half hour lectures and 9 one-and-a-half hour seminars in the LT.

Formative coursework: Students will be expected to make one oral presentation supported by a 500 word outline based on an aspect of their group project. This will be later expanded and become the individual portion of the 5,000 word group project. There will be one 1,800 word assessed essay. All written work will be assessed.

Indicative reading: Schein, E. H. 2004. *Organizational Culture and Leadership*, San Francisco, Calif., [London] Jossey-Bass; Timmons, J. A & Spinelli, S. 2007 *New Venture Creation. Entrepreneurship for the 21st Century, 7th Edition*. McGraw-Hill/Irwin: New York; Birley, S. J. & Muzyka, D. F. 2000. *Mastering Entrepreneurship*. Financial Times Prentice Hall: Harlow; Levin, P. 2004. *Successful Teamwork: for undergraduates and taught postgraduates working on group projects*. Open University Press: Maidenhead; Kirby, D. A. (2003). *New Venture Planning and Creation*, in: Kirby, D.A., *Entrepreneurship*. Maidenhead: McGraw-Hill; Kotler, P. and G. Armstrong *Principles of Marketing: International Edition* (Upper Saddle River, N.J.: Pearson, Prentice Hall 2004 tenth international edition; Moore, Geoffrey (2003) second edition, *Crossing the Chasm*, Capstone Publishing, Oxford; Cornwall, J.R., Vang, D.O. & Hartman, J.M., 2004. *Entrepreneurial Financial Management. An Applied Approach*, Upper Saddle River: Prentice Hall.

Assessment: One 1,800 word assessed essay (30%); one presentation with 500 word outline (30%) and 5,000 word group project (20% group based, 20% individual based).

MG429 Half Unit Cross-cutting Issues in Management and Organisations

This information is for the 2009/10 session.

Teachers responsible: Dr Jacqueline Coyle-Shapiro, H708 and Dr Jonathan Liebenau, U402

Availability: Compulsory for students taking MSc Management, Organisation and Governance.

Course content: This is a seminar series providing a forum for new research and reflections on research in management and organizations. Each session will have pre-circulated papers, usually consisting of one relevant work by that week's presenter and a further paper that provides background, is parallel to or in conflict

with the research or analysis being presented.

Teaching: This course will be team taught by staff members and outside guest speakers with expertise in the relevant fields. There will be ten seminars of one-and-a-half hours each in Michaelmas and Lent Terms.

Formative coursework: Students will be guided through the process of keeping a log of critical analysis writings throughout the term, emphasizing the connections between the overall MSc programme themes and each session's content.

Indicative reading: A complete reading list will be provided at the start of the course. This course draws heavily on journal articles and the reading materials will be circulated weekly.

Assessment: Two essays of 2,000 words equally weighted (100%).

MG430 Half Unit Strategy, Organisation and Innovation

This information is for the 2009/10 session.

Teacher responsible: Luis Garicano

Availability: MSc Management

Pre-requisites: MG433 Foundations of Management

Course content: This course applies tools from microeconomics, industrial organization and organizational economics to competitive decision making. The emphasis is on the application of these concepts to business situations, and as such the course relies heavily on the analysis of case studies. The course is divided in four parts. The first part focuses on business unit strategy. It reviews tools to understand industry economics and the determinants of industry-wide profitability; it then studies the determinants of the individual firm's strategy and profitability, focusing on both organizational and positional aspects. The second part uses basic game theory to analyze competitive dynamics. The third part studies the internal organization of the firm and the relation between the firm capabilities and its strategy and deals with the main corporate strategy issues (make or buy, scope of the firm, capturing synergies). The fourth and final part studies innovation and industry dynamics.

1. Understanding the market context: industry analysis.
2. Strategy identification. Creating competitive advantage
3. Sustaining competitive advantage
4. Competing in oligopolistic markets
5. Entering new markets and reacting to entry
6. Creating and capturing value in the vertical chain.
7. Vertical integration and outsourcing
8. Scope and diversification: leveraging resources and capabilities
9. Product introductions. Innovation. Industry life cycle
10. Markets with demand side increasing returns. Standard setting.

Teaching: 10 x two-hour lectures and 10 x one-hour classes in Lent Term

Formative coursework: At least one piece of formative work (2,000 words) to be handed in and marked.

Indicative reading: A full reading list and package will be handed in at the start of the course. Saloner, Garth, Andrea Shepard, and Joel M. Podolny. *Strategic Management*. New York, NY: John Wiley, 2001. Financial Times *"Mastering Strategy"*. Dixit and Nalebuff *"Thinking Strategically"*. Clay Christiansen *"The Innovators Dilemma"*.

Assessment: Two hour examination in the summer term (75%) and an essay presented to the class and produced during the term (25%), which will serve to apply course materials and to practice presentational skills.

MG431 Half Unit Managerial Economics

This information is for the 2009/10 session.

Teachers responsible: Saul Estrin and Kristof Madarasz

Availability: MSc Management

Course content: A graduate-level introduction to the central issues in managerial economics. The course will analyse the foundations for applying economic thinking to management. These include:

1. Demand: the determinants of consumers' and firms' market responses
2. non-strategic market interaction
3. uncertainty and information in economic contexts
4. strategic interaction and dynamic competition

Teaching: 10 two-hour lectures in the Lent Term. Weekly one-hour

classes devoted to problem sets.

Formative coursework: At least two sets of answers to problem sets are to be handed in and will be marked.

Indicative reading: Main textbooks: S. Estrin et al, *Microeconomics*, Prentice Hall, 2008. Students can also consider D M Kreps, *Microeconomics for Managers*, W. W. Norton (2004); T van Zandt; *Firms, Price and Markets*, available online (2006). Other books and articles as appropriate. A detailed reading list will be provided at the beginning of the course.

Assessment: Two-hour examination in the Summer Term.

MG432 Half Unit Economics of Strategy

This information is for the 2009/10 session.

Teacher responsible: Dr Jörn Rothe

Availability: MSc Management

Pre-requisites: MG431 Managerial Economics and MG433 Foundations of Management

Course content: An advanced strategy course building on Managerial Economics and Foundations of Management, and aimed at integrating insights from economics with contemporary discussions of strategy in management.

Content: The course will be organised around four themes:

- Organisational economics and management: structure, incentives and communication in organisations
- Competitive strategy: the position of firms within industries, firm dynamics and industry dynamics
- Co-opetive relationships between firms: joint ventures, strategic alliances, and the management of the vertical chain
- Strategy in the contemporary world economy: the economics of modern technologies and their strategic implications; the changing global economic realities and their impact on the strategies of multinational companies.

Teaching: 10 two-hour lectures in the Lent Term. Weekly one-hour seminars devoted to discussion of articles and case studies.

Formative coursework: At least two written analyses of case studies will be handed in and marked.

Indicative reading: Main textbooks: D Besanko, D Dranove and M Shanley, *Economics of Strategy*, Wiley (2003). J Roberts, *The Modern Firm: Organizational Design for Performance and Growth*, Oxford University Press (2004). A detailed reading list will be provided at the beginning of the course.

Assessment: Two-hour examination in the Summer Term.

MG433 Foundations of Management

This information is for the 2009/10 session.

Teacher responsible: Professor Paul Willman

Availability: MSc Management

Course content: A basic grounding in the key management disciplines which will be taught chronologically. Students will therefore be provided with an overview of the development of Management disciplines and will develop an understanding of the disciplinary anchors in Sociology, Psychology and Economics. Each field will cover Origins and disciplinary boundaries, triggers for growth, core concepts and the current state of play and debate.

- 1: The Growth of the Firm and the Rise of Management
- 2: Managerial Capitalisms; International Differences
- 3: The Industrial Workforce and the Rise of Labour
- 4: Taylorism, Management Accounting and Organisational Psychology
- 5: Professional Accounting, Origins and Organisational Implications
- 6: Divorcing Economics 1: the origins of Marketing
- 7: Multidivisional Organisations: Origins and Implications
- 8: The Emergence of Strategy: Structure, Conduct and Performance
- 9: Financial accounting; systems of Financial Control
- 10: Portfolio Analysis and the Birth of Modern Finance
- 11: Divorcing Economics 2: Chandler, Porter and the origins of Modern Strategy
- 12: the Rise of Modern Marketing; from Managerial to Behavioural Marketing
- 13: The analysis of Organisations; Systems Theories and

Contingency Theories

14: Computers Arrive: The origins and development of Information Systems

15: Financial Economics and the Efficient Markets Approach

16: Pricing Assets – the CAPM

17: The Decline of Labour and the Rise of Human Resource management

18: Competitive strategy: Firms as Resources and Capabilities

19: Information Technology and Organisational Change

20: Regulation, Risk and the Audit Society

Teaching: 10 x two-hour lectures in Michaelmas term and 10 x 2 hour seminars in Lent term. Weekly two-hour seminars in each term in which some seminars will be workshops around technical material such as core applications or techniques.

Formative coursework Formative essays of 2000 words

Indicative reading: D.A. Wren, *The History of Management Thought*, 5th Edition, Wiley 2004. A full reading list will be provided at the beginning of the course.

Assessment: Three hour examination in ST (75%) and one assessed essay of 2,500 words (25%)

MG434 Half Unit

Organisational Behaviour

This information is for the 2009/10 session.

Teacher responsible: Dr Connson Chou Locke

Availability: Compulsory for students taking MSc Management (Masters in Management).

This course is available in the Lent Term solely for MSc Management (Masters in Management) students. All other Masters students interested in this course can take it in the Michaelmas Term and should refer to the course guide entry under ID430 for further details.

Course content: This course seeks to understand individual attitudes and behaviour in an organizational context. It does this by reviewing psychological theories as they apply to organisations, demonstrating the contribution of a psychological perspective to understanding human behaviour at work, and critically evaluating the empirical evidence. The course attempts to strike a balance between theory and practice by applying the theories to practical problems in organizations.

Personality and individual differences, work motivation, decision making, rewards system, psychological contracts, organizational justice, performance and counter-performance (organizational citizenship behaviour, retaliation in organizations), leadership, groups and group processes, design of work, organizational culture.

Teaching: The teaching is highly participative and includes lectures and seminars. Group work is an integral part of the course and students are expected to actively contribute to all group exercises.

The course is demanding of students and its success depends partly upon student commitment and willingness to participate fully. The course is taught in the LT.

Formative coursework: Students are required to write one piece of un-assessed work.

Indicative reading: The course relies heavily on journal articles (for example, *Academy of Management Journal*, *Journal of Applied Psychology*, *Journal of Organizational Behaviour*). An extensive reading list is provided at the start of the course. No suitable textbook exists but students may wish to consult one of the following: R Steers, L Porter, G Bigley (2003) *Motivation and Work Behaviour*, McGraw-Hill; D Nelson and J Campbell Quick (2006) *Organizational Behaviour: Foundations, Reality and Challenges* (5th edition) Thomson South-Western; J. Greenberg (2003) *Organizational Behaviour: The State of the Science* (2nd edition) Lawrence Erlbaum Associates; J Barling and C. Cooper (2008) *The Handbook of Organizational Behaviour*, Sage.

Assessment: There will be a two-hour formal examination in the ST (100%). Candidates must tackle two questions from a choice of seven.

MG490

Dissertation for MSc Management (CEMS MIM)

This information is for the 2009/10 session.

Teachers responsible: Various (depending on topic chosen).

Availability: Compulsory for MSc Management students.

Course content: Dissertations will be based on a project which will be undertaken throughout the second year of the degree. This will include conducting industry and company analysis before writing a final report based on issues and opportunities within a business.

Teaching: Students will be required to attend 3 seminars on research methods training. Students are also required to participate in bi-weekly seminars which will relate to dissertation topics and will lead to their dissertation project. Students will work in groups of 4 or 5. They will be allocated a supervisor who will support and guide them through the full project.

Formative coursework: Students will be required to write up industry and company analysis (1,500 words) as well as presenting their findings to the full student group and supervisors. Students will also be required to write an additional essay of 3,000 words which demonstrates evidence of research methods training.

Indicative reading: Relevant reading will be provided by group supervisors.

Assessment: 10,000- 12,000 words during the period 1st March – end August in year two. Each group member will be required to write up an individual dissertation project.

MG499 Half Unit

Dissertation

This information is for the 2009/10 session.

Teacher responsible: Gwyn Bevan

Availability: Compulsory for MSc Public Management and Governance

Course content: Dissertations could be either a 'live' project with an outside organisation or a small research project.

Teaching: Students will attend lectures from MG416 on methods in the Michaelmas term. At the start of Lent term there will be a session to explain the objectives and requirements of the dissertation and to outline possible topics. Students are required to choose a topic and identify a supervisor by the end of Lent term. Academic supervision will be available only up to the end of June. Students are required to submit their dissertation by the end of August.

Formative coursework: Each student will be required to give a short presentation outlining the subject of his/her dissertation and the proposed argument of the dissertation in sessions organised for all students towards the end of the summer term.

Indicative reading: Detailed suggestions for reading will be provided in the course of supervision.

Assessment: Dissertations (maximum 6,000 words) are to be completed by the end of August.

MI402 Half Unit

Introduction to Quantitative Methods for the MPA Programme

This information is for the 2009/10 session.

Teachers responsible: Selim Gulesci (R5Z8A) and Daniel Sturm (R429)

Availability: For MPA students and other MPhil/PhD students with the agreement of the course tutor.

Course content: An introduction to basic mathematical and statistical concepts for use in MPA courses in economics and quantitative approaches. The course covers the following topics: *Statistics:*

Discrete and continuous random variables, jointly distributed random variables, the Normal distribution, sampling and the Central Limit Theorem, properties of estimators, introduction to hypothesis testing. *Mathematics:*

Linear functions, quadratic, logarithmic and exponential functions, the derivative of a function and rules of differentiation, unconstrained optimization with one variable, functions of several variables and their differentiation, unconstrained optimization with several variables, constrained optimization.

Teaching: The course runs over 8 days, during the two weeks prior

to the start of the Michaelmas Term. There are two two-hour sessions each day. These are run as combined lectures/ classes, i.e. combining teaching with examples that students need to work through.

Indicative reading: Notes covering the course material will be handed out at the beginning of the course. Two widely used introductory statistics books that can be used as background reading for the statistics part are Newbold, Carlson and Thorne *Statistics for Business and Economics* and Wonnacott and Wonnacott *Introductory Statistics for Business and Economics*. However, there are also many other introductory statistics textbooks that cover the same material.

Two widely used introductory mathematics books that can be used as background reading for the mathematics part are Ian Jacques *Mathematics for Economics and Business* and Wisniewski *Introductory Mathematical Methods in Economics*. Also in this case there are a large number of excellent alternative textbooks that cover the same material. Those who want a more advanced treatment of the same material can use Simon and Blume *Mathematics for Economists*, but this treatment is more formal than what we require for this course. We do not recommend buying a new textbook for this course, if you already own a textbook that covers similar material.

Assessment: The course will be assessed with a one hour test at the end of week two. The test result does not count towards the MPA final degree, but will be used in advising students on suitable option course choices.

MI424

Interviewing Skills Workshop

This information is for the 2009/10 session.

Teachers responsible: Professor George Gaskell, B811 and Dr Ilina Singh, B803

Course content: The aim of this course is to give students the basic principles, conduct and analysis of in-depth interviewing of individuals, elites and groups. It will look at basic concepts in qualitative research, sampling of respondents and the design of the topic guide; interviewing skills for individuals, elite respondents and groups; the analysis of qualitative data, reporting results and the issue of quality indicators in qualitative research.

Teaching: One-day course (to be arranged).

Assessment: Non-examinable.

MI451 Half Unit

Quantitative Analysis I: Description and Inference

This information is for the 2009/10 session.

Teacher responsible: Dr Paul Mitchell, K308

Availability: Compulsory for MSc European Studies (Research) and MSc Sociology (Research). Optional for MSc Social Research Methods, MSc Gender (Research), MSc International Health Policy, MSc International Health Policy (Health Economics), MSc Social Anthropology (Research), MSc Public Policy and Administration, MSc Public Policy and Administration (Research), and MSc Politics and Government in the European Union and LSE-Sciences Po Double Degree in European Studies; available for research students.

Course content: An intensive introduction to quantitative data analysis in the social sciences. The course is intended for students with no previous experience of quantitative methods or statistics. It covers the foundations of descriptive statistics and statistical estimation and inference. At the end of the course students should be able to carry out univariate and bi-variate data analysis and have an appreciation of multiple regression. The computer classes give 'hands-on' training in the application of statistical techniques to real social science research problems using the SPSS computer package (no prior knowledge of SPSS is necessary).

Teaching: Nine two-hour lectures and nine one-hour computer classes in the MT. Weekly assignments are required.

Pre-session course MI 451 also runs a five-day pre-session course from 26 September to 2 October.

Indicative reading: A course pack will be handed out at the beginning of the course. It will be the core text for the course. A

Agresti & B Finlay, *Statistical Methods for the Social Sciences* (1997) is recommended as additional background reading.

Assessment: A two-hour open book unseen examination in ST.

MI452 Half Unit

Quantitative Analysis II: The Generalised Linear Model

This information is for the 2009/10 session.

Teacher responsible: Dr Jonathan Jackson, B812

Availability: This course is compulsory on MSc Political Science and Political Economy. It is available on MSc Sociology (Research), MSc Social Research Methods, MSc Politics and Government in the European Union, MSc Public Policy and Administration, MSc Local Economic Development, MSc Management, MSc Social Anthropology (Research), MSc International Health Policy, MSc International Health Policy (Health Economics), MSc Information Systems and Organisations (Research), MSc Gender (Research), LSE-Sciences Po Double Degree in Urban Policy and LSE-Sciences Po Double Degree in European Studies. It is designed to follow in sequence from **Quantitative Analysis I**. Students are required to have completed MI451 or an equivalent level statistics course.

Course content: The course is designed for students with a good working knowledge of elementary descriptive statistics; sampling distributions; one and two sample tests for means and proportions; correlation and the least squares regression model with one or more predictor variables. The course is concerned with deepening the understanding of the generalized linear model and its application to social science data. The main topics covered are: least-squares regression; logistic regression; among others. Class exercises and homework will be carried out using the SPSS package.

Teaching: Nine x two-hour lectures and nine x one-hour computer classes. Weekly assignments are required. This course is given twice per session, starting in the second week of each of the MT and LT.

Indicative reading: A Agresti & B Finlay, *Statistical Methods for the Social Sciences*; M Lewis-Beck, *Applied Regression: An Introduction*; J Aldrich & F D Nelson, *Linear Probability, Logit, and Probit Models*. A course pack will be provided at the beginning of the course and additional reading will be recommended.

Assessment: A two-hour open book unseen examination in ST.

MI453 Half Unit

Fundamentals of Research Design

This information is for the 2009/10 session.

Teacher responsible: Dr Jonathan Jackson, B812

Availability: Compulsory for MSc Social Research Methods, and MSc Statistics (Research) and MSc Gender (Research). Also available for research students.

Course content: Research design can be considered as a form of problem oriented practical scholarship. It is one of the key components in the empirical social scientific study of social issues. Design is the means to provide relevant information on a research question in an efficient way that meets the criteria of public accountability, in the sense of openness to public scrutiny. Any research design is characterised by both opportunities and constraints, and the selection of the optimal design is always a trade off between the strengths and weaknesses of different options, viewed in the context of feasibility. Drawing on a variety of examples from the social scientific literature, this course will explore design considerations and options, issues of data quality and analysis, and reporting.

The broad aims of the course are to: increase awareness of the role of research design in the social sciences; introduce a range of design options; and foster an appreciation of the strengths and weaknesses of the different options for particular research objectives. At the end of the course, students will be able to bring a more critical reading to the literature and have acquired a basic knowledge of social research design as a contribution to their dissertations.

Teaching: 10 x two-hours lectures in the MT. One hour seminars in the MT and/or the LT.

Indicative reading: Key text: P Alasuutari, L Bickman, J Brannan & J. Brannen, *The SAGE Handbook of Social Research Methods* (Sage, 2008).

Other texts: M Bauer & G Gaskell, *Qualitative Researching with Text, Image and Sound: A Practical Handbook* (Sage, 2000); L Bickman & D Rog (Eds), *Handbook of Applied Social Research Methods* (1998); M Dogan & A Kazancigil, *Comparing Nations: Concepts, Strategies and Substance* (Blackwell, 1994); A Fink & J Kosecoff, *How to Conduct Surveys. A Step by Step Guide* (Sage, 1985); J Habermas, *Knowledge and Human Interest* (1987); J Hughes, *The Philosophy of Social Research* (Longman, 1990); G King, R O Keohane & S Verba, *Designing Social Inquiry: Scientific Inference in Qualitative Research*, Chapter 1 (Princeton University Press, 1994); H Brady & D Collier *Rethinking Social Inquiry: Diverse Tools, Shared Standards* (2004); D Little, *Varieties of Social Explanation* (Westview Press, 1991); R K Yin, *Case Study Research. Design and Method*, 2nd edn (Sage, 1994); B Geddes, *Paradigms and Sand Castles: Theory Building and Research Design in Comparative Politics* (2003); B G Peters, *Comparative Politics: Theory and Methods* (1998).

Assessment: A two-hour unseen examination.

MI454 Half Unit Qualitative Social Research: Interview, Text and Image

This information is for the 2009/10 session.

Teacher responsible: Professor Martin W Bauer, B804

Availability: Compulsory for MSc Social Research Methods and MSc Information Systems and Organisations (Research); optional for MSc Gender (Research).

Course content: Building on the module MI453 **Fundamentals of Research Design** this course covers the process of social research with an emphasis on qualitative inquiry. Given a research question and the requirement for evidence the process of research is captured in the stages of building of a corpus of data, for example texts or images, and in the choice among different analytic and interpretational approaches. The practicums will give students hands on experience of different techniques including software packages for the analysis of texts (MI555).

Teaching: Nine x two-hour lectures and in-class practica in the LT, including:

- Knowledge interests and qualitative inquiry
- Corpus construction
- Observation
- Grounded theory: indexing and memoing
- Content analysis: classical coding and text mining
- Rhetoric and argumentation analysis
- Discourse analysis
- Image analysis
- Data sources: quantitative data sets, qualitative and internet
- Computer-support for qualitative inquiry: an overview
- Quality indicators for qualitative inquiry

Indicative reading: M Bauer & G Gaskell, *Qualitative Researching with Text, Image and Sound* (Sage, 2000); U Flick, *An Introduction to Qualitative Research* (Sage 1998).

Please Note: No single publication covers the whole content of the course.

Assessment: A two hour unseen examination.

1 Half Unit: two hour unseen examination, MI454 only.

2 Two hour unseen examination combining MI453 and MI454 (for MI4M1 and MI4M2).

MI455 Half Unit Quantitative Analysis III: Applied Multivariate Analysis

This information is for the 2009/10 session.

Teacher responsible: Dr Jouni Kuha, B802

Availability: Compulsory for MSc Information Systems and Organisations (Research). Optional for MSc Political Science and Political Economy, MSc Social Research Methods, MSc Management and a number of other MSc degrees; also available for research students.

Pre-requisites: The course will assume a knowledge of standard linear regression models, to the level covered in MI452.

An introduction to the application of modern multivariate methods used in the social sciences, with particular focus on latent-variable

models for continuous variables.

Course content: An introduction to the application of modern multivariate methods used in the social sciences, with particular focus on latent variable models for continuous variables. The following topics will be covered: principal components analysis, exploratory factor analysis, confirmatory factor analysis and structural equation models.

Teaching: Lectures: 20 LT. Computer workshops: 4 x 2 hours LT.

Indicative reading: D J Bartholomew, F Steele, I Moustaki & J I Galbraith (2008) *Analysis of Multivariate Social Science Data* (Second Edition).

Assessment: A two-hour written examination in the ST (100%).

MI456 Half Unit Special Topics in Quantitative Analysis

This information is for the 2009/10 session.

Teacher responsible: Dr Jouni Kuha, B802

Availability: This is an optional course for MSc Social Research Methods, MSc Political Science and Political Economy and MSc Statistics. Students taking other Master's degrees may be admitted, space and timetabling permitting, and with the approval of their department and the course teacher. The course is open to PhD students.

Pre-requisites: The course will assume a knowledge of standard regression models, to the level covered in MI452.

Course content: The aim of the course is to introduce students to advanced analytic methods frequently used in leading-edge social research. The content of the course will change from year to year. Possible topics include advanced models for categorical data (e.g. models for multinomial and ordinal data), event history analysis, and structural equation modelling. Details of the content for any one year will be available from the Methodology Institute office.

Teaching: Lectures: 10 LT. Computer classes: five two-hour sessions LT.

Formative coursework: One piece of assessed coursework.

Indicative reading: Readings for this course will vary according to the topics covered each year. A reading list will be provided at the beginning of the course.

Assessment: Two-hour written examination in the ST (50%) and coursework (50%).

MI461 Half Unit Quantitative Analysis in Management

This information is for the 2009/10 session.

Teacher responsible: Alex Morton

Availability: MSc Management

Course content: Analysis of Variance, Simple and multiple linear regression, including ideas of confounding and statistical control, the use of dummy variables, interactions and non-linear effects of explanatory variables, collinearity, diagnostics and model development. Introduction to logistic regression modelling. Introduction to Management Science modelling. Introduction to principal components analysis and factor analysis.

Teaching: Ten x two-hour lectures and nine x one-hour computer classes.

Formative coursework: Weekly homework with formative assessment by Class Teachers

Indicative reading: Field, A. (2009). *Discovering Statistics using SPSS*. 3rd edition. Sage, London. HA32 F45. Anderson, D.R., D.J. Sweeney and T.A. Williams (2005). *An Introduction to Management Science*. Thompson, Mason, Ohio (11th ed. or earlier editions). HD30.25 A54. Anderson, D. R., D. J. Sweeney, T.A. Williams (2001). *Statistics for business and economics*, Cincinnati, Ohio : South-Western Thomson Learning. HF1017A54.

Clemen, R.T., Reilly, T. (2001). *Making Hard Decisions*. Duxbury Press, Pacific Grove, California. HD30.23 C62. Lattin, J. M., P. E. Green and J. D. Carroll (2002). *Analyzing Multivariate Data*. Duxbury Press, Belmont, Calif. QA278 L36. Leik, R. K. (1997). *Experimental design and the analysis of variance*. Pine Forge Press, Thousand Oaks, CA. Weisberg, S. (2005). *Applied linear regression*. Wiley, Chichester. QA278.2 W42.

Assessment: A two-hour examination in ST (100%).

MI462 Half Unit Qualitative Analysis in Management

This information is for the 2009/10 session.

Teacher responsible: Dr Kavita Abraham

Availability: The course is intended for all students taking the MSc Management with little or no previous experience of qualitative methodology.

Course content: The course will provide students with a grounding in the fundamentals of qualitative research in management including issues of question specification, research design, data collection, data analysis, reporting and presentation, and research ethics:

1. Asking the right question and selecting the most appropriate method to answer your research question.
2. Questionnaires and Survey Sampling
3. Interview design, conducting a good interview and elite interviewing
4. Ethnography in management research
5. Developing a case study and case comparison
6. Selecting representative cases in qualitative research.
7. Media monitoring and Classical Content analysis
8. Discourse analysis, Rhetoric and Argumentation
9. Text mining with and without the use of software
10. Good practices, ethics and quality indicators for qualitative research

Teaching: Ten x one-hour lectures plus a portfolio data collection exercise

A day workshop taking the students through a research question, data collection to the proposed solutions (based on papers published in a top management journal). This workshop will involve 25 students and will be repeated depending on the number of students enrolled on the course.

Assessment: A two-hour examination in ST (50%) and a qualitative research group exercise report (50%).

MI499 Dissertation

This information is for the 2009/10 session.

Teachers responsible: Dr Jouni Kuaha, B802, and dissertation supervisors.

Availability: Compulsory for students on the MSc Social Research Methods.

Course content: Students are required to write a 10,000 word dissertation on a topic within the field covered by their specialist subject and agreed with their supervisor.

Teaching: There is no formal teaching connect to this unit, but guidance is available in meetings with supervisors and from a section in the MSc handbook. There will also be a special meeting in the Lent Term to discuss dissertation topics.

Assessment: The dissertation is assessed by two markers after the hand-in date. This will be in late August.

MI4M1 Foundations of Social Research 1

This information is for the 2009/10 session.

Teachers responsible: Dr Paul Mitchell, Professor Martin Bauer and Dr Jonathan Jackson.

Availability: For MSc Human Geography (Research), MSc Employment Relations and Organisational Behaviour (Research), MSc Political Sociology (Research), MSc International Political Economy (Research), MSc Public Policy and Administration (Research), MSc Regulation (Research), MSc Social Policy (Research) and first year research students.

Course content: This course is designed to give students a good introduction to quantitative and qualitative methods and to acquaint them with the strengths and limits of different methodologies. The course has three main components:

- 1 MI451 **Quantitative Analysis 1: Description and Inference** – this course is intended for students with no previous experience of quantitative methods or statistics. Students who have already studied statistics and data analysis should take MI452.

Plus:

- 2 MI453 **Fundamentals of Research Design**

- 3 MI454 **Qualitative Research: Interview, Text and Image.**

Teaching: See separate course outlines above.

Assessment: Examination is by two two-hour papers in the ST. Students registered on course MI4M1 will take paper MI4M1a (based on the MI451 syllabus) and MI4M1b (based on the MI453 and MI454 syllabuses).

MI4M2 Foundations of Social Research 2

This information is for the 2009/10 session.

Teachers responsible: Dr Jonathan Jackson, B811 and Professor Martin Bauer, B804

Availability: For MSc Human Geography (Research), MSc Employment Relations and Organisational Behaviour (Research), MSc Political Sociology (Research), MSc International Political Economy (Research), MSc Public Policy and Administration (Research), MSc Regulation (Research), MSc Social Policy (Research) and first year research students.

Course content: This programme is designed to give students a good introduction to quantitative and qualitative methods and to acquaint them with the strengths and limits of different methodologies. The course has three main components:

- 1 MI452 **Quantitative Analysis 2: The generalized linear model.**

Plus:

- 2 MI453 **Fundamentals of Research Design**

- 3 MI454 **Qualitative Research: Interview, Text and Image.**

Teaching: See separate course outlines above.

Assessment: Examination is by two two-hour papers in the ST. Students registered on course MI4M2 will take paper MI4M2a (based on the MI452 syllabus) and MI4M2b (based on the MI453 and MI454 syllabuses).

MN401 Half Unit Public Management Theory and Doctrine

This information is for the 2009/10 session.

Teachers responsible: Dr M Barzelay, G507 and Dr Martin Lodge, L309

Availability: Core course for MSc Public Policy and Administration and MSc Public Policy and Administration (Research), optional course for MSc Management. Other postgraduates require permission of teachers responsible.

Course content: The objectives of the course are to become acquainted with public management as an interdisciplinary field of study, where political science and public policy are among the reference disciplines; to develop an appreciation for the nexus between research and practice; to acquire a process understanding of administrative practices and change in government; to become adept at identifying, analysing, criticizing and formulating practical arguments about public management; and to establish a political science/public policy foundation for the LT course, Contested Issues in Public Management.

Introducing public management. Public Policy implementation. Organizational learning and capacity building. Public management policy-making and change. Leadership. Argumentation in Public Management. Accountability, values and blame.

Teaching: 10 lectures and 10 seminars in the MT and two seminars in the first and second weeks of the ST.

Indicative reading: M Barzelay, *The New Public Management*, 2001; C Hood, *The Art of the State*, 1998; N C Roberts & P J King, *Transforming Public Policy: Dynamics of Policy Entrepreneurship and Innovation*, 1996; E Bardach, *Getting Agencies to Work Together*, 1998; P Aucoin, *The New Public Management: Canada in Comparative Perspective*, 1995; D N Walton, *Plausible Argument in Everyday Conversation*, 1992; C Hood & M Jackson, *Administrative Argument*, 1991; H Simons, *Persuasion in Society*, 2001.

Assessment: Consists of two parts: (i) a two-hour unseen written examination in June, accounts for 75% of the marks; (ii) a single essay for Assessment by the end of Week one of LT, accounts for 25% of the marks.

MN404**Incentives and Governance in Organizations****This information is for the 2009/10 session.****Teacher responsible:** TBC**Availability:** Core course for MSc Management and Strategy. Available as an option for MSc International Management, MSc Management, MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy with the permission of the Course Convenor. Please note this course may be capped if student numbers become too high.**Pre-requisites:** A knowledge of Mathematics and Economics.**Course content:** The course uses economic theory to gain insight into issues related to internal organisation and management of firms. The course will draw on various disciplines including management science, industrial organisation and microeconomics. The course deals with three main topics: (i) the provision of incentives in organisations, (ii) the use of information in markets and firms, and (iii) the theory of financial decisions. A major theme concerns the question of how to provide incentives efficiently in organisations. Other important themes include efficiency, coordination, incompleteness of contracts and the use of the market versus internal exchange. A section of the course deals with financial theory. The implications of asymmetric information are examined. Corporate governance is discussed in a principal-agent framework.**Teaching:** 10 two-hour lectures and eight one-hour classes in the MT.**Indicative reading:** Main texts: Roberts J (2004), *The Modern Firm. Organizational Design for Performance and Growth*, Oxford University Press, UK; Brealey, RS, Myers, and F Allen (2006), *Corporate Finance*, 8th edition (older editions are fine too), McGraw-Hill International Edition (US edition is titled "principles of corporate finance"; older versions by Brealey and Myers only).**Assessment:** Two-hour examination in the ST.**MN409 Half Unit Not available in 2009/10
Aspects of Human Resource Management****This information is for the 2009/10 session.****Teacher responsible:** Ms Ana Canhoto, G514**Availability:** Primarily for MSc Management students. Optional for MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy with permission. Other MSc students may take the course with the approval of the course teacher.**Course content:** The course considers the policies and strategies that organisations adopt in order to deal with a range of human resource problems.

Problems of specifying the objectives, both underlying and operational, of human resource policies. The problems surrounding issues such as recruitment and selection, training and development, appraisal, securing commitment, control and incentive systems, strategies of human resource policy, internal labour markets and labour market segmentation, manpower planning models.

Teaching: There are 10 hours of lectures (ID410) and 10 hours of classes (MN409).**Indicative reading:** A key text is J Barsh & D Kreps, *Strategic Human Resources*, John Wiley, 1999. Further reading will be suggested at the start of the course.**Assessment:** Assessment is determined by a one-hour term test worth 20% of the final grade, and an essay of no more than 3,000 words in length worth 80%.**MN413 Half Unit
International Marketing: A Strategic Approach****This information is for the 2009/10 session.****Teacher responsible:** Dr Vishal Talwar**Availability:** For MSc Management and Strategy, MSc Management, MSc International Management, MSc Management, Organisations and Governance and MSc Global Media and Communications students, but other MSc students may take the course with approval of the course teacher.**Course content:** This course covers the main theories and concepts in Marketing Management. Participants with little or no previous experience of the discipline are introduced to the subject principally at a strategic level with some emphasis on the operational elements. One of its important aims is to emphasise the range of social science disciplines that are relevant if marketing is to be properly understood. Like most other evolving academic disciplines, marketing theory has its limitations and students will be encouraged to question these and to suggest ways of overcoming its many problems. In this sense, marketing will be treated from a critical perspective.

Also, emphasis is placed on the use of marketing case studies to develop participant's skills at analysing and making sense of complex real world business situations. These cases are drawn from various industries and countries, giving the participant exposure to a wide variety of internationally orientated marketing issues.

Teaching: Lectures: 10 lectures. Nine one-hour classes (MN413.A) in the MT beginning in the 2nd week of the MT.**Indicative reading:** Lambin, J-J, Chumpitaz, R. & Schuiling, I. (2007), *Market-driven management: Strategic and operational marketing* (2nd edition). London: Palgrave Macmillan; Jagpal, S. (1999), *Marketing strategy and uncertainty* Oxford University Press. Further references will be provided at the commencement of the course..**Assessment:** Assessment is determined by a two-hour term test (50%) and an essay of no more than 2,500 words (50%).**MN414 Half Unit Not available in 2009/10
International Marketing Research Topic****This information is for the 2009/10 session.****Teacher responsible:** Ms Ana Canhoto, G514**Availability:** MSc Management and Strategy students only.**Pre-requisites:** This course is for students who have taken some marketing or market research courses or, who have taken MN302 or ST327. This course may be taken in conjunction with MN413 by students who do not have any of these pre requisites subject to the agreement of the teacher responsible.**Course content:** This course is designed for students who have followed an introductory course in the Marketing or Marketing research area and who wish to develop their research skills in this area. Students will use the techniques they have acquired in previous Marketing course to develop their ideas and technical capacity in an area connected with Marketing.**Teaching:** There will be personal meetings with the instructor and then 10 hours of Workshops in the LT and a final presentation in the ST.**Indicative reading:** Some useful texts are Kinnear & Taylor's, *Marketing Research: An Applied Approach* and Chisnall's, *Marketing Research*.**Assessment:** Students will be assessed on a 10,000 word project and oral presentation given in the ST.**MN415 Half Unit
The Analysis of Strategy A****This information is for the 2009/10 session.****Teacher responsible:** Professor David de Meza**Availability:** Compulsory course for MSc Management and Strategy students. Optional course for MSc Decision Sciences, MSc International Management and MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy although there is no guarantee that additional places will be available.**Course content:** The objective of the two courses (A and B) is to provide students with a critical appreciation of what it takes to be a strategist – in the context of the real world, within and outside firms and with other strategists. The critical aspect of being a strategist is to anticipate and prepare in advance for possible reactions of other players (eg competitors). These two courses will help students to understand how managers in the real world ought to read situations from a strategic angle. The particular emphasis is on the perspective provided by economics on the subject of strategy. Besides applications, stress will also be given to the theoretical underpinnings.

The course is an interaction of game theory, economics, and

strategic management. After some preliminary material on measuring corporate performance, students will be introduced to ideas of behaving in strategic situations. A powerful tool to study these situations is game theory, where the emphasis is on outplaying a competitor who is trying to outplay you. About three lectures and two seminars will be devoted to building up the flavour of game theory and basic equilibrium concepts (Nash and sub-game-perfect Nash). The second part of the course will be focused on applying these concepts to salient issues in competitive industries. The third part of the course introduces the concepts of creating and appropriating value, distinctive capabilities and ways to build and maintain competitive advantage. These issues will be deepened further in the accompanying seminars. Finally, a particularly important set of markets will be discussed in the last lecture and seminar of the course: We will be studying the dynamics of markets with network effects, ie where there are advantages to consumers in joining the same (compatible) network. Theoretical issues of analysing such markets will be enriched by case studies and examples.

Teaching: 10 two-hour lectures and one-hour classes in the MT.

Indicative reading: D Besanko, D Dranove & M Shanley, *Economics of Strategy*, John Wiley, 2003; A Dixit & B Nalebuff, *Thinking Strategically: The Competitive Edge in Business, Politics and Everyday Life*, Norton, 1998; J Kay, *Foundations of Corporate Success*, OUP 1995; J Roberts, *The Modern Firm*, OUP, 2004.

Assessment: Two-hour examination in the ST.

MN416 Half Unit The Analysis of Strategy B

This information is for the 2009/10 session.

Teacher responsible: Dr Jörn Rothe

Availability: Compulsory course for MSc Management and Strategy students. Optional course for MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy. Other students may attend subject to numbers, degree regulations, and at the discretion of the teacher responsible.

Pre-requisites: p>MN415 **The Analysis of Strategy (A)** is a pre-requisite.

Course content: In this course we continue, deepen and extend the analysis of strategy. The success of a firm depends on the decisions it makes, and these decisions have to take the behaviour of competitors into account who themselves try to make optimal decisions. Thus the firm faces a problem of strategic interaction, and game theory takes this interaction consistently into account. This course aims at a strategic understanding of these situations and the decisions firms face. We will study general principles of strategic thinking, the application of these principles to specific problems and general conclusions we can draw in these situations.

This part of the course focuses on the strategic aspects of competing against other firms within the same industry. We start by analysing market structure and various dimensions of competition – pricing, capacity choices, research and development and advertising. We will then discuss different aspects of strategic commitment and the commitment aspects of pricing, investment and financing decisions. We then focus on the dynamic aspect of pricing rivalry, in particular collusion and price wars. We will analyse the role of incomplete and changing information in decision-making and the evaluation of ‘real options’. We will finally discuss the incentives for innovation and market entry and exit decisions.

Our approach will be critical throughout, emphasising both the power and the limits of a game-theoretic approach. We will use simple models to clarify the logic of strategic reasoning, and case studies to emphasise the relationship between the analysis of strategy and managerial decision making.

Teaching: There will be 10 two-hour lectures in the LT and 10 one-hour seminars in the LT and ST.

Indicative reading: There is no fully adequate textbook for this course. The most important text is D Besanko, D Dranove & M Shanley and S Schaefer, *The Economics of Strategy*, John Wiley (4th edition, 2007). Among the other sources are:

L M B Cabral, *Introduction to Industrial Organization*, MIT Press

(2000); P Ghemawat, *Games Businesses Play: Cases and Models*, MIT Press (1997); D M Kreps, *Game Theory and Economic Modelling*, Clarendon Press (1990); J Sutton, *Technology and Market Structure*, MIT Press (1998). A detailed reading list will be provided at the beginning of the course.

Assessment: The course will be examined by a two-hour examination in the ST.

MN419 Half Unit Systems Thinking and Strategic Modelling

This information is for the 2009/10 session.

Teacher responsible: Dr David Lane

Availability: For students taking the MSc Management and Strategy, MSc International Management, MSc Management, Governance and Organisations, MSc Management and Economics and MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy. Only in exceptional circumstances may students taking OR431 take this course and this is subject to approval by the teacher responsible.

Pre-requisites: Pre-requisites are a sound understanding of algebraic and functional relationships as well as comfort with the use of elementary differential equations and the practical use of computer packages.

Course content: The course provides an introduction to the form of systems thinking called system dynamics. The emphasis is on the creation and use of strategic models which allow the rigorous testing of different policies to understand the behaviour of organisations over time.

The course treats the following subjects: the core concepts of system dynamics and its intended contribution to management thinking, the symbols and conventions of causal loop diagramming, creating causal theories with CLDs, the benefits of simulations models, iconography for strategic modelling, managerial applications of strategic modelling.

The first half of the course introduces the causal feedback thinking at the centre of system dynamics and shows how this qualitative modelling approach can add clarity and precision to strategic debates. In the second half of the course the benefits of fully specified and parametrised simulation models are then described using a range of examples and students are expected to explore and experiment with quantitative computer models using ‘state of the art’ simulation software with a graphical interface.

This course concentrates on the use of pre-built simulation models and the contribution that they can make to management. It therefore complements the course OR431 System Dynamics Modelling which gives greater emphasis to the process of model building and which offers a broader range of examples from business, public-policy making, epidemiology/ecology and elsewhere. Non IMEX students may take either or both courses, subject to their specific degree requirements, the respective course restrictions, and the approval of the teacher responsible.

Teaching: Two sessions per week (normally alternating lecture then class, some of these classes being held in computer rooms) for the 10 weeks of MT.

Indicative reading: D. H. Meadows, *Thinking in Systems: A primer*, Earthscan; D. Sherwood, *Seeing The Forest For The Trees: A manager's guide to applying systems thinking*, Nicholas Brealey; G P Richardson (Ed), *Modelling for Management*; J A M Vennix, *Group Model Building: facilitating team learning using system dynamics*; J D W Morecroft & J Sterman, *Modelling for Learning Organizations*; J W Forrester, *Industrial Dynamics*; P M Senge, *The Fifth Discipline*; various research papers from the LSE Library offprints collection.

Assessment: The course is examined by two pieces of individual course work.

These involve the following general areas and mark weightings: explanation and policy intervention using causal loop diagrams (50%) and analysis of the managerial implications of a simulation model in the form of a management report (50%).

For the first assignment students will be expected to choose their own policy issue to explore with CLDs.

For the second assignment students may use one of the examples

on the course or explore some other application of system dynamics. For both assignments the student choices are subject to approval by the teacher responsible.

These pieces of work are made available at the mid-point and then towards the end of the course, with appropriately staged hand-in dates, the last being on the first day of LT.

MN425 Half Unit Business in the Global Environment

This information is for the 2009/10 session.

Teachers responsible: Sir Geoffrey Owen and Louis Turner

Availability: For MSc Management and Strategy and MSc International Management, incoming IMEX students and MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy. Priority will be given in the following order: IMEX students (home and visiting); other students from the MES Group and International Relations; all other LSE students.

Course content: The course looks at the process of globalisation at three levels: industries, firms and nations. The topics include: the changing structure of industries, using sectors such as automobiles and electronics to illustrate the new international division of labour; the response of companies, both those based in the advanced industrial countries and those based in emerging markets, to increasing international competition; differences between countries in their institutions and policies, focusing in particular on financial systems and corporate governance and on government industry and technology policies.

Teaching: 10 lectures and 10 seminars in the MT. There is also a Department of Management seminar programme which is optional and not part of MN425 but is relevant to the course.

Indicative reading: Useful books for background reading are P Dicken, *Global Shift*, 4th edn, Sage Publications 2003; Giorgio Barba Navaretti & Anthony J Venables, *Multinational Firms in the World Economy*, Princeton, 2004; John Roberts, *The Modern Firm*, 2004 and Martin Wolf, *Why Globalisation Works*, Yale 2004. Detailed reading lists will be provided for each of the ten lectures. A course pack of key readings will be made available.

Assessment: The assessment is based on two essays of 2,000 words each. The first essay will be set in week 4, for delivery in week 8, and will be based on the topics covered in the first five lectures. The second essay will be set in week 7, for delivery at the start of the Lent term, and will be based on the topics covered in the second five lectures. In addition, each student will provide a short seminar presentation (not assessed) on one of the topics discussed in the lectures.

MN426 Half Unit Design and Management of Organisations

This information is for the 2009/10 session.

Teacher responsible: Dr Bernd Irlenbusch

Availability: Core course for MSc Management and Strategy. Optional for MSc Management.

Course content: In this course we investigate aspects of management and the internal organisation of the firm. We start by discussing management decision making in the light of general heuristics and biases exhibited by individuals and groups and ask how organisations might help to mitigate negative consequences arising from these predispositions. We also shed light on the management of teams and non-monetary aspects of motivation. Other topics include formal and informal structures of organisations, leadership, power, authority, delegation, entrepreneurship, innovation, promotions and careers. We conclude by looking at two intangible assets of organisations: corporate culture and corporate social responsibility.

Students are introduced to a set of frameworks which will enable them to critically evaluate contemporary management approaches. The organising principle of much of the content of the course has its origins in economic theory and empirical behavioural observations which are applied to issues and ideas relevant to management. Additionally we draw upon findings from psychology and sociology. The course complements MN404 (Incentives and Governance in

Organisations) but can be taken as a stand-alone course. Whereas MN404 focuses on incentive contracts, principal-agent models and topics in finance, this course focuses more on aspects of informal structure.

Teaching: 10 two-hour lectures and 10 one-hour classes in the LT.

Indicative reading: A course pack will be provided at the beginning of the course.

As a preliminary teaser see: P Milgrom & J Roberts, *Economics, Organization and Management*; J A Brickley, C W Smith & J L Zimmerman, *Managerial Economics and Organisational Architecture*.

Assessment: A formal two-hour examination in the ST.

MN428 Half Unit Evolutionary Psychology and Management

This information is for the 2009/10 session.

Teacher responsible: Dr Satoshi Kanazawa

Availability: Optional course for MSc Management and Strategy students.

Course content: Principles of evolutionary psychology. The nature and limitations of the human brain as an evolved and adapted organ. Evolutionary origins of cognitive biases, and their effects on organisational behaviour. Sex differences in organisational behaviour. The importance of physical attractiveness and general intelligence in organisational behaviour. "Discrimination" in labour market. Evolutionary psychological perspectives on cooperation, reciprocity, altruism, hierarchy, and leadership in modern corporations. Evolutionary origins of organisationally relevant emotions such as envy, spite, and positional bias.

This course introduces the evolutionary psychological perspective on business and management. The emerging science of evolutionary psychology sheds entirely new light on, and offers different solutions to, old problems of management, such as glass ceiling, occupational sex segregation, sexual harassment and suboptimal decision making, and points to new potential problems.

Teaching: Ten two-hour lectures and ten one-hour seminars, LT.

Formative coursework: One class presentation and one essay based on the class presentation.

Indicative reading: Browne, Kingsley R. 2002. *Biology at Work: Rethinking Sexual Equality*, New Brunswick: Rutgers University Press; Campbell, Anne. 2002. *A Mind of Her Own: The Evolutionary Psychology of Women*. Oxford: Oxford University Press; Miller, Alan S. and Satoshi Kanazawa. 2007. *Why Beautiful People Have More Daughters*. New York: Perigee.

Assessment: Two-hour examination in the ST.

MN429 Half Unit The World Trading System

This information is for the 2009/10 session.

Teacher responsible: Dr E Ornelas

Availability: MSc Management and Strategy, MSc International Management, MSc Management and Economics and MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy. Other students may attend subject to degree regulations and the approval of the teacher responsible.

Pre-requisites: Basic Knowledge of Mathematics and Economics

Course content: The course studies a key component of the "globalization" process: the negotiation, implementation and implications of international trade agreements (ITAs). These include the World Trade Organisation and the fast-growing web of regional trade agreements. We analyse the challenges and opportunities faced by companies engaged in the global economy in this context. The course relies on recent theoretical and empirical research to gain insight into the motivations for ITAs and their consequences for consumers and firms.

Globalisation – trends in the international economy and overview of their causes and effects.

The sources of international trade.

Trade barriers – restrictions to international trade and their consequences.

The economics and politics of international trade agreements.

The rules, accomplishments and shortcomings of the GATT/WTO system.

Labour and environmental standards in international trade agreements. Regional trade agreements – motivation, implications, and recent trends. Challenges and opportunities for national and multinational firms in the global economy.

Teaching: Weekly one hour lecture and one hour class in Michaelmas Term. A review session in the Summer Term.

Formative coursework: A mock examination will be held.

Indicative reading: Robert Feenstra and Alan Taylor, "International Economics," Worth Publishers, 2008. Kyle Bagwell and Robert W. Staiger, "The Economics of the World Trading System," MIT Press, 2004. The World Bank, "Trade Blocs," Oxford University Press, 2000. Bernard M. Hoekman, Aaditya Mattoo, Philip English (editors), "Development, Trade, and the WTO: A Handbook," World Bank, 2002. Andrew Bernard, J. Bradford Jensen, Stephen Redding and Peter Schott, "Firms in International Trade," *Journal of Economic Perspectives* 21(3), 105-130, 2007.

Assessment: A two-hour examination in the Summer Term.

MN430 Half Unit Strategy for the Information Economy

This information is for the 2009/10 session.

Teacher responsible: Dr Thomas Kittsteiner

Availability: MSc Management and Strategy, MSc Management and Economics, and MSc Management.

Pre-requisites: Basic Knowledge of Economics.

Course content: The internet has created many new market opportunities. Web-based technology allows for new kinds of market interactions and products. Understanding the design and functioning of these new markets is central for business strategy and success. This course develops the relevant economic principles and applies them to the formulation of strategies for the provision of information goods and the design of online market platforms. The first part of the course is concerned with strategic aspects of the provision of information goods (such as music, software, product reviews, search results). Topics include the pricing of information goods, versioning, rights management, network effects, lock-ins and the discussion of e-commerce institutions and business models. The second part of the course covers the use and design of online-market transaction mechanisms for business-to-consumer and business-to-business e-commerce. Topics include principles of market engineering, design of standard (online-)auction markets and multi-unit auction markets, reputation and collusion in online markets and matching markets. The course provides a theoretical background and relates theory to various examples and case-studies (such as the design of Google's ad-auctions and eBay's feedback mechanism).

Teaching: Ten hours of lectures and ten hours of seminars in LT. Two hours of lectures in ST.

Formative coursework: Two exercise sets with a mixture of qualitative and quantitative questions. These will be marked and students will receive written feedback on them.

Indicative reading: Carl Shapiro and Hal R. Varian: "Information Rules", HBS Press, 1999 (selected chapters); Nir Vulkan: "The economics of e-commerce", Princeton University Press, 2003 (selected chapters); Ockenfels et al: "Online auctions" in Hendershott (Ed), Handbook in Information Systems, Vol. 1, 571-628, Elsevier, 2006; Kittsteiner and Ockenfels: "Market Design: A selective review", ZfB Special Issue 5/2006, 121-143

Assessment: Two-hour written examination in the ST

MN498 Dissertation and Case Study

This information is for the 2009/10 session.

Teachers responsible: Dr Jorn Rothe and Sir Geoffrey Owen

Availability: Compulsory for and exclusive to all MSc Management and Strategy students.

Course content: This course consists of two separate components: a case study and a dissertation.

The case study component involves an examination of the recent history of a number of major companies, focusing in particular on strategic choices, organisational issues and overall performance. The

aim is to use these case studies as a way of illustrating some of the topics dealt with in the MSc Management programme.

Each of the study groups into which the class is divided will be assigned a company, which will form the subject of its case study. Each group will make a presentation on their company in the Lent Term. Linked to these case studies is a set of talks on strategy and organisation given by outside speakers – executives from the companies and experts in the industries concerned.

The dissertation consists of a research project within the subject of management. Students work on this project individually under the guidance of a supervisor. The dissertation should make a contribution towards understanding a topic or question related to management based on original analysis and empirical evidence.

Teaching: The case study component will consist of approximately 40 hours of contact time during the MT and LT.

Dissertation supervisors are allocated early in the Lent Term and are available for consultation until the end of July. Details about the process of writing the dissertation will be provided in Michaelmas Term.

Assessment: One dissertation of 8,000 words (70%), Case Study component based on the group presentation and an individual essay of up to 2,500 words (30%).

MN499 Dissertation

This information is for the 2009/10 session.

Teacher responsible: Professor Diane Reyniers

Availability: Compulsory for and exclusive to all MSc International Management students.

Course content: The dissertation is based on a topic of the student's choice although the topic must relate to the syllabus for one or more components of the MSc International Management programme. Students are strongly advised to select a topic proposed by a faculty member. A list of these topics will be distributed during the Michaelmas Term. Students are allocated an appropriate supervisor whom they can consult until the end of July. The dissertation should be a demonstration that students have sufficiently mastered the study of an area of Management to make a contribution which merits attention by other scholars and practitioners in the field.

Teaching: Dissertation supervisors are allocated early in the Lent Term and are available for consultation until the end of July. Details about the process of writing the dissertation will be provided in Michaelmas Term.

Assessment: One dissertation of 10,000 words (100%).

OR401 Half Unit Techniques of Operational Research

This information is for the 2009/10 session.

Teacher responsible: Dr K Papadaki, NAB 3.14

Availability: The course is compulsory for MSc Operational Research students. Optional course for MSc Applicable Mathematics, MSc Analysis, Design and Management of Information Systems, MSc Management and MSc Decision Sciences and as an outside option for students on other degrees where programme regulations permit.

Pre-requisites: Students must have a knowledge of mathematics and statistics to the level of the undergraduate paper **MA107/ST107 Quantitative Methods**.

Course content: An introduction to a range of Operational Research techniques. The particular techniques taught may vary slightly from year to year. Topics normally covered are: inventory models, forecasting, queueing theory, replacement, critical path analysis, dynamic programming, markov chains, and game theory.

Teaching: Lectures: OR401 x 14 LT and 2 revision sessions in ST. Classes: OR401 A x 14 LT.

Formative coursework: Problems are set in lectures each week, which students will be expected to attempt to solve. Solutions will be discussed in weekly classes.

Indicative reading: Recommended books are: Wayne Winston, *Operational Research; Applications and Algorithms*, Fourth/International Student Edition.

Students may also wish to consult: F S Hillier & G J Lieberman,

Introduction to Operations Research, 7th edn.

Assessment: A three-hour written examination in ST.

OR404

Applied Operational Research

This information is for the 2009/10 session.

Teacher responsible: Mr James Gibb, NAB 3.04

Availability: Compulsory on MSc Operational Research.

Course content: The student will carry out and report upon a substantial practical piece of Operational Research. The project will either be found by the department or may be suggested by the student, with the approval of his/her teachers.

Teaching: Lectures: OR404 **Applied Operational Research** and OR418 **Applied Decision Sciences**: seven 1-hour lectures and one 3-hour seminar in MT.

In addition each student will be assigned an internal supervisor who will monitor his/her progress on a continuing basis and give tutorial guidance as required.

Indicative reading: Detailed suggestions for reading will be provided in the course of supervision.

Assessment: Assessment is based entirely on the report, two copies of which must be submitted by the beginning of September.

OR405 Half Unit Not available in 2009/10

Advanced Behavioural Decision Making

This information is for the 2009/10 session.

Teacher responsible: Dr Barbara Fasolo, NAB 3.15

Availability: For students of MSc Operational Research, MSc Decision Sciences, MSc Management, MSc Management and Regulation of Risk and MSc Public Management and Governance; an outside option for students on other degrees where permitted by the regulations.

Course content: This course introduces students to the interdisciplinary field of behavioural decision making. Favouring depth over breadth, we will explore a selection of current research topics relevant to individual and organizational decision making. The aim is to gain insights into intuitive decision behaviour, and develop skills critical to making own decisions, aiding others' decisions, and conducting original decision research. For each topic students will gain an understanding of central concepts by reading pre-assigned scientific articles. In class, students will work on implications of these concepts for the development of theories, empirical tests and tools to improve decision practice. The seminar style and class activities will vary according to the topic.

Content will vary depending on the status of the field. Provisional list of topics: Preference Construction and choosing for oneself; Prospect Theory; Scope insensitivity in valuation of goods; Lure and Tyranny of Choice; Overconfidence; Sunk Costs; Risk; Affect; Happiness of Deciding.

Teaching: 10 x three-hour meetings in MT.

Formative coursework: One 800 word written report.

Indicative reading: To allow students sufficient time for preparation, all articles discussed in the seminars will be available electronically on Moodle from the first week of the seminar. Further readings indicated during the seminars will also be posted on Moodle.

For a general background, the following books are recommended: Baron, J. (2000), *Thinking and Deciding* (3rd edition), Cambridge: Cambridge University Press; Beach and Connolly (2005), *The Psychology of Decision Making: People in Organizations*, (2nd Edition), Sage; R Hastie & R M Dawes (2001), *Rational Choice in an Uncertain World*, Sage; Plous, S. (1993), *The Psychology of Judgment and Decision Making*, New York: McGraw Hill.

Assessment: The course is examined during the year as follows: one original research report of about 7000 words (70%) and two written reports of approx 1000 words (30%) based on seminar discussions and activities.

OR406 Half Unit

Mathematical Programming: Theory and Algorithms

This information is for the 2009/10 session.

Teacher responsible: TBA

Availability: MSc Applicable Mathematics, MSc Operational Research, MSc Statistics, MSc Statistics (Research) and as permitted by the regulations.

Pre-requisites: Students must have a knowledge of linear algebra sufficient to handle matrix inversion and manipulation of partitioned vectors and matrices. Previous experience of computers is not required, but students must be prepared to use computer packages.

Course content: To cover the use of mathematical programming models in practice, and an introduction to the theory and computational methods, as described under the headings of the lecture courses below.

• OR406.1 **Foundations of Mathematical Programming:** An introduction to the mathematical foundations of mathematical programming

• OR406.2 **Mathematical Programming:** Introduction to theory and the solution of linear and nonlinear programming problems: simplex and interior point algorithms, integer linear programming (ILP) methods (branch and bound, enumeration, cutting planes), decomposition methods, quadratic programming.

Teaching: • OR406.1 four LT, OR406.1A two x 1.5 LT

• OR406.2 sixteen LT, OR406.2A eight x 1.5 LT

Formative coursework: Written answers to set problems will be expected weekly.

Indicative reading: V Chvatal, *Linear Programming*; G Dantzig & M Thapa, *Linear Programming 1 and 2*; M Padberg, *Linear Optimization and Extensions*; M Bazaraa, J Jarvis & H Sherali, *Linear Programming and Network Flows*; J Nocedal & S Wright, *Numerical Optimization*; S Wright, *Primal Dual Interior Point Methods*; Nemhauser & Wolsey, *Integer and Combinatorial Optimization*; A Schrijver, *Theory of Linear and Integer Programming*; J More & S Wright, *Optimization Software Guide*; H P Williams, *Model Building and Mathematical Programming*; H P Williams, *Model Solving in Mathematical Programming*.

Assessment: A formal three-hour examination in the ST.

OR408 Half Unit

Combinatorial Optimisation

This information is for the 2009/10 session.

Teacher responsible: Dr K Papadaki, NAB 3.14

Availability: MSc Applicable Mathematics, MSc Operational Research and as permitted by the regulations.

Pre-requisites: Some familiarity with graph theory and some knowledge of programming could be desirable.

Course content: The course is intended as an introduction to discrete and combinatorial techniques for solving optimisation problems, mainly involving graphs and networks, as described under the headings of the lecture course below.

• OR406.1 **Foundations of Mathematical Programming.** An introduction to the mathematical foundations of mathematical programming.

• OR408 **Combinatorial Optimisation.** Shortest path algorithms in networks, various matching algorithms, the Chinese postman problem, solution techniques for Travelling Salesman and other Combinatorial Optimisation problems. Also polyhedral combinatorics, heuristic approaches and a brief introduction to complex theory.

Teaching: • OR406.1 four LT; OR406.1A two x 1.5 LT

• OR408 sixteen LT; OR408A eight x 1.5 LT.

Formative coursework: Lecture notes containing problems are supplied. Written answers will be expected by the lecturer on a regular basis, and the problems will be discussed in the problem class.

Indicative reading: Relevant sections from the following texts will provide useful supplementary reading – N Christofid, *Graph Theory: An Algorithmic Approach*; Nemhauser, Rinnooy Kan & Todd, *Optimization*; Nemhauser & Wolsey, *Integer and Combinatorial Optimization*; C F Laywine & G L Mullen, *Discrete Mathematics*

using *Latin Squares*, Wiley & Sons 1998. Alexander Schrijver, *Combinatorial Optimization*, Ahuja, Magnanti and Orlin, *Network Flows*, Jon Lee, *A First Course in Combinatorial Optimization*, Cambridge University Press 2004. As concise reference material for the graph theoretic part of the course R Wilson's book *Introduction to Graph Theory* should prove useful.

Assessment: Students will be assessed by a three-hour formal examination in the ST.

OR409 Half Unit Dynamic Processes and Game Theory

This information is for the 2009/10 session.

Teacher responsible: Professor Richard Steinberg, NAB 3.19

Availability: MSc Operational Research and MSc Decision Sciences

Pre-requisite: Students must have a knowledge of Statistics and Probability Theory to the level of the course **Elementary Statistical Theory**; Mathematics to the level of **Quantitative Methods** and Operational Research to the level of **Techniques of Operational Research**.

Course content: The course aims to give an introduction to discrete and continuous dynamical systems and to deepen and extend students' knowledge of game theory, social choice and stochastic auctions. The precise content will vary from year to year to reflect important developments. Areas normally covered are: discrete and continuous dynamical systems; game theory; social choice; auctions; and combinatorial auctions.

Teaching: OR409 16 hours LT; OR409.A 12 hours LT.

Formative coursework: Very full lecture notes are provided, and every week a set of problems is given out in the lecture. These are discussed in the following classes (OR409.A).

Indicative reading: Recommended books are: R.L. Devaney, *An Introduction to Chaotic Dynamical Systems*, 2nd Edition; E.R. Scheinerman, *Invitation to Dynamical Systems*; A.B. Taylor, *Social Choice and the Mathematics of Manipulation*; K.G. Binmore, *Playing for Real: A Text on Game Theory*; and P. Cramton, Y. Shoham, and R. Steinberg, *Combinatorial Auctions*.

Assessment: A two-hour formal examination in the ST covering the whole syllabus.

OR414 Half Unit Not available in 2009/10 Advanced Topics in Operational Research

This information is for the 2009/10 session.

Teacher responsible: Professor Gautam Appa, NAB 3.20

Availability: The course is intended for students on MSc Operational Research and MSc Decision Sciences, depending on the topics covered, students from other degrees may be admitted by agreement.

Course content: An examination of the new trends in Operational Research. The topics selected differ year to year; information is available from the Operational Research Group administration office.

Teaching: 12 hours lectures and 12 hours classes in the LT, plus 6 hours of optional computer help.

Formative coursework: Details will be provided at the start of the course.

Indicative reading: There is no textbook suitable for the course. Detailed suggestions for reading will be given in the sessions.

Assessment: The course is examined by a three-hour unseen examination in the ST.

OR418 Applied Decision Sciences

This information is for the 2009/10 session.

Teacher responsible: Professor LD Phillips, NAB 3.04

Availability: Compulsory for MSc Decision Sciences only.

Course content: An introduction to the use of Decision Sciences in practice. The student will carry out and report upon a substantial practical piece of decision analysis. The projects will either be found by the department or may be suggested by the student, with the approval of his/her teachers.

Teaching: See Course Guide OR404. Each student will be assigned an internal supervisor who will monitor their progress on a continuing basis and give tutorial guidance as required.

Indicative reading: See course guide OR404

Assessment: See course guide OR404

OR426 Half Unit Modelling in Applied Statistics and Simulation

This information is for the 2009/10 session.

Teacher responsible: Dr A Morton, NAB 3.07

Availability: The course is compulsory for MSc Operational Research and MSc Decision Sciences. Optional course for MSc Applicable Mathematics and for students on other degrees where regulations permit.

Pre-requisites: Students must have a knowledge of mathematics and statistics to the level of the undergraduate papers **MA107 Quantitative Methods** and **ST102 Elementary Statistical Theory**. Students must be prepared to use computer packages.

Course content: An introduction to stochastic modelling and applied statistics.

Applied Statistics (OR426.1): Revision of Descriptive stats, EDA, outliers, transformations; ideas of experimental design, one-way ANOVA; simple and multiple regression.

Applied Stochastic Modelling (OR426.2): This course is about how to build models of systems which are characterised by uncertainty and random variability. The focus is on simulation (i.e. computer-based) models and aims to develop simulation modelling skills, understanding of the theoretic basis which underpins the simulation methodology, and an appreciation of practical issues in managing a simulation modelling project.

Teaching: OR426.2: 10 MT

OR426.2A: 9 MT **Formative coursework:** OR426.1 – exercises are set weekly and discussed in the following classes, which alternate between hands-on computer sessions and problem classes. Any written work handed in prior to the class will be marked and returned.

OR426.2 – students will have the opportunity to submit a mock project for marking and comment several weeks before the final assessed project is due.

Indicative reading: Recommended for OR426.1 are: Ramsey & Schafer, *The Statistical Sleuth*, Duxbury; M Chapman & B Mahon, *Plain Figures*; W W Himes & D C Montgomery, *Probability and Statistics in Engineering and Management Science*; D C Hoaglin, R J Light, B McPeck & F Mosteller, *Data for Decisions*; J A Rice, *Mathematical Statistics and Data Analysis*; B F Ryan & B L Joiner, *MINITAB Handbook*; E Tufte, *The Visual Display of Quantitative Information*; J W Tukey, *Exploratory Data Analysis*; T J Wonnacott & R J Wonnacott, *Econometrics*.

Recommended for OR426.2 are: A M Law & W D Kelton, *Simulation Modelling and Analysis*; M Pidd, *Computer Simulation in Management Science*, S Ross, *Simulation*, Academic Press.

Assessment: This course is examined entirely by course work and projects, as follows:

50% for a final project for Applied Statistics, and 50% to a management report covering the results of a computer simulation project. Written work is marked on presentation as well as on content.

OR428 Half Unit Model Building in Mathematical Programming

This information is for the 2009/10 session.

Teacher responsible: Mr Kai Helge Becker, NAB 3.20

Availability: The course is compulsory for MSc Operational Research. Optional course for MSc Applicable Mathematics and as an outside option for students on other degrees where regulations permit.

Pre-requisites: Students must have a knowledge of mathematics and statistics to the level of the undergraduate papers **MA107 Quantitative Methods** and **Elementary ST102 Statistical Theory**. Students must be prepared to use computer packages.

Course content: Mathematical Programming is one of the most powerful and widely-used quantitative techniques for making optimal decisions. The course has a pragmatic focus and aims at enabling students to model and solve real-live management problems. In providing an overview of the most relevant techniques of the field, it teaches a range of approaches to building Mathematical Programming models and shows how to solve them

and analyse their solutions.

Content includes:

An introduction to the theory of linear programming. The modelling life cycle and modelling environments. Formulation of management problems using linear and network models; solution of such problems with a special-purpose programming language; interpretation of the solutions; limitations of such models. Formulation and solution of non-linear models including some or all of binary, integer, convex and stochastic programming models. The course aims to teach a range of approaches to building and understanding optimisation models. Content includes: An introduction to the theory of linear programming. Formulation of operational problems using linear and network models; solution of such problems with available computer programs; interpretation of the solutions; limitations of such models. Formulation and solution of non-linear models including some or all of integer, quadratic and stochastic programming models.

Teaching: OR428 16 MT, OR428.A 16 MT, computer workshops 9 x 2-hours MT (optional)

Formative coursework: Students will have the opportunity to submit a mock project for marking and comment several weeks before the final assessed project is due.

Indicative reading: Central to the course is: H P Williams, *Model Building in Mathematical Programming*, Wiley. A good introduction to Mathematical Programming provide the relevant chapters of: F S Hillier and G J Lieberman: *Introduction to Operations Research*, McGraw-Hill. A more theoretical treatment can be found in: D Bertsimas and J N Tsitsiklis: *Introduction to Linear Optimization*, Athena Scientific. Further suggestions for reading are given during the course. Recommended are: H P Williams, *Model Building in Mathematical Programming*, Wiley; Students may also wish to consult: H P Williams, *Model Solving in Mathematical Programming*; Wiley; D Smith, *Linear Programming Models in Business*.

Assessment: This course is examined entirely by weekly exercises or by project. Written work is marked on presentation as well as on content.

OR431 Half Unit System Dynamics Modelling

This information is for the 2009/10 session.

Teacher responsible: Dr D C Lane, NAB 3.33

Availability: The course is optional on MSc Operational Research, MSc Management and Regulation of Risk, MSc Decision Sciences, MSc Management, MSc Public Management and Governance, MSc Management, Governance and Organisations. Students from other degrees are most welcome but will only be admitted by agreement. Students taking MN419 may take this course as well, but only in exceptional circumstances and subject to approval of the teacher responsible.

Pre-requisites: Pre-requisites are a sound understanding of algebraic and functional relationships as well as comfort with the use of differential equations and the practical use of computer packages.

Course content: This course introduces the theory and application of the system dynamics modelling approach as it is used to support strategic decision making in complex social systems. It involves the qualitative and quantitative mapping of the relevant system structure (including physical processes, information links and human decision making) and the simulation of the dynamic consequences of that structure. The aim is both to examine the general modes of behaviour that result so as to gain qualitative insights and also to experiment with alternative policies in order to formulate ones which improve behaviour. It has three distinctive themes: the concept of information feedback, the use of computer simulation models to explore complex behaviour and the need to work with the mental models of relevant system actors (with a view both to drawing on the relevant knowledge and interpretations of the system and to implementing the insights gained from the modelling process). The course deals with all stages of the modelling approach as well as introducing some research topics in the field. Students will use 'state of the art' simulation software with a graphical interface (currently STELLA/Think) and will be expected to work extensively with quantitative computer models. The practical application of

system dynamics will be emphasised throughout, using various cases studies from business, public-policy making and elsewhere. The course is structured primarily around three themes, each with its own topics:

Feedback: Modelling feedback with causal loop diagrams (the concept of feedback, CLDs, conceptualisation exercises, the limits of CLDs).

Simulation Modelling: Simple structures (positive loop, negative loop, coupled loops, loop polarity and shifts in loop dominance), model formulation (rate equations, auxiliary equations, table functions, levels, delays, representation of decision processes, principles of formulation), model testing (understanding model behaviour, sensitivity analysis), policy analysis (general approach, application to inventory management).

Working with Mental Models: Insights and archetypes (necessity and benefits of system dynamics, use and abuse of archetypes, general system insights), system dynamics in organisations (as group decision support tool, as organisational learning tool).

In addition students will be introduced to: critiques of system dynamics, further applications, current research problems.

Teaching: 10 x three LT (primarily lectures but including problems classes).

Indicative reading: J W Forrester, *Industrial Dynamics*; G P Richardson & A L Pugh, *Introduction to Systems Dynamics Modelling with DYNAMO*; J W Forrester, *Principles of Systems*; J Randers, *Elements of the System Dynamics Method*; J D W Morecroft & J Sterman, *Modelling for Learning Organizations*; G P Richardson, *Feedback Thought in Social Science and System Theory*; P M Senge, *The Fifth Discipline*; D H Meadows, *The Global Citizen*, various research papers from The British Library of Political and Economic Science offprints collection.

Assessment: Examined by three pieces of individual course work. These involve the following general areas and mark weightings: problem conceptualisation using causal loop diagrams (30%), computer model formulation (30%) and analysis of a pre-built simulation model and production of a management report on resulting policy insights (40%). These pieces of work are made available throughout the course and have staged hand-in dates, the last being on the first day of ST.

OR432 Half Unit Operational Research and Decision Sciences in Practice

This information is for the 2009/10 session.

Teacher responsible: Mr Keith Rapley, NAB 3.05

Availability: The course is compulsory for MSc Decision Sciences and MSc Operational Research students.

Course content: This course focuses on the key skills needed to be an effective practitioner in Operational Research (OR) and Decision Sciences (DS). It is designed to complement the theoretical and practical skills developed in both programmes' other compulsory courses. The intention is to give students an appreciation of the different kinds of OR & DS study that occur in practice, and the skills that are needed to make effective interventions in the decision making of organisations. Additionally, the students will explore common practical problems encountered in undertaking OR & DS studies.

The history and development of OR & DS will be explored to identify key issues affecting the practice of OR & DS.

Students will identify different kinds of organisation in which OR & DS make important contributions. The structure of these organisations will be studied together with organisational behaviours. The nature of decision making at both the strategic and operational levels will be examined.

The course will explore the role of the OR & DS consultant emphasising the importance of problem structuring and of various techniques (e.g. cognitive mapping) which can assist the analyst in developing a shared view of the problem with a client or clients. The skills required for making OR & DS interventions will be identified. Students will have opportunities to develop these skills together with identifying the contributions that they can make when working in teams as well as individually.

Teaching: 10 x 1.5 hours MT, 10 x 1.5 hours LT.

Formative coursework: There will be opportunities in MT and LT to provide answers to test examination questions.

Indicative reading: *Understanding the Process of Operational Research*, P Keys, Wiley 1994; *Rational Analysis for a Problematic World Revisited*, Rosenhead & Mingers Wiley 2001.

Additional reading matter will be issued for specific sessions.

Assessment: The course is examined by an essay or project assignment (2,500 words) during the year (20%) and by a 2 hour formal examination (80%) in ST.

OR434 Half Unit Principles of Decision Sciences

This information is for the 2009/10 session.

Teacher responsible: Dr A Morton and Dr B Fasolo

Pre-requisites: Compulsory for MSc Decision Sciences and available as an option on MSc Operational Research, MSc Management and other MSc degrees where regulations permit.

Course content: This half unit course examines 'decision capability', that is the ability of people to make judgments and decisions, and how that ability can be enhanced with appropriate processes and tools. The course blends research on how individuals and groups actually make decisions with theories on how they should make decisions in order to be consistent. The course encourages students to appreciate the influence of social context on decision making and decision analysis.

It will cover the foundations of decision theory; models and theories describing how people form preferences, make judgements, deal with conflicting objectives, uncertainty, and risk – individually and in groups; structuring and analysing decisions involving multiple stakeholders and conflicting objectives (multi-criteria evaluation and resource allocation problems) as well as uncertainty (decision trees, influence diagrams, risk analysis and Bayesian belief networks).

Teaching: OR434 10 x 2 hrs MT and 1 x 2 hrs ST; OR434A 9 x 1 hr MT and 1 x 1 hr LT.

Formative coursework: Four problem sets will be assigned over the course of the term.

Indicative reading: J. Baron, *Thinking and Deciding* (3rd Ed.); R. Hastie & R. M. Dawes, *Rational Choice in an Uncertain World*; W. Edwards & D. von Winterfeldt, *Decision Analysis and Behavioral Research*; P. Goodman & G. Wright, *Decision Analysis for Management Judgment* (3rd Ed.); R.T. Clemen and T. Reilly, *Making Hard Decisions with Decision Tools Suite*.

Assessment: A two-hour examination in the ST (100%).

OR435 Half Unit Advanced Decision Sciences

This information is for the 2009/10 session.

Teachers responsible: Dr G Montibeller

Availability: Compulsory for MSc Decision Sciences and an optional course for MSc Operational Research students. The course is available as an outside option where regulations permit.

Pre-requisites: OR434 Principles of Decision Sciences

Course content: This half unit course extends the concept of 'decision capability', that is the ability of people to make judgments and decisions, and shows how that ability can be enhanced with appropriate modelling and analysis. Based on rigorous concepts of normative, descriptive and prescriptive decision-making research, the course has an emphasis on the practice of decision sciences. It uses illustrations of real-world Decision Analysis applications in organisations, and employs several case-studies (supported by specialised decision software) to build students' skills in decision modelling and analysis.

It covers modelling and supporting decisions involving multiple stakeholders and conflicting objectives (multi-criteria evaluation and resource allocation problems) as well as uncertainty (decision trees, influence diagrams, risk analysis and Bayesian belief networks).

Teaching: One three-hour seminar each week in the LT. Seminars are conducted differently each week, and involve a mixture of lectures, discussions, exercises and projects.

Formative coursework: Four problem sets will be assigned over the course of the term.

Indicative reading: J. Baron, *Thinking and Deciding* (3rd Ed.); R.

Hastie & R. M. Dawes, *Rational Choice in an Uncertain World*; W. Edwards & D. von Winterfeldt, *Decision Analysis and Behavioral Research*; P. Goodman & G. Wright, *Decision Analysis for Management Judgment* (3rd Ed.); R.T. Clemen and T. Reilly, *Making Hard Decisions with Decision Tools Suite*. W. Edwards, R.F. Miles, D.v. Winterfeldt (Eds.) *Advances in Decision Analysis*.

Assessment: A two hour examination in the ST (100%).

OR436 Half Unit Operations Management

This information is for the 2009/10 session.

Teacher responsible: Professor Richard Steinberg, NAB 3.19

Availability: Optional on MSc Management, MSc Management, Organisations and Governance, MSc Operational Research and MSc Decision Sciences. The course is also available as an outside option where programme regulations permit.

Course content: The course covers eight topics: (1) Process Flow Analysis, (2) The Toyota Production System, (3) Inventory Management, (4) Assembly Line Balancing, (5) Project Management, (6) Quality Management for Services, (7) Forecasting, and (8) Scheduling. The course is structured in three parts. Part I is called 'Cases', and is based around a set of 5 readings: three Harvard Business School cases and two articles. Part II is called 'Techniques'. Part III is called 'The Goal', which takes place during the final 2-hour session, and consists of an in-depth discussion of the book, *The Goal*, by E.M. Goldratt and J. Cox.

Teaching: 8 x 2-hour lectures and 6 x 2-hour seminars in the LT. 1 x 2-hour revision session in ST.

Formative coursework: Students will have six assignments throughout the term covering the material in the course, and will be expected to work as a group on each assignment. The problems comprising each assignment will be discussed in the classes, and each student will be individually responsible for answering all the problems for each assignment.

Indicative reading: (1) Case: 'National cranberry cooperative (abridged)'

(2) Case: 'Toshiba: Ome works'

(3) Case: 'Toyota Motor Manufacturing, U.S.A., Inc.'

(4) Article: 'Controlling variation in health care: A consultation from Walter Shewhart'

(5) Article: 'Monitoring patients using control charts: a systematic review'

(6) Book: *The Goal*, Third revised edition, E.M. Goldratt and J. Cox, 2004.

Assessment: A two-hour examination in ST.

PH400 Philosophy of Science

This information is for the 2009/10 session.

Teacher responsible: Dr Roman Frigg

Availability: The course is primarily intended for MSc Philosophy and History of Science, MSc Philosophy of the Social Sciences, MSc Economics and Philosophy, MSc Philosophy and Public Policy, MSc Social Research Methods and MSc Biomedicine, Bioscience and Society. The associated seminar is also available to research students.

Course content: Different traditions in the philosophy science. The problem of induction and theories of confirmation. Probabilities and their interpretation. Scientific Explanation. Reductionism. Laws of nature. Realism versus Antirealism. Scientific revolutions. Sociological perspectives on science.

Philosophy, science and two grand traditions in philosophy of science (weeks 1-2): the history of the philosophy of science and the two major traditions. Theory and observation (weeks 3-7): Hume's problem of induction and Goodman's new riddle of induction, Popper's falsificationism, underdetermination of theory by evidence, the positive instance account, Bayesianism, probability theory and the interpretation of probability. Explanation (weeks 8-10): the DN model of explanation, statistical explanation, causal explanation, unification. Reductionism (week 11): reductionism and pluralism. Theories and laws (weeks 12-13): the regularity view of laws, law idealism, laws as universals, the best systems-account, instrumentalism. Realism versus antirealism (weeks 14-16): scientific realism and the no miracles argument, inference to the best explanation, antirealism and the pessimistic meta-

induction, reductive empiricism, constructive empiricism, the natural ontological attitude, entity realism, structural realism. Scientific revolutions (weeks 17-18): normal science and paradigms, revolutions and incommensurability. Sociological approaches to science (weeks 19-20): social constructivism, feminism.

Teaching: Lectures PH201 x 20 (MT, LT). Seminars PH400 20 x one-and-a-half hours (MT, LT). Students on this course may also benefit from attendance at PH551.

Preliminary reading: T S Kuhn, *The Structure of Scientific Revolutions*; K R Popper, *Conjectures and Refutations*; B van Fraassen, *The Scientific Image*; N Cartwright, *How the Laws of Physics Lie*.

Indicative reading: A detailed reading list forms part of the course booklet that will be available at the beginning of the year.

Assessment: A three-hour written examination in the ST.

PH404 History of Science

This information is for the 2009/10 session.

Teacher responsible: Professor John Worrall

Availability: The course is primarily intended for MSc Philosophy of the Social Sciences, MSc Economics and Philosophy, MSc Philosophy and History of Science and LSE-Sciences Po Double Degree in European Studies. It is optional for MSc European Studies: Ideas and Identities.

Course content: Selected topics from the history of modern science with special emphasis on the Copernican Revolution, the development of mechanics to Newton, and the rise of the experimental and mechanical philosophies in the seventeenth century. The course consists of two parts: lectures – PH404 and seminars – PH404.1 In the first term these will be given at LSE and in the second at KCL:

a. PH404 (first term) The history of science provides an important testing ground for general views about science – in particular about whether theory change in science has been a rational process and about whether it is reasonable to hold that accepted scientific theories are (at least approximately) true. In this part of the course we will consider the following questions. Were there objective reasons based on the astronomical data for preferring Copernicus's theory to Ptolemy's? Were Galileo's telescopic observations 'theory-laden' in any serious sense that might challenge the idea of science as firmly grounded in empirical data? What are the real logical relationships between Newton's theory and the laws of Kepler and Galileo and what do these relationships tell us about the development of science?

b. (second term) The Copernican revolution examined from a more purely historical point of view: The Greek inheritance: Aristotelian natural philosophy and Ptolemaic astronomy. Medieval natural philosophy. The Renaissance and its consequences. The astronomical revolution: Copernicus, Tycho, Kepler and Galileo. The experimental philosophy and the mechanical philosophy: Bacon and Descartes. Inertial mechanics from Galileo to Huygens. The Newtonian Synthesis.

c. PH404.1: seminars aimed at strengthening understanding of the material covered in the lectures, and extending into other areas.

Teaching: Twenty one-hour lectures PH404 (MT, LT) and twenty one-and-a-half hour seminars PH404.1 (MT, LT).

Formative coursework: Students will be expected to write at least two essays per term and give class papers.

Indicative reading: (first term) T.S. Kuhn *The Copernican Revolution*. Other readings will be made available via a course pack. (second term) E J Dijksterhuis, *The Mechanization of the World Picture*; D C Lindberg, *The Beginnings of Western Science*; J North, *The Fontana History of Astronomy and Cosmology*; D Lindberg & R Westman, *Reappraisals of the Scientific Revolution*; T S Kuhn, *The Copernican Revolution*; R S Westfall, *The Construction of Modern Science*; A R Hall, *The Revolution in Science 1500/1750*; R S Westfall, *Force in Newton's Physics*.

Assessment: A three-hour written examination in the ST. Students will be required to prepare presentations for the seminars but marks for these will not form part of the final assessment.

PH405

Philosophy of the Social Sciences

This information is for the 2009/10 session.

Teacher responsible: Dr J McKenzie Alexander, T501b

Availability: The course is primarily intended for MSc Philosophy of the Social Sciences, MSc Philosophy and History of Science, MSc Economics and Philosophy and MSc Philosophy and Public Policy, MSc Biomedicine, Bioscience and Society, MSc European Studies: Ideas and Identities, MSc Social Research Methods and LSE-Sciences Po Double Degree in European Studies The seminar is also open to research students.

Course content: Philosophical issues concerning the nature of social scientific theory and its applications. Topics to be covered will include some or all of the following: the explanation and interpretation of action, naturalist and hermeneutic social theory; the nature of 'social facts'; reductionism and methodological individualism; functional and structural explanations; rationality and relativism; the role of values in social science; social norms; the construction of social reality; methods of evolutionary explanation in the social sciences; philosophical and methodological critiques of evolutionary psychology. In additional, philosophical problems of particular social sciences such as anthropology, sociology, and economics will also be addressed.

Teaching: Lectures PH203 x 20 (MT, LT); Seminars PH405 20 x one-and-a-half hour (MT, LT).

Formative coursework: Students will be expected to write at least two essays per term and may be asked to give seminar presentations.

Indicative reading: A detailed reading list will be provided at the beginning of the course. Useful background readings are: D Little, *Varieties of Social Explanation*; A Rosenberg, *Philosophy of Social Science*; M Hollis, *The Philosophy of Social Science*; B Skyrms, *Evolution of the Social Contract*. A useful anthology is M Martin & L McIntyre (Eds), *Readings in the Philosophy of Social Science*.

Assessment: A three-hour written examination in the ST.

PH409

Philosophical Foundations of Physics

This information is for the 2009/10 session.

Teacher responsible: Dr Miklos Redei

Availability: The course is intended for MSc Philosophy and History of Science and MSc Philosophy of the Social Sciences. The seminar is also open to all research students.

Course content: The first term covers philosophical problems related to classical statistical mechanics; the second deals with philosophical and foundational problems of quantum mechanics.

First Term: Concepts of determinism and predictability, stability and instability, chaos and sensitive dependence on initial conditions, historical development of chaos theory, ergodic theory, non-computability in classical physics.

Second Term: Quantum mechanics as a non-commutative probability theory, interpretation of non-commutative probability, the measurement problem, uncertainty relations, EPR paradox, hidden variables, Kochen-Specker theorem, Bell's inequality, common causes and quantum correlations.

Teaching: Lectures PH409.1 x 20 (MT, LT); Seminars PH409.2 10 x two-hours (MT, LT). There is also an optional research seminar in philosophy of natural science (PH551).

Formative coursework: Students will be expected to write at least two essays per term and to give a class presentation.

Indicative reading: Detailed reading lists will be distributed during the course.

Assessment: A three-hour written examination in the ST.

PH411

Philosophy of Biological and Cognitive Sciences

This information is for the 2009/10 session.

Teacher responsible: Dr Jason Alexander

Availability: The course is primarily intended for MSc Philosophy and History of Science, MSc Economics and Philosophy, MSc Philosophy of the Social Sciences and MSc Biomedicine, Bioscience

and Society.

Course content: The biological and cognitive sciences have given rise to a number of important conceptual problems, many of which have also important implications for the social sciences and for public policy. In this course, the following topics will be considered: the logic of evolutionary explanations, adaptations and adaptationism, innateness and development in biology and psychology, mind and brain, consciousness, folk-psychology and human mindreading, evolutionary theories of human behaviour and human culture, the modularity of mind, the methodology of evolutionary psychology, the nature of emotions.

Teaching: The main teaching for this course is the Core Seminar given every week by Matteo Mameli and David Papineau at King's College. The seminar is typically held in David Papineau's office in the KCL Philosophy Department. (For details about the time and location of the seminar, please either contact Jason Alexander, the Teacher Responsible for PH411.) Students taking this course are also strongly advised to attend the intercollegiate MA Philosophy of Psychology lectures. Students may also find it useful to attend the intercollegiate MA Philosophy of Mind lectures.

Indicative reading: Detailed reading lists are provided for each part of the course. The following is a list of key texts and preliminary readings which have been used in past years: K Sterelny and P Griffiths, *Sex and Death* (University of Chicago Press); E Sober, *Philosophy of Biology* (Westview); R Dawkins, *The Extended Phenotype* (OUP); D Dennett, *Darwin's Dangerous Idea* (Penguin); P Richerson and R Boyd, *Not By Genes Alone* (University of Chicago Press); D Sperber, *Explaining Culture* (Blackwell); K Laland and D Brown, *Sense and Non-Sense* (OUP); R Dunbar and S Barrett (eds.) *Handbook of Evolutionary Psychology* (OUP); D Buller, *Adapting Minds* (MIT); J Barkow, L Cosmides, J Tooby, *The Adapted Mind* (OUP); J Fodor, *The Mind Doesn't Work That Way* (MIT).

Assessment: A three-hour written examination in the ST.

PH413

Philosophy of Economics

This information is for the 2009/10 session.

Teacher responsible: Professor Richard Bradley, T301a

Availability: The course is primarily intended for students taking MSc Philosophy of the Social Sciences, MSc Philosophy and History of Science, MSc Economics and Philosophy, MSc Philosophy and Public Policy, MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy, MSc European Studies: Ideas and Identities, MSc Social Research Methods and LSE-Sciences Po Double Degree in European Studies. The seminar is optional for MRes/PhD Economics and also open to other research students.

Course content: Philosophical issues in economics. Values in economics. The nature and practice of measurement. The nature of economic theories, models and laws. Explanation and idealisation in economics. Testing economic theories and models. Causal reasoning in economics. Issues in experimental economics. Facts and values. The nature of rationality. Issues in decision and game theory. Social choice theory: Arrow's impossibility theorem and the problem of interpersonal comparisons of welfare. Markets and freedom. Theories of distributive justice. Welfarism and utilitarianism. Freedoms and capabilities. The notion of equality.

Teaching: Lectures PH211 x 20 (MT, LT); Seminars PH413 20 x one-and-a-half hours (MT, LT).

Formative coursework: Students will be expected to write at least two essays per term.

Indicative reading: D Hausman, *The Inexact and Separate Science of Economics*; D Hausman (Ed), *The Philosophy of Economics*; L Robbins, *The Nature and Significance of Economic Science*; S H Heap, et al, *The Theory of Choice*; J Rawls, *A Theory of Justice*; R Nozick, *Anarchy, State and Utopia*; J Elster & J E Roemer (Eds), *Interpersonal Comparisons of Well-Being*; A Sen & B Williams (Eds), *Utilitarianism and Beyond* (1999). D. Hausman & M. McPherson *Economics Analysis, Moral Philosophy and Public Policy*. Additional reading suggestions, particularly of articles, will be made in the lectures and the seminars.

Assessment: A three-hour written examination in the ST.

PH415

Philosophy and Public Policy

This information is for the 2009/10 session.

Teacher responsible: Professor Luc Bovens, T402

Availability: The course is compulsory for MSc Philosophy and Public Policy and optional for MSc Biomedicine, Bioscience and Society, MSc Economics and Philosophy, MSc Public Policy and Administration, MSc Economics and Philosophy, MSc Philosophy of Social Sciences and MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy.

Course content: This course is intended to provide the student with the tools to evaluate public policy from the perspective of moral theory and political philosophy.

This course explores how historical and contemporary developments in moral theory and political philosophy can clarify issues in public policy. Topics include democracy, public and social choice, just war theory, welfare, equality, human rights, freedom of speech, risk analysis, the market and philosophical aspects of health, environmental and development policy.

Teaching: Lectures PH415 20 x one-hour (MT, LT); Seminars PH415.2 20 x one-hour (MT, LT).

Formative coursework: Students will be required to give seminar presentations and to write three small essays per term.

Indicative reading: Detailed reading lists, including specific articles from relevant journals, will be supplied at the beginning of the course.

Assessment: A three-hour written examination in the ST.

PH416

Philosophy, Morals and Politics

This information is for the 2009/10 session.

Teacher responsible: Professor Luc Bovens

Availability: This course is primarily intended for MSc Philosophy and Public Policy, MSc Economics and Philosophy, MSc Philosophy of the Social Sciences and MSc Political Theory. It is open to all the School's graduate students, where permitted by their programme regulations.

Course content: Central topics in moral and political philosophy. This course covers major figures in the history of moral and political philosophy such as Aristotle, Locke, Hume, Rousseau, Smith, Kant and Mill. We discuss two major trends in 20th century political philosophy, viz. liberal egalitarianism through the work of John Rawls and market liberalism through the work of Robert Nozick. We will read authors such as Philippa Foot and Judith Jarvis Thompson on moral distinctions that are relevant to medical ethics and just war theory and Jeffrey Murphy and Jean Hampton on the topic of guilt and forgiveness.

This course is not designed as an overview of the history of moral and political thought. Rather through the study of major philosophers it aims to provides students with the tools to think and write clearly and independently about contemporary moral problems and policy questions.

The course is also arranged to provide the general philosophical background for the lectures and seminars in **PH415 Philosophy and Public Policy**.

Teaching: Seminars PH416 20 x one-and-a-half hours (MT, LT); Students are strongly advised to attend PH214 Morality and Values.

Formative coursework: Students will be required to participate in seminar discussions and to write two essays per term.

Indicative reading: The purchase of the following books is required: Aristotle, *The Nichomachean Ethics*, Irwin translation, Hackett; David Hume, *A Treatise on Human Nature*, David Fate Norton & Mary Norton (eds), ISBN: 0198751729, Oxford University Press; Jean-Jacques Rousseau, *Basic Political Writings*, ISBN: 0872200477, Hackett; Adam Smith, *The Essential Adam Smith* (ed. by R.L. Heilbroner), Norton, ISBN: 0-393-95530-3; Immanuel Kant, *Groundwork of the Metaphysics of Morals* (Cambridge Texts in the History of Philosophy), Mary J Gregor (Ed), Christine M Korsgaard (Introduction), ISBN: 0521626951, Cambridge University Press; John Stuart Mill, *Utilitarianism*, G. Sher (ed.), Hackett; John Stuart Mill,

On Liberty and Subjection of Women, A. Ryan (ed.), Penguin, ISBN: 0-141-44147-x; John Rawls, *A Theory of Justice*, revised, 2nd edn, ISBN: 019825055X, Oxford; Jeffrie G. Murphy and Jean Hampton *Forgiveness and Mercy*, CUP, 1988. ISBN: 0-521-39567-4.

A detailed reading list and a Course Pack will be made available at the beginning of the year. Before the start of the term, you might consider reading some introductory texts to gain some understanding of the central concerns in moral and political philosophy. For moral philosophy, Bernard Williams' *Morality: an Introduction to Ethics* is a good place to start. Jonathan Wolff's *An Introduction to Political Philosophy* is a good introductory text for political philosophy, as is Will Kymlicka's *Contemporary Political Philosophy* (2nd ed).

Assessment: A three-hour written examination in the ST.

PH418

Dissertation Seminar – Economics and Philosophy

This information is for the 2009/10 session.

Teacher responsible: Professor Richard Bradley, T301a

Availability: The course is restricted to students taking MSc Economics and Philosophy.

Course content: The course is intended to develop the ability to make philosophical arguments and to write structured philosophical essays. It covers topics in the philosophy and methodology of economics and will serve to prepare students for research and writing their dissertation.

Teaching: 5 x 1.5 hours in MT and 10 x 1.5 hours in LT.

Assessment: This course is not assessed.

PH419

Set Theory and Further Logic

This information is for the 2009/10 session.

Teacher responsible: Miklos Redei

Availability: MSc Economics and Philosophy, MSc Philosophy of the Social Sciences and MSc Philosophy and History of Science. The course is available as an outside option where programme regulations permit.

Pre-requisites: PH101 or equivalent

Course content: The aim of the course is to make students of philosophy familiar with the elements of naive and axiomatic set theory, classical mathematical logic and propositional modal logic. From set theory, two types of facts and results are covered: (i) the ones needed to understand the basic notions, constructions and the mode of thinking in mathematical logic (ii) the ones that have philosophical-conceptual significance in themselves (elementary theory of the infinite /theory of ordinals and cardinals/, Axiom of Choice and its equivalents, Continuum Hypothesis, Russell paradox, Zermelo hierarchy of sets). Formal languages, syntax-semantic, theorem-metatheorem, soundness and completeness, incompleteness theorems of first order logic, model theory and the Löwenheim-Skolem Theorems are the main topics covered from classical mathematical logic. The idea of possible world semantic and the semantic characterization of the basic types of modal propositional logics are covered from modal logic.

Teaching: 15 hours of lectures and 10 hours of seminars in MT. 15 hours of lectures and 10 hours of seminars in LT.

Formative coursework: Students are required to write one 2,000 word essay each term on a topic from a list and are to hand in problem solutions every second week.

Indicative reading: Peter J. Cameron: *Sets, Logic and Categories. Springer undergraduate mathematics series.* (Springer, 1999) (Major text); R. Carnap: *Philosophy and logical syntax* (Kegan Paul, 1935); H.B. Curry: *Foundations of Mathematical Logic* (McGraw-Hill Book Company, 1963); H.B. Enderton: *A Mathematical Introduction to Logic* (Academic Press, 1972); M. Fitting and R.L. Mendelsohn: *First-order Modal Logic* (Kluwer Academic Publishers, 1998); D. Lewis: "Causation" *Journal of Philosophy* **70** (1973) 556-567; N. Markosian: "The paradox of the question" *Analysis* **57** (1997) 95-97.

Assessment: Three hour written examination in the ST (100%).

PH421

Dissertation Seminar – Philosophy and Public Policy

This information is for the 2009/10 session.

Teacher responsible: Dr Annabelle Lever, T406

Availability: The course is restricted to students taking the MSc Philosophy and Public Policy.

Course content: This course is intended to develop the ability to write a structured philosophical essay. It serves to prepare students writing a dissertation. The seminar will cover techniques of philosophical argumentation, an exploration of relevant journals in philosophy of public policy and class presentations that will prepare you for your dissertation.

Teaching: Seminar: 10 x one-hour (MT); 10 x two-hour (LT).

Assessment: This course is not assessed.

PH422

Dissertation Seminar – Philosophy of Social Science

This information is for the 2009/10 session.

Teacher responsible: Dr J McKenzie Alexander, T501b.

Availability: The course is restricted to students taking the MSc Philosophy of the Social Sciences.

Course content: The course is intended to develop the ability to make philosophical arguments and to write structured philosophical essays. It will serve to prepare students for research and writing their dissertation. Most of the seminars will cover topics that are chosen by MSc students for their theses. In the early meetings, topics to be discussed include the structure and content of an MSc dissertation in Philosophy, the grading rubric used for marking dissertations, and possibly some core topics in the philosophy of social science may be discussed, including:

Methodological issues such as the use of mathematical models in the social sciences, methodological individualism and its rivals, autonomy of the social sciences.

Teaching: Seminar: 10 x one-hour (MT); 10 x two-hour (LT).

Formative coursework: A number of assignments whose completion will aid the writing of the dissertation will be set over the course of MT and LT.

Assessment: This course is not assessed.

PH423

Evidence, Objectivity and Policy

This information is for the 2009/10 session.

Teacher responsible: Dr Katie Steele

Availability: MSc Economics and Philosophy, MSc Philosophy of the Social Sciences, MSc Philosophy and History of Science, MSc Philosophy and Public Policy and MSc Biomedicine, Bioscience and Society. It is also available as an outside option.

Course content: Policy, in order to be sensible, needs to be based on our best views as to how the world is – but these in large part are theories based (or allegedly based) on evidence. Policy makers are not, in general, scientists themselves, but, as we show in this course, they can be helped to ask the right sorts of questions in order to gauge the strength of evidence for various theories. Topics include the meaning of objectivity, and the extent to which results from the natural and social sciences can be considered objective; the information conveyed and the supposed objectivity of statistical data of various schools, both Classical and Bayesian; critical analysis of the notion of 'evidence' underpinning the 'evidence-based policy' movement, with examples from HIV-AIDS policy in Africa and the measuring of poverty; critical analysis of a similarly tagged movement in medicine – 'evidence-based medicine' – with particular focus on the purported qualities of randomised controlled trials for assessing therapeutic efficacy; evidence issues that arise on the compliance side of policy – uncertainty and issues of 'burden of proof' in environmental management, usage of probability/statistical evidence in the law.

Teaching: Twenty one-hour lectures (MT, LT) and 20 one and-a-half hour seminars (MT, LT).

Formative coursework: Students are expected to write two essays

per term and to give class presentations.

Indicative reading: Atkinson, AB (1998) *Poverty in Europe*; Cartwright, N (2007) *Hunting Causes and Using Them*; Douglas, H (forthcoming) *Science in Policy-Making: Objectivity, Values, and Risk*; European Commission (2000) *White Paper on Environmental Liability*; Galison P and Daston, L (2008) *The History of Objectivity*; Giere, R (1997) *Understanding Scientific Reasoning*; Gigerenzer, G (2002) *Reckoning with Risk*; Howson, C and Urbach, P (1989) *Scientific Reasoning: The Bayesian Approach*; Longino, H (1990) *Science as Social Knowledge*; Mayo, DG and Hollander, RD (1991) *Acceptable Evidence: Science and Values in Risk Management*; Penston, James (2003) *Fiction and Fantasy in Medical Research. The Large Scale Randomised Trial*; Popper, K (2002) *Conjectures and Refutations*; Tillers, P & E Green (eds.) (1988) *Probability and Inference in the Law of Evidence*.

Assessment: A three-hour written examination in ST.

PH445

Dissertation Seminar – Philosophy and History of Science

This information is for the 2009/10 session.

Teacher responsible: Dr Miklos Redei

Availability: The course is restricted to students taking the MSc in Philosophy and History of Science.

Teaching: 10 one-hour seminars in MT, 10 two-hour seminars in LT
Course content: The course is intended to develop the ability to construct sharp analytic philosophical arguments and to write structured philosophical essays. It will give students ideas for the topic of their dissertation, help with how to go about researching the topic and how to write the dissertation (by presentation and criticism of preliminary drafts).

The course will cover topics that are suitable for, and have in the past been chosen as, dissertation topics for this MSc. In the early meetings, topics to be discussed include the structure and content of an MSc dissertation in Philosophy, the requirements of, and grading scheme used for marking, dissertations; then some core background topics will be introduced with the idea of identifying particular ways of developing those topics that might be suitable for dissertations. There will – especially in the second term – be openness to suggestions for topics from students – though the viability of these will then be critically examined in the seminars. Students will get the chance later in the second term to give presentations outlining their dissertation-topic proposals.

Formative coursework: A number of assignments – at least one per term – whose completion will aid the research into and writing of the dissertation will be set.

Assessment: The course is not assessed.

PH456

Rationality and Choice

This information is for the 2009/10 session.

Teacher responsible: Dr Richard Bradley

Availability: This course is intended primarily for MSc Philosophy and Public Policy and MSc Philosophy of Social Science. Also available option on MSc Economics and Philosophy, MSc Philosophy and History of Science and MPhil/PhD Philosophy.

Pre-requisites: None, but introductory logic is useful.

Course content: The course examines the theory of rationality and rational decision making. It is in two parts (i) Probability and Decision: The emergence of probabilistic thinking, the probability calculus and Bayes theorem, different interpretations of probability, decision making under risk, ignorance and uncertainty, the measurement of belief and desire, causal decision theory, probability and preference kinematics. (ii) Game Theory and Social Choice: Solution concepts for games, backward induction and hypothetical reasoning, bargaining theory, Arrow's Theorem, the Gibbard-Satterthwaite theorem, interpersonal comparability and Utilitarianism, freedom and rights, deliberation and consensus.

Teaching: Weekly two-hours seminars in the Michaelmas and Lent terms.

Formative coursework: Students will submit a written paper each

term and complete a number of exercises.

Indicative reading: Richard Jeffrey, *Subjective Probability: the real thing and The Logic of Decision*, Michael Resnik, *Choices: an introduction to decision theory*, Donald Gillies *Philosophical Theories of Probability*, Amartya Sen *Collective Choice and Social Welfare*, Duncan Luce and Howard Raiffa *Games and Decisions*, Wulf Gaertner *A Primer in Social Choice Theory*, J.S. Kelly *Social Choice Theory. An Introduction*, John Roemer *Theories of Distributive Justice*.

Assessment: A three-hour examination in the Summer Term.

PH499

Dissertation

This information is for the 2009/10 session.

Teacher responsible: Programme Director of relevant MSc programme

Availability: For students taking the MSc Philosophy and History of Science, MSc Philosophy of the Social Sciences, MSc Philosophy and Public Policy and MSc Economics and Philosophy.

Course content: Students are required to write a 10,000-word dissertation on a topic within the field covered by their course of study and approved by the Department of Philosophy, Logic and Scientific Method.

Teaching: For students taking the MSc Philosophy of the Social Sciences, preparation for the dissertation will be through the seminar PH422; 10 x one-hour (MT); 10 x two-hour (LT).

For students taking the MSc Philosophy Policy and Social Value, preparation for the dissertation will be through the seminar PH421; 10 x one-hour (MT) ; 10 x two-hour (LT).

For students taking the MSc Economics and Philosophy, preparation for the dissertation will be through the seminar PH418; 10 x one-hour (MT); 10 x two-hour (LT).

For students taking the MSc Philosophy and History of Science, preparation for the dissertation will be through personal supervision. (Please see the Departmental course booklet for details).

Assessment: The course is assessed 100% by Dissertation.

Dissertations must be submitted on a specified date in September in the academic year registered. (Part-time students are required to submit their dissertations in the September of their second year of part-time registration). All details are given in the Departmental course booklet.

PS400

Contemporary Social and Cultural Psychology

This information is for the 2009/10 session.

Teacher responsible: Dr Sandra Jovchelovitch, S303

Availability: This is the core course for MSc Social and Cultural Psychology. Optional for MSc Social and Public Communication. Students without a prior degree in psychology (or its equivalent) may only attend subject to numbers, their own degree regulations and at the discretion of the Teacher responsible.

Course content: Selected topics in cultural and modern social psychology.

The relationship between mind, society and culture; the relationship between the individual and society; social and cultural psychology in historical perspective; epistemological issues in social and cultural psychology; self, society and social identities, attribution theory; discourse and psychoanalytic approaches to culture and society, social representations, beliefs and attitudes; the relations between culture and psychology; cognition and culture, applied aspects of social and cultural psychology.

Teaching: Lecture (PS400) (two-hours) x 20 MT; Class (PS400.A) (one hour) x five MT.

Formative coursework: One written assignment of 1,500 words required.

Indicative reading: J Israel & H Tajfel, *The Context of Social Psychology*, Academic Press, 1972; M Billig, *Arguing and Thinking: A Rhetorical Approach to Social Psychology*, CUP, 1987; M. Cole, *Cultural Psychology: A once and future discipline*. Harvard University Press, 1996; K Deaux & G Philogene, *Representations of the Social*, Blackwell, 2001; R M Farr, *The Roots of Modern Social Psychology*, Blackwell, 1996; U. Flick, *The Psychology of the Social*.

Cambridge University Press, 1998; C Fraser & G Gaskell, *The Social Psychological Study of Widespread Beliefs*, Clarendon Press, 1990S; Moscovici, *Social Representations: Explorations in Social Psychology*. Polity Press, 2000; S. Jovchelovitch, *Knowledge in Context: Representations, community and culture*. Routledge, 2007; H Tajfel, *Human Groups and Social Categories; Studies in Social Psychology*, CUP, 1981; M. Tomasello, *The Cultural Origins of Human Cognition*. Harvard University Press, 1999; L. Vygotsky *Mind in Society*, Harvard University Press, 1978.; J. Wertsch (ed.) *Culture, Communication and Cognition*. Cambridge University Press, 1985.

In addition, reading lists on specific topics will be distributed during the course.

Assessment: 1 A formal three-hour examination in the ST: three questions from a choice of 10 (50%).

2 One written assignment of not more than 5,000 words (50%).

PS404

Organisational Social Psychology

This information is for the 2009/10 session.

Teacher responsible: Dr Lucia Garcia, S311

Availability: Core course for MSc Organisational and Social Psychology. Optional for MSc Social Research Methods. Students on degrees without a psychology or media component may only attend subject to numbers, their own degree regulations and at the discretion of the Teacher responsible.

Course content: The course addresses both the social psychology of organisations and social psychological processes within organisations. It also provides multidisciplinary coverage of the organisational contexts in which social psychologists may work in a variety of professional domains. A basic familiarity with social psychological methods is assumed but their application within organisational processes and contexts will be examined in detail within the course. Issues and techniques in organisational analysis, discourse, decision-making and change management are covered with emphasis on their social psychological aspects.

Lectures/seminars in the MT: These will cover key social psychological concepts and theories and their application to the understanding of organisations and the implementation of change processes. The specific topics covered include: 1) Introduction: critique of the tradition and logic underlying organisational psychology; history and frameworks in organisational analysis; "Scientific" management; Taylorism and Fordism; the Human Relations movement and the Socio-Technical approach; 2) Frameworks for analysis: organisational representations; the cultural image of organisations; culture and change in organisations; power, knowledge and organising; 3) People organising: job design, motivation and stress; work groups and teams; decision-making; resistance and organisational learning; leadership, networking and collaborative work ; 4) Implications for practice: doing organisational development and action research.

Working Seminars in the LT: These will centre on discussion of practical and research applications in domains where organisational social psychological investigation and analysis may play a leading role. Each topic will be presented by a member of LSE staff or invited external expert working in the domain.

Teaching: Lecture (PS404) (one-and-a-half hours) x 20 MT; Seminar (PS404) (one-and-a-half hours) x 10 LT. Class (PS404.A) (one-hour) x five fortnightly MT devoted to the further analysis of specific organisational issues.

Formative coursework: One written assignment of not more than 1,500 words.

Indicative reading: Reading lists on specific topics will be distributed during the course. Texts which are recommended for general use throughout the course are: S Clegg & C Handy, *Studying Organisations: Theory and Method*, Sage, 1998; E H Schein, *Organisational Psychology* (3rd edn), Prentice Hall, 1988; G Morgan, *Images of Organisation* (2nd edn), Sage, 1997; E Jaques, *Requisite Organisation*, Casson Hall, 1989; A Bryman (Ed), *Doing Research in Organisations*, Routledge, 1988; D Hoskins & I Morley, *A Social Psychology of Organising*, Simon and Schuster, 1992; Hosking, D.-M., Dachler, H. P., & Gergen, K. J. (1995). *Management and organization : relational alternatives to individualism*. Aldershot,

Brookfield, USA: Avebury. Hosking, D.-M., & Morley, I. E. (1991). *A Social Psychology of Organizing*. Hemel Hempstead: Harvester Wheatsheaf. K E Weick, *Sense Making in Organisation*, Addison Wesley, 1995.

Assessment: 1 A formal three-hour examination in the ST: three questions from a choice of 10 (50%).

2 A written assignment of not more than 5,000 words (50%) communication technologies.

PS408

Research Report: MSc Social and Public Communication

This information is for the 2009/10 session.

Teacher responsible: All members of the Institute may be involved in the supervision of the research project on which the Report is based.

Availability: MSc Social and Public Communication students only.

Course content: An empirical investigation of a communication issue informed by social psychological concepts, carried out on the student's own initiative, under the supervision of a member of staff. The research project, is one quarter of the year's work. Students must obtain the approval of their supervisors before embarking on the empirical part of their investigation. Many projects are linked to the half-course unit option courses offered in the Lent Term. It is desirable, but not necessary, that a student undertakes a research project in the area of one of his or her option courses.

Topic selection and supervision

Towards the end of the Michaelmas Term a 'Research Report Topic Selection' paper is circulated which outlines the research areas of academic staff in which they would be willing to supervise projects. In the first instance students should approach the member of staff whom they think is most appropriate to supervise the research they have in mind, although final decisions regarding supervision will be made by the Programme Directors. The supervisor will advise the student, help provide information and bibliography, and identify likely problems with the research proposed.

Assessment: Two copies of the Report plus an electronic copy must be handed into/received by the Institute Office in August (exact date to be confirmed). The Report must be typewritten. It should not be less than 7,500 words and should not exceed 10,000 words in length.

PS410 Half Unit

Social Representations

This information is for the 2009/10 session.

Teachers responsible: Dr Caroline Howarth, S365 and Dr Claudine Provencher, S385

Availability: Optional course for MSc Culture and Society, MSc Health, Community and Development, MSc Social and Cultural Psychology, MSc Organisational and Social Psychology, and MSc Social and Public Communication. Students on degrees without a psychology or media component may only attend subject to numbers, their own degree regulations and at the discretion of the Teacher responsible. A knowledge of any of the following is considered relevant: psychology, sociology, anthropology, linguistics or philosophy.

Course content: To acquaint students with the theory of social representations and its multiple fields of application emphasising how it contributes to the understanding of the production, transformation and contestation of knowledge systems in the contemporary world.

This course provides students with extensive knowledge of the theory of social representations. This is a theory of both social knowledge (highlighting the construction, negotiation and contestation of different knowledge systems) and social change (highlighting the interplay between social and community identities and relations of power). The course covers 4 parts. 1: *Social representations theory and its history*, covering the theory's ancestors: Durkheim, Weber, Piaget, Vygotsky, Lévy-Bruhl and Freud. 2: *Classical studies in social representations*, including representations of madness, psychoanalysis, science, childhood, health and illness, the environment and nature. 3: *Fields of*

application, covering health, community, education, multicultural, racism, organizations, public communication and marketing. 4: *Criticisms and points of development*, including critiques of the theory, the relationship between theory and method and the critical development of the theory.

Teaching: Combined lecture (PS410) (one-hour) x 10 LT and seminars (one-hour) x 10 LT.

Written work: A 3,000 word written assignment required.

Indicative reading: Key texts: S Moscovici, *Social Representations*, 2000; D Jodelet, *Madness and Social Representations*, Harvester/Wheatsheaf, 1991; S Jovchelovitch, *Knowledge in Context: Representations, community and culture*, Routledge, 2006; W Wagner and N Hayes, *Everyday Discourse and Common Sense*, Palgrave, 2005; I. Marková, *Dialogicality and Social Representations*, CUP, 2003.

Other texts: R M Farr & S Moscovici (Eds), *Social Representations*, Cambridge University Press, 1984; Howarth, C. (2006). "A social representation is not a quiet thing": Exploring the critical potential of social representations theory." *British Journal of Social Psychology*. C Fraser & G Gaskell (Eds), *The Social Psychology of Widespread Beliefs*, Clarendon Press, 1990; W Wagner (Guest Editor) *Journal for the Theory of Social Behaviour*, 27 (2), Special Issue on Social Representations; S Moscovici, *The Age of the Crowd: A historical treatise on mass psychology*, Cambridge University Press, 1985; Special issue of *Culture and Psychology*, Vol 4, No 3, 1998 on Social Representations, I Marková & R M Farr (Eds), *Representations of Health, Illness and Handicap*, Harwood, 1994; H Joffe, *Risk and 'The Other'*, CUP, 1999.

Assessment: 1 A formal two-hour examination in the ST: two questions from a choice of five (50%).

2 A written assignment of not more than 3,000 words (50%).

PS411 Half Unit

Current Communication Research

This information is for the 2009/10 session.

Teacher responsible: Dr Bradley Franks, S313

Availability: MSc Social and Public Communication, MSc Organisational and Social Psychology, MSc Health Community and Development, MSc Social and Cultural Psychology. Students on degrees without a psychology or communications component may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Course content: This course considers social psychological perspectives on the relations between communication and culture. There are three principal aspects to this: the impact of culture on communication; the role of communication in transmitting and shaping culture; and variations of aspects of communication according to cultural differences (including inter-cultural or cross-cultural communication). The course begins with a discussion of some foundational issues regarding culture and communication – linguistic relativity theory, politeness, pragmatics, nonverbal communication, cultural change and stability. It then assesses the way these issues are manifest in specific areas of application, such as science, race, religion, literacy, gender and organisations.

Teaching: Lecture (one hour) (PS411) x 10 LT + seminar (one hour) x 10 LT.

Written work: 3,000 word written assignment required.

Indicative reading: Di Luzio, A., Günthner, S., & Orletti, F. (Eds.) (2001) *Culture in Communication: Analyses of intercultural situations*, John Benjamins; Enfield, N. J., & Levinson, S. C. (Eds.) (2006) *Roots of Human Sociality* Berg; Gentner, D., & Goldin-Meadow, S. (Eds.) (2003) *Language in Mind. Advances in the Study of Language and Thought* MIT Press; Gumperz, J.J., & Levinson, S. C. (1996) *Rethinking Linguistic Relativity* CUP; Gudykunst, W., & Mody, B. (Eds.) (2001) *Handbook of International and Intercultural Communication* Sage; Jandt, F. E. (2006) *An Introduction to Intercultural Communication: Identities in a Global Community* 5th Edition Sage; Lakoff, R. T., & Ide, S. (Eds.) (2005) *Broadening the Horizon of Linguistic Politeness* John Benjamins; Spencer-Oatey, H. (Ed.) (2000). *Culturally Speaking: Managing Rapport Through Talk Across Cultures*. Continuum. Watts, R. J., Ide, S., & Ehlich, K. (Eds.) (2005). *Politeness in language: studies in its history, theory and*

practice 2nd Edition de Gruyter. No single text covers the whole course. Specific bibliographies for different areas of application will be provided at the start of the course.

Assessment: 1 A formal two-hour examination in the ST: two questions from a choice of five (50%)

2 A written assignment of not more than 3,000 words (50%).

PS415 Half Unit Not available in 2009/10

The Social Psychology of Economic Life

This information is for the 2009/10 session.

Teacher responsible: Professor George Gaskell, B101

Availability: MSc Media and Communications, MSc Media and Communications (Research), MSc Organisational and Social Psychology, MSc Social and Cultural Psychology, MSc Social Research Methods and MSc Social and Public Communication. Students on degrees without a psychology or media component may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Course content: The course reviews the contribution of social psychological theories and perspectives, broadly interpreted to include micro-sociology, to the understanding of people's representations, attitudes, choices and behaviours in the economic sphere. Rationality in individual and collective decision taking. The scientific and lay representations of risk. Trust in contemporary society. Consumer behaviour, fashion and the symbolic aspects of consumption. Equity and justice. Behavioural economics.

Teaching: Lecture (PS415) (one hour) x 10 LT; Seminar x 10 LT.

Formative coursework: A 3,000 word written assignment required.

Indicative reading: Reading lists will be provided for each topic, the following are of general use; S E G Lea, R M Tarpy & P Webley, *The Individual in the Economy*, Cambridge University Press, 1987; A Lewis, P Webley & A Furnham, *The New Economic Mind: The social psychology of economic behaviour*, Harvester, 1995.

Assessment: 1 A formal two-hour examination in the ST: two questions from a choice of five (50%).

2 A written assignment of not more than 3,000 words (50%).

PS418 Half Unit

Social Psychology of Health Communication

This information is for the 2009/10 session.

Teacher responsible: Professor Catherine Campbell, S387

Availability: Optional for MSc Organisational and Social Psychology, MSc Social Research Methods, MSc Social and Cultural Psychology, MSc Social and Public Communication, MSc Population and Development, MSc Gender and Social Policy, MSc Gender, Development and Globalisation, MSc Media, Communication and Development and MSc Health, Community and Development. Students on degrees without a psychology component may only attend subject to numbers, their own degree regulations and at the discretion of the Teacher responsible.

Course content: The application of social psychology to the challenges of health communication in its social context. Communicating about health and well-being (physical, mental and social), viewing the individual (i) as a bio-psycho-social system, (ii) located within workplaces/communities/local and global cultures/unequal power hierarchies, (iii) often in rapidly changing social settings. Theoretical debates about determinants of health-related behaviours, the nature of health communication, and the processes through which communication impacts on health. Contributions of sociology, anthropology and media studies to social psychological understandings of health and communication. Implications of these debates for health promotion campaigns and policies (information-based campaigns, social development approaches, public health policy). Doctor-patient relations. Mental ill-health and psychotherapy. Patient movements. Mediated health communication (edutainment, citizen journalism, blogging). The internet and health. Communication for social development. Community participation, dialogue and alliances. Communication via visual images. Gender, empowerment and social change. Local and global health advocacy. International social movements and networks.

Teaching: Ten two-hour combined weekly lecture/seminar, LT.

Written coursework: 3,000 word written assignment required.

Indicative reading: Atkin C and Wallack L (1990) *Mass communication and public health*. Newbury Park: Sage; Beckett, C (2008) *Supermedia: saving journalism so it can save the world*. Oxford: Blackwell; Crossley M (2000) *Rethinking health psychology*. Buckingham: Open University Press; Fisher, A & Ponniah, T (2003) *Another world is possible: popular alternatives to globalisation*. London: Zed Books; Hofrichter, R (Ed.) (2003) *Health and Social Justice: Politics, Ideology, and Inequality in the Distribution of Disease*. Jossey-Bass: San Francisco; Littlejohn S and Foss K (2005) *Theories of Communication*. Eighth Edition. Belmont CA: Wadsworth; Nettleton, S (1995) *The sociology of health and illness*. Oxford: Blackwell; Peterson, A & Lupton, D *The New Public Health – Health and Self in the Age of Risk*, Sage, 1996; Reason, P & Bradbury, H (2007) *Handbook of Action Research*. London: Sage; Seale, C, *The Media and Health*. Sage, 2002; Servais, J (Ed) (2008) *Communication for development and social change*. Los Angeles: Sage; Tones K and Green J (2006) *Health promotion: planning and strategies*. London: Sage; Windahl, S et al., (2009) *Using communication theory: An introduction to planned communication*. Second Edition. London: Sage.

Assessment: 1 A formal two-hour examination in the ST: two questions from a choice of five (50%).

2 A written assignment of not more than 3,000 words (50%).

PS421 Half Unit

Issues in Social Psychology: Evolutionary Social Psychology

This information is for the 2009/10 session.

Teacher responsible: Dr Andy Wells, S305

Availability: Optional for MSc Organisational and Social Psychology, MSc Social and Cultural Psychology, MSc Social and Public Communication and MSc Social Research Methods. Students on degrees without a psychology component may attend subject to numbers, their own degree regulations and at the discretion of the Teacher responsible.

Course content: An introduction to evolutionary theory and its applications to social psychology. Darwin's theories of natural and sexual selection. Fisher's runaway model, Zahavi's handicap theory, indicator theory. Evolutionary genetics. The nature-nurture controversy. Trivers' parental investment theory, Hamilton's kin selection theory. Gender issues in evolutionary biology. Altruism between individuals and groups. Mate choice. Homicide, violence and aggression. Gene and culture co-evolution.

Teaching: Lecture/seminar (PS421) (two hours) x 10 LT.

Formative coursework: A 3,000 word written assignment is required.

Indicative reading: C Crawford & D Krebs (Eds), *Handbook of Evolutionary Psychology*, Lawrence Erlbaum Associates, Hillsdale, NJ, 1998; H Cronin, *The Ant and the Peacock*, CUP, 1991; C Darwin, *On the Origin of Species by means of Natural Selection or the Preservation of Favoured Races in the Struggle for Life*, John Murray, London, 1859. Facsimile reproduction with an introduction by Ernst Mayr, Athenaeum, New York, 1967; C Darwin, *The Descent of Man and Selection in Relation to Sex*, John Murray, London, 187 Facsimile reproduction with an introduction by J T Bonner & R M May, Princeton University Press, 1981; R H Frank, *Passions Within Reason. The Strategic Role of the Emotions*, W W Norton & Company, New York, 1988; P A Gowaty (Ed), *Feminism and Evolutionary Biology. Boundaries, Intersections and Frontiers*, Chapman and Hall, London, 1997; S B Hardy, *Mother Nature. Natural Selection and the Female of the Species*, Chatto & Windus, London, 1999; G Miller, *The Mating Mind. How Sexual Choice Shaped the Evolution of Human Nature*, Heinemann, London, 2000; R Trivers, *Social Evolution*, Benjamin Cummings, Menlo Park, CA, 1985.

Assessment: 1 A formal two-hour examination in the ST: two questions from a choice of five (50%)

2 A written assignment of not more than 3,000 words (50%).

PS428 Half Unit

Knowledge, Networks and Collaborative Work

This information is for the 2009/10 session.

Teacher responsible: Dr Lucia Garcia-Lorenzo, S311

Availability: Optional for MSc Organisational and Social Psychology, MSc Social and Cultural Psychology and MSc Social and Public Communication. Other students on degrees without a psychology or media component may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible for the course.

Course content: The course focuses on how people work together in a number of contexts, from project teams within particular organisations to inter-organisational networks and alliances from the perspective of organisational knowledge. It offers students a theoretical and practical understanding about how organisations construct, disseminate and share knowledge in those settings. The focus is both theoretical and practical. Students will be expected to engage with both current theoretical debates and emerging practical issues in organisational life.

The course will cover topics such as: Organisations in the knowledge economy, knowledge-intensive companies, organisational learning, communities of practice, storytelling as knowledge transmission, teams and project organisations, virtual spaces, networks, alliances and partnerships, collaborative work, innovation and knowledge creation, implications for research and practice.

Teaching: Lecture (one hour) x 10 LT; Class/Seminar x 10 LT.

Students will be expected to make extended use of the course intranet – for on-line discussions and group presentations.

Written work: A 3,000 word written assignment required.

Indicative reading: Reading lists will be provided for each topic, the following are of general use; Castells, M. (1996) *The Rise of the Network Society*. Oxford: Blackwell; Czarniawska, B. (1998) *A narrative approach to organisation studies*. Qualitative research methods series. London: Sage; Dierkes, M.; Natal, A. B.; Child, J. and Nonaka, I. (2001) *Handbook of Organisational Learning and Knowledge*. Oxford: Oxford University Press; Little, S.; Quintas, P. and Ray, T. (2002) *Managing Knowledge. An essential reader*. London: Sage and Open University Press; Heckscheer, C. and Adler, P.S (2006) *The firm as a collaborative community*. Oxford: Oxford University Press; Tsoukas, H. (2005) *Complex Knowledge: Studies in Organisational Epistemology*. Oxford: Oxford University Press. Weick, K. E. (1995) *Sensemaking in organisations*. London: Sage..

Assessment: 1 A formal two-hour examination in the ST: two questions from a choice of five (50%).

2 A written assignment of not more than 3,000 words (50%).

PS429

The Social Psychology of Communication

This information is for the 2009/10 session.

Teacher responsible: Dr Derek Hook, S308

Availability: This is a full-unit core course intended for students enrolled on MSc Social and Public Communication, MSc Media and Communications and MSc Media and Communications (Research). Other students may access this course subject to space and following discussion with the Teacher responsible.

Course content: The course examines core theories towards a social psychology of communication. Issues raised will refer to verbal and non-verbal, face-to-face, rumours and mass mediated, as well as private and public, communal and strategic forms of communication. The second half of the course will provide an overview of applied communication research in various professional areas of public communication.

Theories of communication covered in the course include evolutionary theory, classical rhetoric, diffusion research, pragmatics and relevance theory, semiotics and system theory and the theory of communicative action. Issues will be raised as to the critical analysis and the design of communicative action. Issues will be raised as to the critical analysis and the design of communication efforts in professional fields such as business corporations, NGOs, scientific professional bodies, health promotion, governments and political parties, police campaigns, and international organisations.

Teaching: 20 x one-and-a-half hour weekly lectures. 10 x one-hour

weekly seminars.

Formative coursework: An assignment of not more than 1,500 words is required.

Indicative reading: No one book covers the entire syllabus; students will be expected to read widely in appropriate journals, and a list of references will be provided at the start of the course.

J Habermas, *Theory of Communicative Action*, Vol 1 + 2, Polity Press, 1997; R Heath & B Jennings, *Human Communication Theory and Research: Concepts, Contexts, and Challenges* (2nd edn), Lawrence Erlbaum, 2000; A Mattelart & Mattelart, *Theories of Communication: a Short Introduction*, Sage, 1998; D McQuail, *McQuail's Mass Communication theory* (4th edn), Sage, 2000; R Rice & C Atkin, *Public Communication Campaign*, Sage, 2000; E Rogers, *Diffusion of Innovation*, Free Press, 1995; D Sperber & D Wilson, *Relevance: Communication and Cognition*, Cambridge, 1995.

Assessment: 1 A formal three-hour examination in the ST: three questions from a choice of 10 (50%).

2 A written research assignment of not more than 5,000 words (50%).

PS433

Report: MSc Social and Cultural Psychology

This information is for the 2009/10 session.

Teacher responsible: All members of the Institute may be involved in the supervision of the research project on which the Report is based.

Availability: MSc Social and Cultural Psychology students only.

Course content: An empirical investigation of a social and cultural psychology issue, carried out on the student's own initiative, under the supervision of a member of staff.

The research project, an empirical investigation of a social and cultural psychology issue, is one quarter of the year's work. Students must obtain the approval of their supervisors before embarking on the empirical part of their investigation. Many projects are linked to the half-course unit option courses offered in the Lent Term. It is desirable, but not necessary, that a student undertakes a research project in the area of one of his or her option courses.

Topic selection and supervision: Towards the end of the Michaelmas Term a 'Research Report Topic Selection' paper is circulated in which members of staff outline the research areas in which they would be willing to supervise projects. In the first instance students should approach the member of staff whom they think is most appropriate to supervise the research they have in mind, although final decisions regarding supervision will be made by the Programme Directors. The supervisor will advise the student, help provide information and bibliography, and identify likely problems with the research proposed.

Assessment: Two hard copies of the Report plus electronic copy must be handed into the Institute Office in August (exact date to be confirmed). The Report must be typewritten. It should not be less than 7,500 words and should not exceed 10,000 words in length.

PS434

Research Report: MSc Organizational and Social Psychology

This information is for the 2009/10 session.

Teacher responsible: All members of the Institute may be involved in the supervision of the research project on which the Report is based.

Availability: MSc Organisational and Social Psychology students only.

Course content: Theoretical analysis or empirical research relating to the programme Content, carried out on the student's own initiative, under the supervision of a member of staff.

The report is one quarter of the year's work. It is an opportunity for students to link aspects of social psychology to their professional interests. The report may take the form of an empirical research project. Students must obtain the approval of their supervisors before embarking on any research.

Topic selection and supervision: Towards the end of the Michaelmas Term a 'Research Report Topic Selection' paper is circulated in which members of staff outline the research areas

in which they would be willing to supervise projects. In the first instance students should approach the member of staff whom they think is most appropriate to supervise the research they have in mind, although final decisions regarding supervision will be made by the Programme Directors. The supervisor will advise the student, help provide information and bibliography, and identify likely problems with the research proposed.

Assessment: Two copies of the Report plus electronic copy on CD or diskette must be handed into the Institute Office in August (exact date to be confirmed). It should not be less than 7,500 words and should not exceed 10,000 words in length. The electronic version of this report may be annotated with pictures and/videoclips.

PS437 Half Unit

Representations, Institutions and Communities

This information is for the 2009/10 session.

Teacher responsible: Dr Sandra Jovchelovitch, S307

Availability: Optional course for MSc Culture and Society, MSc Social and Cultural Psychology, MSc Organisational and Social Psychology, MSc Social and Public Communication, MSc Global Media and Communications (with Fudan or USC) and MSc Health, Community and Development. Students on degrees without a psychology component may only attend subject to numbers, their own degree regulations and at the discretion of the Teacher responsible.

Course content: The objective of the course is to allow students to explore in depth the relationship between social representations and social contexts, with especial attention to the construction of everyday forms of knowledge, institutional functioning and community life.

The course will cover the social context of representational activity:

(i) The genesis and development of representations, (ii) The public nature of representations, (iii) Time and place in the construction of representations: Memory and identity; Representing institutions and communities: (i) Institutions: The symbolic and the material in the life of communities, (ii) The instituting and the instituted in the life of communities, (iii) Institutions and communities as potential space; Representing/constructing Others: (i) The other institutionalised: strategies of classification, segregation and exclusion, (ii) The other in the community: strategies of habituation, denial and differentiation, (ii) The other in dialogue: solidarity and strategies of communicative action; The limitations and possibilities of social psychological intervention: (i) Research as a dialogical act: Interpretation, knowledge and empowerment.

Teaching: Lecture (one hour) (PS437) x 10 LT, seminar/class (one hour) x 10 LT.

Indicative reading: D Jodelet, *Madness and Social Representations* (1991); M Douglas, *How Institutions Think* (1987); C Castoriadis, *The Imaginary Institution of Society* (1987); M Foucault, *Madness and Civilization* (1971); J Habermas, *The Theory of Communicative Action*, Vol I and II (1987); S Freud, *Civilization and Its Discontents* (1930), *Group Psychology and the Analysis of the Ego* (1921); D W Winnicott, *Playing and Reality* (1971); I Martin-Baró, *Writings for a Liberation Psychology* (1994).

Assessment: 1 A formal two-hour examination in the ST: two questions from a choice of five (50%).

2 A written assignment of not more than 3,000 words (50%).

PS438 Half Unit

Corporate Communications

This information is for the 2009/10 session.

Teacher responsible: Professor Martin Bauer, B804

Availability: Mainly for: MSc Social and Cultural Psychology; MSc Organisational and Social Psychology; MSc Social and Public Communication students. Students from other programmes can only access this course subject to space and discussions with the teacher responsible.

Course content: The objectives of the course are to provide an introduction to organisational communication, internal and external, in particular the practices of public relations and corporate communications, and their evaluation, and to show how an understanding of communications management, based on knowledge of the social sciences, may contribute to the overall

management of organisations.

Teaching: Ten x 1.5 hour lectures and 5 x 1 hour seminars in LT.

Written work: A 3,000 word written assignment required.

Indicative reading: To be announced.

Assessment: 1 A formal two-hour examination in the ST: two questions from a choice of 5 (50%).

2 A written assignment of not more than 3,000 words (50%).

PS439 Half Unit Not available in 2009/10 Science, Technology and Resistance

This information is for the 2009/10 session.

Teacher responsible: Professor Martin Bauer, B804

Availability: MSc Media and Communications, MSc Media and Communications (Research), MSc Social Research Methods, MSc Social and Cultural Psychology, MSc Analysis, Design and Management of Information Systems, MSc Culture and Society, MSc Regulation, MSc Organisational and Social Psychology, MSc Biomedicine, Bioscience and Society and MSc Social and Public Communication. Students on degrees without a social psychology or media component may attend subject to numbers and at the discretion of the teacher responsible.

Course content: In this course we will analyse functionally how resistance, expressed in public opinion as the interplay of mass media, public perceptions and activism, impact on technological trajectories. New technology is neither good nor bad, nor is it neutral. It is a negotiated project, a growing web of engineers, lawyers, regulators, users etc, in a dynamic configuration of ideas, materials, affiliations and dissent. The discussions explore issues leading toward a social psychology of objectification. Specific content will include: Public opinion and representations of science and technology make and brake technological projects such as nuclear power, information technology, genetic engineering and nanotechnology. While being partially supportive, public opinion often resists: why and to what effect? This is modelled in analogy to 'acute pain' (Bauer, 1991, 1997). We will explore conceptions of 'resistance' in psychotherapy, attitude research, rural studies, risk analysis and communication, media perfect studies, group dynamics, public understanding of science, and studies of social influence. Students are expected to appreciate theory driven empirical research.

Teaching: Combined lecture (one hour) (PS439) x 10 LT, + seminar/class (one hour) x 10 LT.

Written work: A 3,000 word written assignment required.

Indicative reading: M Bauer (Ed), *Resistance to New Technology – Nuclear Power, Information Technology, Biotechnology*, CUP, 1997; J Carloppio, 'A history of social psychological reactions to new technology', *Journal of Occupational Psychology*, 61, 1988; B Joerges, 'Technology in everyday life: conceptual queries', *Journal for the Theory of Social Behaviour*, 18, 1988; B Latour, 'On inter-objectivity', *Mind, Culture and Activity*, 3, 228-245, 1996; T Marteau & M P M Richards (Eds), *The Troubled Helix: Social and Psychological Implications of the New Human Genetics*, CUP, 1996; J Van der Plight, *Nuclear Energy and the Public*, Blackwell, 1992; S R Weart, *Nuclear Fear: A History of Images*, Harvard University Press, 1988; M Bauer & G Gaskell, *Biotechnology – the Making of a Global Controversy*, CUP, 2000. No one book covers the entire syllabus; students will be expected to read widely in appropriate journals, and a list of references will be provided at the start of the course.

Assessment: 1 A formal two-hour examination in the ST: two questions from a choice of five (50%).

2 A written assignment of not more than 3,000 words (50%).

PS443 Half Unit Modern Social Psychology

This information is for the 2009/10 session.

Teachers responsible: Dr Caroline Howarth, S365 and Dr Claudine Provencher, S385

Availability: This course has been specifically designed for students following MSc programmes in or related to Social Psychology, particularly students in: MSc Organisational and Social Psychology, MSc Social and Public Communication, and MSc Health Community and Development.

It is strongly recommended that all students without a recent background in Social Psychology on these courses either register on this course or audit all lectures. Other students may attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Course content: This courses provides an introduction to Social Psychology – giving students both an understanding of both the history and central developments of the discipline as well as providing insights into contemporary research and debates in Social Psychology today.

The course content is drawn from theories developed and empirical research across the globe – with a particular emphasis given to seminal European studies (such as classic studies of attribution and conformity) that focus on the interconnections between the psychological (such as self and identity) and the social (such as social representations and discourse). Students are encouraged to develop a critical perspective and consider the contemporary relevance of different approaches. Topics include self and social identity; attributions; attitudes; social representations; discourse; inter-group relations; prejudice; power and ideology.

Teaching: 10 x two-hour lecture/seminar (PS443) MT.

Formative coursework: A formative (non-assessed) essay of not more than 1500 words.

Indicative reading: Augostinos, M. Walker I and N Donaghue. (2006) *Social Cognition: An integrated Introduction* (2nd edition). London: Sage; Farr, R.M. (1996) *The Roots of Modern Social Psychology*, Oxford: Blackwell; Flick, U. (1998) *The Psychology of the Social*. Cambridge: Cambridge University Press; Fraser, C. and Burchell, B. (2001) *Introducing Social Psychology*. Cambridge: Polity Press; Hewstone, M. W Stroebe, and K Jonas (2008) *Introduction to Social Psychology: A European perspective* (4th edn), Blackwell; Himmelweit, H. & G Gaskell (1990), *Societal Psychology*, Sage; Hogg M.A. and Vaughan G.M. (2005) *Social Psychology* (4th edn). Harlow: Prentice Hall; Hook, D. (Ed). (2004). *Critical psychology* Cape Town: University of Cape Town Press; Ibanez, T. & Iniguez, L. (1997). *Critical social psychology*. London: Sage; Johansson, T. (2000) *Social Psychology and Modernity*. Buckingham: Open University Press; Tajfel, T. (1981) *Human Groups and Social Categories: Studies in Social Psychology*, Cambridge University Press; Walkerdine, V. (2002). (Ed.), *Challenging Subjects: Critical Psychology for a New Millennium*. Basingstoke: Palgrave.

A full reading list will be available at the beginning of the course.

Assessment: 1. A formal two-hour examination in the ST (50%)
2. a written assignment of not more than 3,000 words (50%).

PS445 Half Unit Organizational and Social Decision Making

This information is for the 2009/10 session.

Teachers responsible: Professor Patrick Humphreys, S310 and Mr Bill Mayon-White, S312

Availability: Optional for MSc Social and Cultural Psychology, MSc Organisational and Social Psychology, MSc Social Research Methods, and MSc Social and Public Communication. Students on degrees without a psychology component may only attend subject to numbers, their own degree regulations and at the discretion of the Teacher responsible.

Course content: This course starts with a short historical introduction (which helps in understanding where the technical terms currently used in the field actually come from), followed by a primarily problem and people centred, rather than formal, approach to the subject, with a number of case studies of organisational and social decision making, and of attempts to provide support for decision making in organisations.

The course will examine the discourses and processes involved in forming judgments, planning actions and evaluating their consequences, what happens in societal decision making when people have conflicting objectives; how risk is experienced and analysed. Techniques for aiding decision making are explored, and ways in which decision support may be embedded in process supporting organisational management and change are investigated. The course will concentrate on contexts in which, at the outset, there is uncertainty about how to represent the structure of the

decision problem and examine both the formal techniques and the kind of discourses employed in negotiating and constructing representations of “the decision problem”, securing agreement on “the decision” and the associated commitments to action, and attempting to manage its implementation. In organisational decision making, the decision maker may be a “problem owner” but, on his or her own, may have insufficient information or power to formulate and implement a policy for action, and so usually relies on the support of proposers of solutions to parts of “the problem”, on experts and perhaps on some computer based “decision support system” which may be introduced by external consultants. Hence in studying organisational decision making systems we shall need to examine the sometimes conflicting motivations of people occupying these various roles. We shall also investigate how decision problems representations are employed as artefacts by those people who participate in the making of decisions and attempt to get them implemented in organisational contexts. In social decision making we shall examine cases where different stakeholders or interest groups have different views and motivations concerning the effects (and side-effects) of decision making which may have wide-ranging social impact. We shall examine how decision theory, originally developed as a theory informing individual, “rational” decision making, may be situated and developed as a methodology shaping social decision making in a wide range of contexts.

Teaching: Lecture/Seminar (PS445) (one-hour) x 10 LT. Class (PS445.A) (one hour) x ten in LT, devoted to in-depth analysis of specific material.

Written coursework: 3,000 word written assignment required.

Indicative reading: L R Beach, *The Psychology of Decision Making: People in Organisations*, Sage, 1997; M Zeg, *Rational Choice and Organisational Theory: A Critique*, Sage, 1998; P C Humphreys et al, *Decision Support in Organisational Transformation*, Chapman and Hall, 1997; J Ansell & F Wharton, *Risk: Analysis, Assessment and Management*, Wiley, 1992; D Berkeley, G Widmeyer, P Brezillon & V Rajkovic, *Context Sensitive Decision Support Systems*, Chapman and Hall, 1998; D Von Winterfeldt & W Edwards, *Decision Analysis and Behavioural Research*, Cambridge University Press, 1986; P R Kleindorfer, H C Kunreuther & P H Schoemaker, *Decision Sciences: An Integrative Perspective*, Cambridge University Press, 1993; P Humphreys & P Brezillon, *Decision Systems in Action*, Hermes, 2001; O Larichev & D L Holson, *Multiple Criteria Analysis in Strategic Citing Problems*, Kluwer, 2001; C Jaegar et al, *Risk, Uncertainty and Rational Action*, Earthscan, 2001.

Assessment: 1. A formal two hour examination in the ST: two questions from a choice of five (50%).

2. A written assignment of not more than 3,000 words (50%).

PS446 Half Unit Issues in Organisational and Social Psychology: Organisational Life

This information is for the 2009/10 session.

Teacher responsible: Mr Barry Rogers, S312

Availability: Optional for MSc Organisational and Social Psychology, MSc Social and Cultural Psychology, and MSc Social and Public Communication. Students on degrees without a psychology component may only attend subject to numbers, their own degree regulations and at the discretion of the Teacher responsible. This course is capped at 25 students.

Course content: In recent years, much has been made of the so-called demise of traditional work organisations and with it, traditional organisational life. In popular rhetoric, *globalisation*, the rise of the *knowledge economy*, *ICT* and the *credit crunch* have all been portrayed as heralding the dawn of a very different world of work. The reality of the situation would seem to be far more complex. The aim of the course is to give a social psychological perspective on the elements of continuity and change in contemporary organisational life. Its primary objective is to facilitate students in developing a critical and reflective understanding of these key processes.

The course will be informed throughout by a dual mandate: a rigorous approach to theory yet one firmly placed within the context of emerging organisational issues, and relevant, current topics of debate. This relationship between theory and practice is central

to the course and outside speakers and practitioners are used throughout to supplement the learning for each topic. As such, the course develops some of the major themes explored in the PS 404 while providing detailed focus on a range of contemporary organisational issues.

In line with this orientation, the primary theme for the course in 2009/2010 will be working lives and the evolving nature of the organisational relationship (with the employee, society etc) over space and time.

The course will address emerging organisational questions such as:

- What frameworks can we use to make sense of the complexity of organisational life?
- Why do we work? Changing values to employee engagement.
- The rise of the *BlackBerry*: have we moved from the workplace to the 24/7 workspace?
- Organisational time: is work life-balance a dream?
- After multiculturalism where to now for organisational equality, diversity and inclusion?
- Corporate Social Responsibility: how should organisations relate our wider society?
- What is role of governance and ethics in the ‘post Lehman’ world?
- What is the changing nature of Leadership?
- How do we accomplish deep organisational change?
- Beyond the ‘ivory tower’: how do we relate organisational theory to practice

Teaching: Lecture (one hour) x 10 LT; Seminar (one hour) x 10 LT.

Written work: 3,000 word assignment required.

Indicative reading: Detailed references and class topics are distributed in the first lecture of the series. The following represents some key readings from the course:

Beck, U. (2000) *The Brave New World of Work*. Cambridge: Polity Press; Berger, P. & Luckmann, T. (1967) *The social construction of reality*. London: Penguin; Clegg, S.R. & Kornberger, M.[eds.] (2006) *Space, Organization and Management Theory*. Copenhagen: Liber & Copenhagen Business School; Cortina, L.M. (2008) ‘Unseen Injustice: incivility as modern discrimination in organizations’. *Academy of Management Review*, 33, No. 1, 55-75; Flaherty, M.G. (1999) *A Watched Pot: how we experience time*. New York: New York University Press; Matten, D. & Moon, J. (2008) ‘“Implicit” and “Explicit” CSR: A Conceptual Framework for a Comparative Understanding of Corporate Social Responsibility’, *The Academy of Management Review*, 33, 2, 404-424; Matthewman, S. & Hoey, D. (2006) ‘What happened to postmodernism?’ *Sociology*, 40, 3, 529-547; Morgan, G. (1997) *Images of Organisation*. London: Sage; Rapoport, R., Bailyn, L., Fletcher, J.K. & Pruitt, B. H. (2002) *Beyond Work-Family Balance, Advancing Gender Equality and Workplace Performance*. San Francisco: Wiley; Smola, K.W. & Sutton, C.D. (2002) ‘Generational differences: Revisiting generational work values for the new millennium’. *The Journal of Organisational Behaviour*, 23, Special Issue, June 2002; Weick, K.E. (2003) ‘Theory and Practice in the Real World’ in: Tsoukas, H. & Knudsen, C. (2003) *The Oxford Handbook of Organizational Studies*; Weick, K. E. (1995) *Sensemaking in Organisations*. California: Sage.

Assessment: 1 A formal two-hour examination in ST. Two questions from a choice of five (50%); and

2 A written assignment of not more than 3,000 words (50%).

PS447 Half Unit Psychoanalysis and Communication

This information is for the 2009/10 session.

Teacher responsible: Dr Derek Hook

Availability: MSc Social and Cultural Psychology, MSc Organisational and Social Psychology, MSc Social and Public Communications, MSc Social Research Methods and MSc Health, Community and Development. Students from all departments may attend subject to numbers, their own degree regulations and at the discretion of the teachers responsible.

Course content: Lacanian psychoanalysis provides a valuable set of instruments for an understanding of the structures and dynamics underlying communicative activity. This course will introduce students to a series of relevant components within Lacanian theory – the distinction between enunciation and statement, the role of the

'big Other' as the third in every dialogue, Lacan's four structures of discourse – before exploring how these ideas might inform, extend and develop how we go about the analysis of communication. Specific content will include: Freudian dream theory and the analysis of popular advertising texts; jokes, slips of the tongue, and the role of the unconscious in everyday speech; the notion of the 'big Other' as the mediating third in every instance of dialogue; Lacan's four discursive structures or social links (emphasizing particularly political, governmental and university discourse); the functioning of Master signifiers and the transmission of knowledge; 'empty' versus 'full' speech; a psychoanalytic account of ideology.

Teaching: 10 hours each of lectures and seminars in the Lent Term.

Formative coursework: Book review for which written feedback will be provided.

Indicative reading: A detailed reading list will be handed out at the beginning of the course.

B. Benvenuto, R. Kennedy, R. *The Works of Jacques Lacan. An Introduction*. London: Free Association (1986); M. Billig, *Social psychology and intergroup relations*, London: Academic Press (1976); R. Bock, *Sigmund Freud*, London & New York: Routledge (1983); D. Evans, *An Introductory Dictionary of Lacanian Psychoanalysis*, London and New York: Routledge (1992); R. Feldstein, B. Fink & M. Jaanus, M. *Reading Seminars I and II*. SUNY Press (1996); B. Fink, B. *The Lacanian subject between language and jouissance*, Princeton: Princeton University Press (1995); S. Freud, *The standard edition of the complete psychological works of Sigmund Freud*, (Vol. 5 The interpretation of dreams; Vol 14, On narcissism; Mourning and melancholia; Vol. 19. The ego and the id). London, Vintage (2001); S. Freud, *Mass psychology and other writings*. London: Penguin (2004); S. Homer, *Jacques Lacan*, London & New York: Routledge (2005); S. Kay, Žižek: A critical introduction, Cambridge: Polity (2003); J. Lacan, J. écrits, London: Tavistock (2006); R. Minsky, (1996). *Psychoanalysis and Gender*. London & New York: Routledge (1996); T. Myers, *Slavoj Žižek*. London & New York: Routledge (2003); J. Mitchell & J. Rose (Eds). *Feminine sexuality*. London: Norton (1982); S. Žižek, *The sublime object of ideology*, Verso: London (1989); S. Žižek, *The plague of fantasies*. London & New York: Verso; S. Žižek, *Jacques Lacan: Critical evaluations in cultural theory*, London: Verso (2003); S. Žižek, *How to read Lacan*, London: Granta (2006).

Assessment: A formal two-hour examination in the ST (two questions from a choice of five) (50%). and a written assignment of not more than 3,000 words (50%).

PS448

Research Methods for Social Psychology 1

This information is for the 2009/10 session.

Teacher responsible: Dr Andy Wells, S305 **Availability:** MSc Health, Community and Development students, MSc Social and Cultural Psychology students, MSc Organisational and Social Psychology, MSc Social and Public Communication students only.

Course content: The aims of the course are to provide students with a broad training in research methods and techniques, including research design, quantitative and qualitative methods, the collection, analysis and interpretation of data, and to enable students to evaluate critically their own research and that of professional researchers.

The course has three components:

1 PS430 Research Techniques for Social Psychology.
2 MI451 Quantitative Analysis 1: Description and Inference
3 MI454 Qualitative Social Research: Interview, Text and Image
MI451 and MI454 are offered by the Methodology Institute. If you register for course PS448 you will automatically be included on PS430, MI451 and MI454. For details of the course contents, please consult the relevant course guides.

Teaching: PS430 – Research Techniques for Social Psychology Michaelmas Term – lecture/workshop = 20 contact hours
Lent term – lecture/workshop = 20 contact hours
In addition MI451 runs in the Michaelmas term and MI454 runs in the Lent term. Refer to the relevant course guide for details.

Indicative reading: C Robson, *Real World Research: A Resource for Social Scientists and Practitioner Researchers*, Blackwell, 1993;

D Silverman (Ed), *Qualitative Research: Theory, method, practice*, Sage, 1997; M W Bauer & G Gaskell (Eds), *Qualitative researching with text, image and sound: A practical handbook* London, Sage, 2000; D Burton, *Research Training for Social Scientists: A Handbook for Postgraduate Researchers*, Sage, 2000; N Hayes, *Doing Psychological Research: Gathering and analysing data*, Open University Press, 2000; F N Kerlinger & H B Lee, *Foundations of Behavioural Research* (4th edn), Harcourt Brace, Fortworth, 2000; N Gilbert, *Research Social Life* (2nd edn), Sage, 2001; T May, *Social Research: Issues, Methods and Process*, Open University Press, 2001. No one book covers the entire syllabus; students will be expected to read widely in appropriate journals, and a list of references will be provided at the start of the course.

Assessment: PS430 methods assignment – 20%

MI451 statistics coursework and examination(s) – 40%

MI454 examination – 40%.

PS449

Research Methods for Social Psychology 2

This information is for the 2009/10 session.

Teacher responsible: Dr Andy Wells, S305

Availability: MSc Health, Community and Development students, MSc Social and Cultural Psychology students, MSc Organisational and Social Psychology, and MSc Social and Public Communication students only.

Course content: The aims of the course are to provide students with a broad training in research methods and techniques, including research design, quantitative and qualitative methods, the collection, analysis and interpretation of data, and to enable students to evaluate critically their own research and that of professional researchers.

The course has three components:

i. PS430 Research Techniques for Social Psychology.
ii. MI452 Quantitative Analysis 2: The Generalised Linear Model
iii. MI454 Qualitative Social Research: Interview, Text and Image
MI452 and MI454 are offered by the Methodology Institute. If you register for course PS449 you will automatically be included on PS430, MI452 and MI454. For details of the course contents please consult the relevant course guides.

Teaching: PS430 – Research Techniques for Social Psychology Michaelmas Term – lecture/workshop = 20 contact hours
Lent term – lecture/workshop = 20 contact hours.

In addition MI452 runs in the Michaelmas term and MI454 runs in the Lent term. Refer to the relevant course guide for details.

Indicative reading: C Robson, *Real World Research: A Resource for Social Scientists and Practitioner Researchers*, Blackwell, 1993; D Silverman (Ed), *Qualitative Research: Theory, method, practice*, Sage, 1997; M W Bauer & G Gaskell (Eds), *Qualitative researching with text, image and sound: A practical handbook* London, Sage, 2000; D Burton, *Research Training for Social Scientists: A Handbook for Postgraduate Researchers*, Sage, 2000; N Hayes, *Doing Psychological Research: Gathering and analysing data*, Open University Press, 2000; F N Kerlinger & H B Lee, *Foundations of Behavioural Research* (4th edn), Harcourt Brace, Fortworth, 2000; N Gilbert, *Research Social Life* (2nd edn), Sage, 2001; T May, *Social Research: Issues, Methods and Process*, Open University Press, 2001. No one book covers the entire syllabus; students will be expected to read widely in appropriate journals, and a list of references will be provided at the start of the course.

Assignments: PS430 one formative assignment and one summative assignment which contributes to formal assessment
MI451 coursework and examination

MI454 examination

Assessment: PS430 methods assignment – 20%

MI452 statistics coursework and examination(s) – 40%

MI454 examination – 40%.

PS451 Half Unit

Cognition and Culture

This information is for the 2009/10 session.

Teacher responsible: Dr Bradley Franks, S313

Availability: Optional course for MSc Culture and Society, MSc

Social and Cultural Psychology, MSc Organisational and Social Psychology, and MSc Social and Public Communication. Students on degrees without a psychology component may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Course content: The course examines recent directions in research relating to the relationships between mind and culture. Specific content will include a variety of theoretical issues, for example: relationships between social facts and psychological facts; naturalistic and non-naturalistic concepts of culture; symbolic culture; cultural relativity and universals; evolutionary and developmental constraints on the relations between mind and culture; communication, cultural transmission and change. These issues will be discussed with reference to specific domains of investigation, such as: emotions, representations of religion, race and natural kinds; pragmatics and communication; and social divisions of labour in meaning and representation, including deference and expertise.

Teaching: Lecture (one hour) x 10 LT; Seminar (one hour) x 10 LT.

Written work: 3,000 word assignment required.

Indicative reading: Detailed references and a synopsis of lectures and class topics are distributed in the first lecture of the series, and are available in S315 and in Outlook/Public Folders/Departments/Social Psychology. The following are of general use: S Atran, *Cognitive Foundations of Natural History*, Cambridge University Press, 1990; P Boyer, *The Naturalness of Religious Ideas*, University of California Press, 1996; D E Brown, *Human Universals*, McGraw-Hill, 1991; D M Buss & D T Kenrick, *Evolutionary Social Psychology*, 1998, cited in D T Gilbert, S T Fiske & G Lindzey (Eds), *The Handbook of Social Psychology*, Vol 2, McGraw-Hill, pps. 982-1026; M Cole, *Cultural Psychology*, Harvard University Press, 1996; S T Fiske *et al*, *The Cultural Matrix of Social Psychology*, cited in D T Gilbert, S T Fiske & G Lindzey (Eds), *The Handbook of Social Psychology*, Vol 2, McGraw-Hill; L Hirschfeld, *Race in the Making: Cognition, Culture and the Child's Construction of Social Kinds*, MIT Press, 1996; R Nisbett & D Cohen, *The Culture of Honor: The Psychology of Violence in the South*, Westview Press, 1995; P B Smith & M H Bond, *Social Psychology Across Cultures* (2nd edn), Prentice Hall, 1998; D Sperber, *Explaining Culture*, Cambridge University Press, 1996.

Assessment: 1 A formal two-hour examination in ST – Questions from a choice of five (50%)

2 A written assignment of not more than 3,000 words (50%).

PS455

Research Methods for Social Psychology 3

This information is for the 2009/10 session.

Teacher responsible: Dr Andy Wells, S305

Availability: MSc Health, Community and Development, MSc Social and Cultural Psychology, MSc Organisational and Social Psychology, MSc Social and Public Communication only.

Course content: The aims of the course are to provide students who have substantial prior experience with further training in research methods and techniques, including research design, multivariate quantitative methods, qualitative methods, the collection, analysis and interpretation of data, and to enable students to evaluate critically their own research and that of professional researchers.

The course has three components:

- PS430 Research Techniques for Social Psychology.
- MI455 Quantitative Analysis III: Applied Multivariate Analysis
- MI454 Qualitative Social Research: Interview, Text and Image

MI455 and MI454 are offered by the Methodology Institute. If you register for course PS455 you will automatically be included on PS430, MI455 and MI454.

For details of the course contents please consult the relevant course guides.

Teaching: PS430 – Research Techniques for Social Psychology Michaelmas Term- lecture/workshop = 20 contact hours
Lent Term- lecture/workshop = 20 contact hours

In addition MI455 and MI454 run in the Lent term. Refer to the relevant course guides for details.

Indicative reading: C Robson, *Real World Research: A Resource for Social Scientists and Practitioner Researchers*, Blackwell, 1993; D Silverman (Ed), *Qualitative Research: Theory, method, practice*, Sage, 1997; M W Bauer & G Gaskell (Eds), *Qualitative researching with text, image and sound; A practical handbook* London, Sage, 2000; D Burton, *Research Training for Social Scientists: A Handbook for Postgraduate Researchers*, Sage, 2000; N Hayes, *Doing Psychological Research: Gathering and analysing data*, Open University Press, 2000; F N Kerlinger & H B Lee, *Foundations of Behavioural Research* (4th edn), Harcourt Brace, Fortworth, 2000; N Gilbert, *Research Social Life* (2nd edn), Sage, 2001; T May, *Social Research: Issues, Methods and Process*, Open University Press, 2001. No one book covers the entire syllabus; students will be expected to read widely in appropriate journals, and a list of references will be provided at the start of the course.

Assignments: PS430 one formative assignment and one summative assignment which contributes to formal assessment

MI455 One formative written piece of coursework and examination
MI454 examination

Assessment: PS430 methods assignment – 20%

MI455 statistics coursework and examination(s) – 40%

MI454 examination – 40%.

PS460 Half Unit

Social Psychology of Racism, Multiculture and Resistance

This information is for the 2009/10 session.

Teacher responsible: Dr Caroline Howarth, S365.

Availability: For students on MSc Social and Cultural Psychology, MSc Organisational and Social Psychology, MSc Social and Public Communication, MSc Health, Community and Development and MSc Race, Ethnicity and Post-Colonial Studies. Students from all departments may attend subject to numbers, their own degree regulations and at the discretion of the Teachers responsible.

Course content: Demonstrates the importance of a Social Psychological perspective for research into racism, multicultural and related contemporary issues. Lecturers aim to achieve a balance between theoretical and applied issues, in the interests of critically investigating the way in which conceptual tools can enhance our understanding of the concrete social world.

This course examines the issues of racism, racialised identities, multicultural and resistance from both grounded empirical studies and more broadly theoretical perspectives, bringing together a variety of social psychological traditions of analysis. A range of theoretical perspectives (such as the social re-presentation of 'race' and difference, otherising discourses, psychoanalysis of racism, intersectionality and hybrid identities) are used to assess particular empirical issues (such as multicultural identities, deconstructing whiteness, racism and anti-racism at school, and children's understanding of race and racism).

Teaching: 10 one-hour lectures and 10 one-hour seminars in LT.

Written work: Students are expected to write one essay of 3,000 words.

Indicative reading: Augoustinos, M. and Reynolds, K. (2001) *Understanding Prejudice, Racism and Social Conflict*. London: Sage; Biko, S. (1996). *I Write What I Like*. London: Bowerdean; Billig, M. (1995) *Banal Nationalism*. London: Sage; Blair, M. (2001). *Why Pick on Me? School exclusion and black youth*. Stoke-on-Trent, Trentham Books; Chrysochoou, X. (2004) *Cultural Diversity: Its Social Psychology*. Oxford: Blackwell Publishing; Fanon, F. (1952). *Black Skin, White Masks*. London: Pluto Press; Gates, H.G and Oliver, T.H (Eds) (1999). *The Souls of Black Folk*. W.E.B Du Bois. New York/ London: W.W. Norton & Company; Gilroy, P. (2004) *After Empire: melancholia or convivial culture*. London: Routledge; Hewitt, R. (2006), *White Backlash and the Politics of Multi-culturalism*, Cambridge, Cambridge University Press; Hooks, B. (1992) *Black Looks: race and representation* South End Press; Cambridge, US; Howitt, D. and Owsus-Bempah, J. (1994) *The Racism of Psychology: Time for Change*. Hemel Hempstead: Harvester Wheatsheaf; Said, E. (1978). *Orientalism*. London & New York: Penguin; Ware and Back (2003) *Out of Whiteness: Color, Politics and culture*. Chicago: Chicago University Press; Wetherell, M., & Potter, J. (1992).

Mapping the Language of Racism: discourse and the legitimization of exploitation. Hemel Hempstead: Harvester-Wheatsheaf.

**** Special Issue on Towards a Critical Social Psychology of Racism: In the Journal of Community and Applied Social Psychology (Howarth and Hook, 2006). (All articles).**

Assessment: A formal two-hour examination on the ST; two questions form a choice of five (50%), and a written assignment of not more than 3,000 words (50%).

PS461

Health, Community and Development

This information is for the 2009/10 session.

Teacher responsible: Professor Catherine Campbell, S387

Availability: MSc Health, Community and Development students. Other students may access this course with the agreement of the teacher responsible.

Course content: Application of the principles of community social psychology to public health, public health promotion and collective action for social change, with particular attention to the psycho-social and community-level determinants of health-related behaviour and of participation in collective action for community development. This course examines the psycho-social determinants of community development for health, and more particularly the role of participation, partnerships and collective action in the promotion of health and the management of disease. This material is contextualised within a multi-level framework of health spanning the individual, community and social levels of analysis, and driven by an interest in the challenge of building social environments that enable and support the possibility of health. Viewing communities as mediators between the individual and social dimensions of health, the bulk of the course focuses on the social psychology of grassroots participation, collective action, partnerships and community development for health – relating health and community development to social identities, social representations and local knowledge, dialogue, empowerment, critical thinking and the public sphere. Particular attention is given to the mechanisms underlying individual/social change in building health-enabling social environments, and implications for the design and evaluation of practical community health strategies. All this material is contextualised within wider debates and controversies about the global nature of public health, mainstream vs. alternative development policy, the respective roles of local and global social movements, and the potential for participation to alleviate the negative health impacts of social inequalities (especially relating to poverty and gender). The course concludes with a focus on the incorporation of social psychological perspectives into the design and evaluation of community development for health programmes.

Teaching: Lectures/Seminars (two hours) x 20 MT; Class (one hour) x five MT.

Formative coursework: One written assignment of 1,500 words is required in the MT.

Indicative reading: P Freire, *Education for Critical Consciousness*, New York: Continuum (1973); M Seedat, (Ed), *Community Psychology: Theory, Method and Practice*, Cape Town: Oxford University Press (2001); S. Hickey and G. Mohan (Eds) (2004) *Participation: from tyranny to transformation?* London: Zed; M. Murray and C. Campbell (Guest Editors) (2004) Special Edition on Community Health Psychology. *Journal of Health Psychology*, 9 (2); R Chambers, *Whose Reality Counts? Putting the First Last*. London: ITDG (2003); J Pottier, A Bicker & P Sillitoe (Eds), *Negotiating Local Knowledge: Power and Identity in Development*. London: Pluto; J Habermas, 'The public sphere: an encyclopedia article'. In S Bronner & M Douglas (Eds), *Critical Theory and Society: a Reader*, London: Routledge. Pp. 136-142; M Foucault, *Power/Knowledge. Selected Interviews and other Writings 1972-1977*, London: Harvester Wheatsheaf (1980); D Hook (Ed) *Critical Psychology*. University of Cape Town Press (2004); S Jovchelovitch & C Campbell (Guest Editors) Special edition on Health, Community and Development. *Journal of Community and Applied Social Psychology and Applied social Psychology*, 10; P Reason and H Bradbury, *Handbook of Action Research: Concise Paperback Edition*. London: Sage (2001). C Stephens, *Health Promotion: A Psycho-social approach*. Maidenhead:

Open University Press (2008); C Campbell, *Letting them Die: why HIV Prevention Programmes Fail*, Oxford: James Currey.

Assessment: 1. A formal three-hour examination in the ST: three questions from a choice of 10 (50%).

2. One written assignment of 5,000 words (50%).

PS462 Half Unit

Theory and Practice of Organisational Development

This information is for the 2009/10 session.

Teacher responsible: Dr Caryn Solomon, S312

Availability: Optional for MSc Organisational and Social Psychology, MSc Social and Cultural Psychology, and MSc Social and Public Communication. This course is capped at 30 students.

Course content: The organisation is a social system that is complex, dynamic and ever changing. This course attempts to explore the management of organisational change and development in a practical way. It does this by recognising that there are research-based methodologies for ensuring that the potential inherent in change is harnessed, and that the capacity and potential of the organisation, in the pursuit of a broad range of organisational objectives, are enabled. While it is informed by a number of key theoretical frameworks, Organisation Development comes into its own in application.

The aim of the course, therefore, is two fold: first to explore the body of core theory underpinning the practice; second, to examine the practice of Organisation Development as a 'process' (not a 'product' or a 'programme') which fundamentally influences and is influenced by the specific organisational context within which it takes place. Drawing on key theoretical frameworks and the approaches of major practitioners, the course also examines a range of current, best practice socio-psychological interventions. Students will be actively encouraged to relate key theoretical perspectives to organisational challenges covering a range of contemporary issues and contexts.

Teaching: 10 x one-hour lectures (LT) plus ten x one-hour seminars (LT).

Written work: 3,000 word coursework essay.

Indicative reading: C Argyris, *On Organisational Learning* (Malden, Mass: Blackwell Business, 1999); Richard Beckhard, *Organisational Development: Strategies and Models* (Reading, Mass. Addison-Wesley Publishing Co, Inc, 1969); W Bennis, K Benne & R Chin, *The Planning of Change*, (New York: Holt, Rinehart & Winston, 4th edn, 1984); P Checkland, *Systems Thinking, Systems Practice* (Chichester: Wiley, 1981); W Isaacs, *Dialogue and the Art of Thinking Together* (New York: Doubleday 1999); P R Lawrence & J W Lorsch, *Developing Organisations: Diagnosis and Action* (Reading, Mass. Addison-Wesley Publishing Co, Inc, 1969); M L Tushman & P Anderson, *Managing Strategic Innovation and Change* (New York: Oxford University Press, 1997); Edgar Schein, *Process Consultation: Its Role in Organisation Development* (Reading, Mass. Addison-Wesley Publishing Co, Inc, 1988); Edgar Schein, *Organisational Culture and Leadership* (San Francisco: Jossey Bass, 1992)

Assessment: One 3,000-word coursework essay (50%) and a two-hour examination (50%).

PS498

Dissertation in Health, Community and Development

This information is for the 2009/10 session.

Teachers responsible: All dissertations will be supervised by members of the Institute of Social Psychology.

Availability: MSc Health, Community and Development students only.

Course content: The dissertation is an empirical investigation, carried out on the student's own initiative, under the supervision of a member of staff. It constitutes one quarter of the year's work. Students must obtain the approval of their supervisors before embarking on the empirical part of their investigation. Projects will focus on some aspect of the role of community participation, partnerships or collective action in facilitating the promotion of well-being, health, the management of disease and/or the promotion of health-enhancing social change.

The dissertation, an empirical investigation, is one quarter of the year's work. Students must obtain the approval of their supervisors before embarking on the empirical part of their investigation. Projects will focus on some aspect of the role of community participation, partnerships or collective action in facilitating the promotion of health, the management of disease and/or the promotion of health-enhancing social change.

Topic selection and supervision: Towards the end of the Michaelmas Term a 'Research Report Topic Selection' paper is circulated in which members of staff outline the research areas in which they would be willing to supervise projects. In the first instance students should approach the member of staff whom they think is the most appropriate to supervise the research they have in mind, although final decisions regarding supervision will be made by the Programme Director. The supervisor will advise the student, help provide information and bibliography, and identify likely problems with the research proposed.

Assessment: Two hard copies of the dissertation plus an electronic copy must be handed in to the Institute Office in August (exact date to be confirmed). The dissertation must be typewritten. It should be no less than 7,500 words and should not exceed 10,000 words in length.

SA402 Half Unit Ageing, Health and Social Care

This information is for the 2009/10 session.

Teacher responsible: Professor M Murphy, A234

Availability: This is an optional course for students on MSc Health, Population and Society, MSc Gender, MSc Social Policy (Research), MSc Gender and Social Policy and MSc International Health Policy and other MScs where regulations permit.

Course content: Starting with an understanding of the ageing process and theories of ageing, the course will consider the experience of ageing and then consider health and social care policy responses in different societies, but with a primary focus on the UK and other high-income societies. The course covers: the social position of older people; demographic change and its implications; theories of ageing; age discrimination; work and retirement; pensions policy; intergenerational issues; health and health policy; social care needs and policy; community and institutional provision; mental well-being and ageing; projections of future needs and policy options; social inclusion and participation.

Teaching: 10 one-hour lectures and five seminars of one-and-a-half hours, LT.

Indicative reading: Age Concern (2007) *The Age Agenda 2007: Public Policy and Older People*, Age Concern England; Grundy, E. (1996) 'Population Ageing in Europe', in Coleman (eds) *Europe's Population in the 1990s*, Oxford: OUP; Hills, J. (2004) *Inequality and the State*, OUP; Knapp, M. et al (2001) Commissioning for equality: ten years of social care markets in England, *Journal of Social Policy*; Knapp, M et al (2007) *Dementia UK*, Alzheimer's Society, London; Macnicol, J. (2006) *Age Discrimination*, Cambridge University Press; Pensions Commission (2004) *Pensions: Challenges and choices*; Caring Choices (2008) *The Future of Care Funding: Time for a Change*, King's Fund, London; Wanless D et al (2006) *Wanless Social Care Review: Securing Good Care for Older People, Taking a Long-Term View*, King's Fund, London.

Assessment: Students will write an assessed essay of 2,000 words to be submitted in the first week of the ST that will count for 40% of the total mark and a two-hour written examination in the ST for 60%.

SA403 Criminal Justice Policy

This information is for the 2009/10 session.

Teachers responsible: Professor R Reiner, NAB 6.34 and Dr C Phillips, A235

Availability: Compulsory course for MSc Criminal Justice Policy. Optional for MSc Regulation, MSc Regulation (Research), MSc Social Policy (Research), MSc Social Policy and Planning, LLM and other master's level students (by permission).

Pre-requisites: Some prior knowledge of law or sociology is useful, but not essential.

Course content: The course provides a detailed and critical

introduction to the study of criminal justice institutions, practices and participants. It begins with an introduction to the nature of crime and contemporary criminal justice policy. It then examines the main elements of modern criminal justice systems (police, prosecutors, the judiciary, prisons, probation, the media, private security and victims' groups). Special emphasis is given to current issues such as restorative justice, money laundering and increasing rates of incarceration. The course combines up-to-date empirical work with theoretical perspectives and also emphasises the role of historical and comparative perspectives in understanding current trends.

Teaching: Lectures: SA403.1 20 weekly two hour lectures, MT and LT. Seminars: SA403.2, 20 weekly one hour seminars, MT and LT.

Formative coursework: All students are expected to submit one non-assessed essay.

Indicative reading: There are two set texts for the course: M Maguire, R Morgan & R Reiner (Eds), *The Oxford Handbook of Criminology*, 4th edn, 2007; and T Newburn, *Criminology*, 2007. A full reading list covering all seminars is provided at the first seminar.

Assessment: A three-hour written examination in the ST.

SA405 European Social Policy

This information is for the 2009/10 session.

Teacher responsible: Dr S Mangen, A261

Availability: Compulsory for MSc European Social Policy, optional for MSc China in Comparative Perspective, MSc Politics and Government in the European Union, MSc International Health Policy, MSc Gender and Social Policy, MSc Public Policy and Administration, MSc Public Policy and Administration (Research), MSc Regulation, MSc Regulation (Research), MSc Social Policy and Planning, MSc Social Policy (Research). and LSE-Sciences Po Double Degree in European Studies. Available as an option in other Master's degrees as permitted by the regulations.

Course content: The cross-national examination of the development of European welfare states in their political, social and economic contexts. The first part of the course traces the emergence and subsequent evolution of collective provisions of welfare from the last quarter of the nineteenth century. After reviewing current welfare state formations among the member states attention turns to the growing social policy competences at EU level. In the second part, seminars focus on present processes of national and EU policy-making and implementation, and these are discussed in the context of contemporary issues in social policy: demographic trends and the planning of welfare; privatisation and decentralisation of welfare states; the fiscal crisis and problems of funding social security; regenerating EU labour markets; social exclusion; urban problems; health policies; women and the welfare state; and the opportunities and threats posed by globalisation.

Teaching: 21 weekly seminars (SA405) in MT, LT and ST and 20 weekly lectures (SA213) in MT and LT.

Formative coursework: Students are expected to work in small groups to prepare presentations for the weekly seminar. In addition there are two assessed essays (see below).

Indicative reading: Some introductory texts are: M Kleinman, *A European Welfare State? EU Social Policy in Context*, Palgrave; L Hantrais, *Social Policy in the EU*, Macmillan, 3rd Edition; C Pierson, *Beyond the Welfare State*, Polity; G Esping-Andersen, *The Three Worlds of Welfare Capitalism*, esp Chapters 1-3; G Esping-Andersen, *Why We Need A New Welfare State*, Chapters 1, 2 & 6; A Johnson *European Welfare States and Supranational Governance of Social Policy*, Palgrave, Chapter 4.

A full list will be handed out with the seminar programme.

Assessment: One assessed paper of 2,000 words in both MT and LT (50%). A two-hour written examination in the ST (50%).

SA407 Half Unit Financing Health Care

This information is for the 2009/10 session.

Teachers responsible: Professor E Mossialos, J413 and Ms S Thomson, J301

Availability: A core course for students taking MSc International Health Policy, MSc International Health Policy (Health Economics)

and MSc Health Policy, Planning and Financing. An optional course for students taking MSc Health, Population and Society, MSc European Social Policy, MSc Social Policy and Planning, MSc Biomedicine, Bioscience and Society and other programmes where regulations permit.

Course content: This course aims to introduce students to a comparative approach to analysing the development of health care financing, both in theory and in practice, with an emphasis on critical assessment of current and future policy options and issues. Lectures generally focus on the development of financing health care in high-income countries, mainly in Europe, but draw on the experience of other countries where relevant.

The course reviews health care financing in different countries, provides students with skills to analyse policy options and issues through the application of basic health policy and economic principles and from the perspective of key actors.

The course covers the following aspects of health care financing:

- economic, political and philosophical concepts central to any discussion of financing health care
- how do health systems raise revenue to finance health care? what are the advantages and disadvantages of different methods of raising revenue? how can health systems achieve a balance between public and private sources of finance?
- how do policy makers decide which services to include in a package of publicly-financed benefits? how are financial resources allocated to those responsible for 'purchasing' health care?
- what are the issues involved in purchasing health services?
- is there a role for choice and competition?
- how are financial resources allocated to health care providers? what are the incentives associated with different methods of paying individual and institutional providers?

Teaching: 15 one-hour lectures, and five two-hour seminars in the MT.

Indicative reading: E Mossialos, A Dixon, J Figueras & J Kutzin (Eds), *Funding Health Care: Options for Europe*, Buckingham, Open University Press (2002); T Rice, *The Economics of Health Reconsidered*, Health Administration Press, (2nd edn, 2003); Gottret P & Schieber G, *Health Financing Revisited: A Practitioner's Guide*, World Bank (2006); Figueras J, Robinson R, Jakubowski E, editors. *Purchasing to Improve Health Systems Performance*. Maidenhead: Open University Press; 2005 B Abel-Smith, *An Introduction to Health: Policy, Planning, and Financing*, Longman (1994).

Assessment: An assessed essay of 2,500 words (40%) to be submitted at the beginning of the LT and a two-hour written examination in the ST (60%).

SA408 Half Unit Health Economics

This information is for the 2009/10 session.

Teacher responsible: Professor A McGuire, J405

Availability: For MSc Health Policy, Planning and Financing; MSc Health, Population and Society; MSc International Health Policy; MSc Social Policy (Research); MSc Biomedicine, Bioscience and Society and other Master's students where programme regulations permit.

Course content: This course develops basic economic concepts as they are applied to the health sector, and provides for specialisation in health economics. Nature of health care as an economic commodity. How markets and insurance markets work, and how they can fail for health care and health care insurance. The economics of paying providers and different approaches taken by governments in different countries. Incentive mechanisms and Diagnostic Related Group payment schemes and yardstick competition. Labour markets in health care. Economic evaluation as a regulatory tool.

Teaching: 10 lectures and 10 seminars MT.

Indicative reading: The following is a basic reading list for the course: S Folland, A C Goodman & M Stano, *The Economics of Health and Health Care* (3rd edn), Prentice Hall, 2001; B McPake, L Kumaranayake & C Normand, *Health Economics – An International Perspective*, Routledge, 2002.

Supplementary reading list: This is given at the beginning of the course and includes references to specialised texts and articles on each subject covered within the course.

Assessment: A two-hour written examination in the ST.

SA409 Half Unit Social Security Policies

This information is for the 2009/10 session.

Teachers responsible: Dr H Dean, A262 and Dr K Stewart, A238

Availability: For MSc Social Policy and Planning, MSc European Social Policy, MSc Social Policy (Research) and other MSc programmes where regulations permit. This course will be offered if there are a sufficient number of students.

Course content: The course analyses income maintenance and social security policies defined broadly to include not only national insurance and social assistance provisions but also fiscal, occupational and private provisions that maintain incomes. Definitions and measurements of need and poverty are reviewed. Economic and administrative aspects of social security and tax credits are considered, as is their impact on social and economic behaviour. A comparative approach is adopted.

Teaching: 10 lectures and 10 seminars, MT.

Formative coursework: Seminar members will be expected to make regular presentations to the seminar and submit a written paper at the end of term.

Indicative reading: Basic reading for the course includes: J Millar (Ed), *Understanding Social Security*, 2nd edn. The Policy Press, 2009; N Barr, *Economics of the Welfare State*, 3rd edn, Weidenfield, 1998; J Ditch (Ed), *Introduction to Social Security*, Routledge, 1999; J Dixon, *Social Security in Global Perspective*, Praeger, 1999; J Flaherty et al, *Poverty: The facts*, 5th edn, CPAG, 2004; R Walker, *Social Security and Welfare: Concepts and Comparisons*, Oxford University Press, 2005; T Ridge & S Wright (Eds), *Understanding Inequality, Poverty and Wealth*, Policy Press, 2008.

Assessment: An assessed essay of 1,500 words (25%) to be submitted in the first week of the LT. A two-hour written examination in the ST (75%).

SA427 Half Unit Pharmaceutical Economics and Policy

This information is for the 2009/10 session.

Teachers responsible: Professor E Mossialos, J413 and Dr P Kanavos, J307

Availability: For MSc Health Policy, Planning and Financing; MSc Biomedicine, Bioscience and Society; MSc International Health Policy; MSc International Health Policy (Health Economics); MSc Health, Population and Society; MSc Social Policy (Research) and other Master's students where programme regulations permit. Students must have an understanding of basic Health Economics principles.

Course content: The aim of this course is to introduce students to the economics of pharmaceutical markets and related policies that affect national and international markets broadly.

- To provide students with an understanding of basic features of pharmaceutical markets and how pharmaceutical markets work.
- To illustrate to students why the pharmaceutical market is often the focus of much regulation, and to help students understand the multidimensional goals of pharmaceutical policies.
- To introduce students to the economic and policy problems encountered in managing pharmaceutical markets and how to evaluate the impact of alternative policy approaches. The course will also give students some experience in critically evaluating the impact of policy on market outcomes.
- To facilitate consideration of various country-specific political, cultural and economic factors that may drive governments' approaches to pharmaceutical regulation. In this context, this course will help students consider the extent to which policies may be transferable.
- To enable students to analyse pharmaceutical markets from the perspectives of several main actors: governments, third party payers, the pharmaceutical industry, doctors, patients, pharmacists and wholesalers. Literature from Health Economics, Industrial Organisation and Health Policy will be incorporated into lectures, discussions and seminars.

Teaching: 10 one-hour lectures and five two-hour seminars, MT;

One revision seminar, ST.

Indicative reading: E Mossialos, M Mrazek & T Walley (eds), *Regulating Pharmaceuticals in Europe. Striving for Efficiency, Equity and Quality*, Buckingham, Open University Press (2004); S O Schweitzer, *Pharmaceutical Economics and Policy*, Oxford University Press (2006); W S Comanor, 'The Political Economy of the Pharmaceutical Industry', *Journal of Economic Literature*, XXIV (September): 1178-1217 (1986); F M Scherer 'The Pharmaceutical Industry', Chapter 25, in: A J Culyer & J P Newhouse (Eds), *Handbook of Health Economics*, Vol 1, Amsterdam, Oxford, Elsevier, 2000.

Assessment: An assessed essay of 2,500 words (40%) to be submitted by the first day of the LT. A two-hour written examination in the ST (60%).

SA429 Half Unit Social Exclusion, Inequality and the 'Underclass' Debate

This information is for the 2009/10 session.

Teachers responsible: Dr H Dean, A262, Dr K Stewart, A238 and Dr R Tunstall, A240 and others

Availability: For MSc Social Policy and Planning, MSc City Design and Social Policy, MSc Health, Population and Society, MSc Criminal Justice Policy, MSc European Social Policy, MSc Social Policy (Research), MSc Gender and Social Policy, MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy and other MScs at the discretion of the teachers responsible.

Course content: This course focuses on the emergence of social exclusion as a key concept in social policy and its use in developing and industrialized countries; changes in inequality and their causes; the theoretical and empirical issues provoked by the 'underclass' debate; family change and disadvantage; long term unemployment and welfare-to-work; area segregation, housing and 'welfare ghettos'; ethnic division; employment; education; social exclusion and citizenship.

Teaching: 10 Lectures and 10 Seminars, LT.

Indicative reading: Basic reading list for the course includes: R Lister (Ed), *Charles Murray and the Underclass: the developing debate*, IEA, 1996; D Held and A Kaya (Eds), *Global Inequality*, Polity, 2007; J Hills et al (Eds), *Understanding Social Exclusion*, OUP, 2002; J Hills, *Inequality and the State*, OUP, 2004; C Pantazis, et al (Eds), *Poverty and Social Exclusion in Britain: The millennium survey*, The Policy Press, 2006; G Rodgers, et al (Eds), *Social Exclusion: Rhetoric, reality, responses*, ILO, 1995.

Assessment: A two-hour written examination in the ST.

SA435 NGOs and Development

This information is for the 2009/10 session.

Teachers responsible: Dr A Ishkanian, A119 and Professor J Howell, A117

Availability: Compulsory for MSc NGOs and Development. Optional for MSc Social Policy and Development, MSc Human Rights, MSc China in Comparative Perspective, MSc Development Management, MSc Development Studies, MSc Global Politics, MSc Social Policy (Research) and MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy.

Pre-requisites: Applicants will be expected to be well-qualified graduates with at least some (six months minimum) experience of work within NGOs and/or relevant government departments or donor agencies working with NGOs.

Course content: The course considers a wide range of conceptual, contextual, and policy issues and ideas related to NGOs. These include the changing policy contexts in which NGOs operate, the complexities of accountability, organisational growth and change, the ethical dimensions of NGO work, the links between human rights (civil, political, and economic) and development, the new conceptual debates around civil society, globalisation, humanitarianism, development, social movements, social capital, and social entrepreneurship. As an MSc course at the LSE, this

academic programme provides a unique opportunity for critical reflection, analysis, and debate on the topic of NGOs working in development, relief, and advocacy contexts. The MSc is not a professional training course; it draws together theory and practice through the seminars and lectures, equipping participants with essential analytic skills to operate strategically in the work environment. The MSc draws on documentation from many countries and the accumulated research experience of staff at the LSE's Centre for Civil Society.

The MSc focuses broadly on the work of NGOs engaged in development, humanitarian relief, and advocacy. It examines – (a) the work NGOs do, the challenges they encounter, and the special role they play in development, relief, and advocacy contexts; (b) the NGOs relationships with other stakeholders including beneficiaries, communities, government, donors, social movements, transnational networks, private companies, the media, and other organisational actors and how these relationships affect the work of NGOs; (c) the internal organisational challenges NGOs face including human resources, accountability, legitimacy, and planning; (d) the changing policy contexts in which development NGOs are operating and how those policy contexts affect the work of NGOs and (e) theories of civil society and non-governmental public action and how these can be used to analyse and understand the changing roles of NGOs.

Teaching: 20 one-and-a-half hour lectures (SA435.1) and 20 one-and-a-half hour seminars (SA435.2) in MT, LT. Plus a dissertation seminar in LT and one revision seminar in the ST.

Formative coursework: Students will be expected to produce ONE course essay of not more than 2,000 words on titles supplied by the course teachers.

Indicative reading: The following publications are some of the key texts. Much of the relevant literature is contained in book chapters and journal articles. Additional references will be provided at the start of the course and in the lectures.

A Fowler, *Striking a Balance: a guide to enhancing the effectiveness of NGOs in international development*; C Hann & E Dunn, *Civil society: challenging western models* (1996); J Howell & J Pearce, *Civil Society and Development: A Critical Exploration* (2001); D Hulme & M Edwards (Eds), *Too Close for Comfort? NGOs, States and Donors* (1995); M Kaldor, H Anheier & M Glasius, *Global Civil Society Yearbooks 2001, 2002, 2003, 2004 and 2005/06* www.lse.ac.uk/Depts/global/5publications3.htm; M Keck & K Sikkink, *Activists beyond borders: advocacy networks in international politics* (1998); D Lewis, *The Management of Non-Governmental Development Organisations: An Introduction* (2001); D Lewis & T Wallace, *New Roles and Relevance: Development NGOs and the Challenge of Change* (2000); M Ottaway & T Carothers, *Funding virtue: civil society aid and democracy promotion* (2000); Glasius, M, Lewis, D and Seckinelgin, H (2004) eds. *Exploring Civil Society: Political and Cultural Contexts*, London: Routledge; Van Rooy, A (1997) *Civil Society and the Aid Industry* London: Earthscan.

Assessment: The mark of the essay submitted during the LT (25%). A three-hour written examination in the ST (75%).

SA447 Half Unit Foundations of Health Policy

This information is for the 2009/10 session.

Teachers responsible: Dr Emma Pitchforth, J307 Dr M Bhatia, A239

Availability: For MSc Health Policy, Planning and Financing, MSc International Health Policy, MSc International Health Policy (Health Economics), MSc Health, Population and Society, MSc Biomedicine, Bioscience and Society, MSc Social Policy and Development, MSc Public Management and Governance, MSc Social Policy (Research) and other Master's students from LSE and LSHTM where programme regulations permit.

Course content: A comparative approach to the development of health and healthcare policies in high, middle and low income countries, emphasising present and future policy options and problems. The course will examine the development and implementation of health policy. Theories of planning for setting priorities in health care are discussed and the politics, psychology and economics of health policy implementation are addressed. The course will also examine the changing role of the state and the role of international

organisations in improving health status and influencing the policy agenda. The course concludes by examining some of the reforms currently taking place in the health sector.

Teaching: The course consists of 10 lectures and five seminars in the MT. Students will participate in presenting at least one seminar paper.

Formative coursework: Students will write one non-assessed essay during the course.

Indicative reading: L Berkman & I Kawachi (eds), *Social Epidemiology*, Oxford, OUP (2000); M Marmot & R Wilkinson (eds), *Social Determinants of Health*, New York, OUP (1999); D Leon & G Walt (eds), *Poverty, Inequality and Health: An international perspective*, OUP (2001); B Amick et al., *Society and Health*, OUP (1995); J Le Grand *Motivation, Agency and Social Policy: Of Knights and Knaves, Pawns and Queens*, OUP, (2006); K Sen (ed) *Restructuring Health Services*, Zed Books (2003); S Bennett, B McPake and A Mills (eds) *Private Health Providers in Developing Countries: Serving the Public Interest*, Zed Books (1997).

Assessment: A two-hour written examination in the ST.

SA451

Social Policy Research

This information is for the 2009/10 session.

Teacher responsible: Professor J Hills, R512

Availability: For MSc Social Research Methods, MSc Social Policy and Planning, MSc Social Policy (Research), MSc China in Comparative Perspective and MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy. Also available to other MSc students where regulations permit.

Course content: The course equips students to critically assess a wide range of research designs used in the study of social policy questions. This includes: an overview of the varied traditions and approaches to social policy research; Historical methods and archive research; Participatory research; Researching organisations; Depth interviews (especially with users and clients); Analysis of policy and evaluation of policy reform; Social experiments and pilots; Geographical methods; Social surveys and the analysis of large datasets; Longitudinal analysis; Micro-simulation techniques; and Comparative research. The final part of the course considers research strategies and choices and the relationship between research and policymaking.

Teaching: 20 lectures, 19 seminars and 2 tutorials. The lectures will be given by a member of staff expert in that particular method or topic and are followed by a seminar examining research exemplifying the approach and the issues raised. Students will make at least one seminar presentation per term. The tutorials are short one-to-one sessions with the seminar leader to discuss feedback on essays.

Formative coursework: In addition to written versions of two seminar presentations, students will write at least two essays of no more than 3,000 words for the course.

Indicative reading: P Alcock et al (Eds) (2008), *The Student's Companion to Social Policy*, 3rd edn; C Hakim (2000), *Research Design: Strategies and choices in the design of social policy*, 2nd edn; C Robson (2002), *Real World Research*, 2nd edn; A Bryman (2008), *Social Research Methods*, 3rd edn.

Additional references will be supplied at the start of the course and in lectures.

Assessment: A three-hour written examination in the ST.

SA452

Social Policy and Development

This information is for the 2009/10 session.

Teachers responsible: Dr A Hall, A279, Dr S Kumar, A226, Professor D Lewis, A281, Dr H Seckinelgin, A269 and Dr BV Babajanian, A270

Availability: This paper is compulsory on MSc Social Policy and Development. It is optional for MSc NGOs and Development, MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy and MSc Social Policy (Research).

Pre-requisites: Students are expected to have a background in the social sciences and practical work experience in developing

countries. Seminars draw extensively on the conceptual literature and case studies from the Third World and students should provide themselves with background information on their own countries, or one on which they intend to focus.

Students will be required to take part in a three day residential workshop on applied social planning at Cumberland Lodge in Windsor Great Park, during the Lent term. The cost of this three day workshop for students taking the course as an option is £200.

Course content: The course is designed to give students a knowledge of the theory and methodology of social policy, and social development in developing countries. It examines the interrelationship between theoretical approaches to Third World development and the formulation and practice of social policy, planning and community participation in relation to different social, economic and political contexts.

SA452.2 Introduction to social planning and development and social policy in the north and south; approaches to understanding poverty; the household and sustainable livelihoods; the state, market and civil society; the aid system; the policy process; trade and poverty; reform and the planning process; participation and community development; the nature of development projects; the role of international agencies; gender; corporate social responsibility and social enterprises, barriers to social development; human and welfare rights; migration and policy interventions. Project Planning Residential Workshop and Participatory methods exercise.

Teaching: SA452.2: The Theory of Social Policy, Planning and Participation: Lectures: 20 x one-and-a-half hours. Seminars: 20 x one-and-a-half hours.

SA452.3a: Study and research skills for social policy and development. This comprises five sessions in MT. It includes an introduction to 'Conceptualising the Research Process', a self-learning web-based course, a review of research methods, use of evidence, ethics in research, basic study skills and dissertation guidance. Students should also attend MI453 **Fundamentals of Research Design**: (10 x two-hour sessions, MT), as well as SA4C1 **Long Essay and the Research Process**: (5 sessions MT and LT). All non-assessed.

SA452.3b: Project Planning Essay: six sessions in LT to provide guidance on preparation of the project planning essay.

Formative coursework: In addition to workshop exercises and the writing of a Project Planning Essay, students will write essays for their tutors on the subject matter of the course.

Indicative reading: No one book covers the entire syllabus so that specialist lists for each topic will be provided. The following books are recommended:

A Hall & J Midgley, *Social Policy for Development*, Sage, 2004; D Booth (Ed), *Rethinking Social Development*, Longman, 1994; R Dale, *Development Planning: Concepts and Tools for Planners, Managers and Facilitators*, Zed Books, 2004; I Gough & G Wood (Eds), *Insecurity and Welfare Regimes in Asia, Africa and Latin America*, Cambridge University Press, 2004; N Kabeer & S Cook, 'Revisioning Social Policy in the South: Challenges and Concepts', *IDS Bulletin*, 31,4, 2000; U Kothari & M Minogue (Eds), *Development Theory and Practice: Critical Perspectives*, Palgrave, 2002; J Midgley, *Social Development: The Development Perspective in Social Welfare*, Sage, 1995; B Deacon, *Global Social Policy and Governance*, 2007; T Mkandawire, *Social Policy in a Development Context*, Palgrave Macmillan, 2004.

Assessment: A 3,000 word project planning essay produced as part of the project planning exercise (25%) to be handed in at the end of week 1, ST. A three-hour written examination in the ST (75%).

SA465

Criminal Justice Policy – Long Essay

This information is for the 2009/10 session.

Teacher responsible: Dr C Phillips, A230

Availability: For MSc Criminal Justice Policy.

Those taking the course part-time must submit the dissertation in their second year. The course is compulsory for all students taking the MSc in Criminal Justice Policy.

Course content: The objective is to write an original dissertation on an approved topic in the field.

Selection of Topic: The selection of the topic is a matter primarily

for the student, though the approval of the supervisor is needed for topic registration.

Arrangements for supervision: The tutor or other designated supervisor should discuss the selection of the topic and its title with the student, advise about preliminary reading, methods and broad analytical approach; and comment on the draft version. At their discretion, supervisors may give additional advice and comments.

Assessment: The dissertation must be submitted to the Course Administrator on or before 1 September (or if this falls on a weekend, the first weekday after 1 September). Dissertations should be no more than 10,000 words in length, excluding notes and appendices and should be typed. Formal titles should be registered with the Course Director in early December.

SA466

European Social Policy – Long Essay

This information is for the 2009/10 session.

Teacher responsible: Dr S Mangen, A261

Availability: For MSc European Social Policy. The dissertation is compulsory.

Course content: The purpose is to allow students to study a topic in depth researching the literature and analysing a subject: often these essays involve original perspectives or empirical research.

Selection of Topic: The general subject area of the dissertation should be approved by the course convenor and dissertation supervisor by the sixth week of the MT. The final title of the dissertation and the final draft of the project protocol should be submitted to the course convenor by the end of the MT.

Arrangements for supervision: An appropriate supervisor will be appointed to advise each candidate and comment on draft elements of the dissertation.

Assessment: The completed dissertation, which should be typewritten, must be submitted on or before 1 September (or if this falls on a weekend, the first weekday after 1 September). It must not exceed 10,000 words, bibliography and tables will not be included in this total.

SA470

NGOs and Development Dissertation

This information is for the 2009/10 session.

Teachers responsible: Dr A Ishkanian, A119 and Professor J Howell, A117

Availability: Compulsory for MSc NGOs and Development.

Course content: A dissertation on a topic related to NGOs and approved by the candidate's teachers. The dissertation offers the opportunity for detailed exploration, under supervision, of an area of special interest to the student. It may involve original fieldwork or the analysis, appraisal and application of existing literature.

Teaching: Students will pursue their dissertations under the supervision of their tutor who will offer advice on the choice and scope of subject, methodology, reading, construction and presentation of the work during MT, LT, and ST. Comments will be provided on an outline and an initial draft.

Assessment: The dissertation must be submitted to the course administrator on or before 1 September (or if this falls on a weekend, the first weekday after 1 September). It should be not more than 10,000 words and typewritten.

SA471

Dissertation- Social Policy and Planning

This information is for the 2009/10 session.

Teachers responsible: Professor J Lewis, A137 and tutors

Availability: For MSc Social Policy and Planning, MSc Social Policy (Research). The dissertation is compulsory.

Course content: The purpose is to allow students to study a topic in depth researching the literature and analysing a subject: often these dissertations involve original perspectives or research and some have been subsequently published.

Selection of Topic: The general subject area of the dissertation should be approved by the tutor by the middle of the second term and the title should be submitted to the course convenor by the end

of that term.

Arrangements for supervision: An appropriate tutor will be appointed to advise each candidate and comment on the first draft of the dissertation.

Assessment: The completed dissertation, must be submitted to the course administrator on or before 1 September (or if this falls on a weekend, the first weekday after 1 September) in the year of the examination. It must not exceed 10,000 words.

SA472

Dissertation- Social Policy and Development

This information is for the 2009/10 session.

Teachers responsible: Dr A Hall, A224, Dr D Lewis, A281, Dr S Kumar, A226, Dr H Seckinelgin, A269 and Dr Babajanian, A270

Availability: The dissertation is a course requirement for all those taking the MSc Social Policy and Development and MSc Social Policy (Research).

Course content: The 10,000-word dissertation enables students to analyse in greater depth a topic of relevance to social policy and planning.

Selection of Topic: The area of study is defined by the student, in consultation with the supervisor. An outline proposal is developed on SA472 in Moodle and discussed with the supervisor. Guidance is provided in dissertation writing and research skills.

Arrangements for supervision: The supervisor will provide regular supervision and provide feedback.

Assessment: The dissertation must be submitted to the Course Administrator on or before 1 September (or if this falls on a weekend, the first weekday after 1 September). Dissertations should be no more than 10,000 words in length, excluding notes and appendices. Students are strongly recommended to acquire word processing skills and type their own dissertations.

SA481 Half Unit

Population Analysis: Methods and Models

This information is for the 2009/10 session.

Teacher responsible: Dr R Sear, A256

Availability: For MSc Development Studies, MSc Population and Development, MSc Health, Population and Society, MSc Statistics, MSc Statistics (Research) and MSc Social Research Methods. Also available to other MSc students where regulations permit.

Pre-requisites: Students should have basic numeracy, but the course does not require advanced mathematical knowledge.

Course content: This course is an introduction to the key concepts and methods of population analysis. It will introduce the fundamental components of population change: fertility, mortality and migration, and will discuss methods of data collection and analysis for each. Topics covered will also include population age-structure and growth; marriage and reproductivity; an introduction to population projections; and the use of models in demography. Importance is placed on the understanding and interpretation of demographic data, as well as the methods of population analysis.

Teaching: 10 x one-and-a-half hour lectures and 10 x one-and-a-half seminars MT.

Formative coursework: Students will be expected to complete exercises and write two essays during the term.

Indicative reading: A detailed reading list will be provided at the start of the course. A useful text is *Demographic Methods and Concepts* by D Rowland, 2003; or, alternatively *Methods and Models in Demography* by C Newell, 1988 or *Demographic Techniques* by A H Pollard, F Yusuf & G N Pollard, 1990.

Assessment: A two-hour written examination in the ST.

SA485 Half Unit

Methods for Population Planning

This information is for the 2009/10 session.

Teacher responsible: Professor M Murphy, A234

Availability: For MSc Population and Development, MSc Development Studies, MSc Social Policy (Research), MSc Health, Population and Society, MSc Social Research Methods and other MScs where regulations permit.

Pre-requisites: Some familiarity with personal computers is required, but a high degree of technical proficiency is not required.

Course content: The course covers the main quantitative methods used in population and development, especially for assessing the implications of the HIV/AIDS pandemic. The approach is practical and complements the more theoretical courses in the rest of the MScs. Students will undertake a number of computer-based assignments. The course covers concepts used for population analysis. The role of population projections in the population planning and development process. The basis of projections made by international agencies. The formulation of projection assumptions and methods of making projections. Methods for projecting and assessing the impact of HIV/AIDS and the use of software such as AIM (AIDS Impact Model). Projections for particular sub-groups such as households, families, urban, sub-national and labour force ones. The implications of uncertainty for the planning process.

Teaching: 10 x two-hour lectures/seminars and 10 x one-hour computer-based practicals, LT.

Indicative reading: Relevant documents will be provided at the start of the course, mainly in the form of electronic documents.

Assessment: Assessment will be by two coursework assignments, each of a maximum of 10 x A4 pages, which will involve the formulation, execution and writing up of a project concerned with a model for population planning, which has been agreed with the teacher responsible.

SA488 Half Unit

Social Policy: Goals and Issues

This information is for the 2009/10 session.

Teachers responsible: Professor J Lewis, A137 and others

Availability: For MSc Social Policy and Planning (compulsory), MSc Gender and Social Policy, MSc Social Policy (Research), MSc China in Comparative Perspective, MSc Health, Population and Society, MSc European Social Policy, MSc Public Management and Governance and MSc Criminal Justice Policy. Also available to other MScs in the Department of Social Policy and, with approval, other MScs outside the department.

Course content: The nature of social policy and policymaking: key approaches and issues. The goals of social policy in relation to policy formation and the policymaking process. Issues including: the political economy of social policy; the mixed economy of welfare; the governance of social policy; gender and social policy; poverty, inequality and social exclusion; globalisation and the future of social policy.

Teaching: 10 weekly lectures and 10 weekly seminars MT.

Indicative reading: Some introductory texts are: H Glennerster, *British Social Policy since 1945*, Blackwell, 3rd Edition, 2007; J Hills *et al*, *The State of Welfare*, Oxford, 1998; H Glennerster, *Understanding the Finance of Welfare*, Policy Press, 2003; H Dean, *Social Policy*, 2006. A full bibliography will be handed out with the programme of seminar topics at the start of the course.

Assessment: A two-hour written examination in the ST.

SA492 Half Unit

Reproductive Health Programmes: Design, Implementation and Evaluation

This information is for the 2009/10 session.

Teacher responsible: Dr E Coast, A232

Availability: For MSc Population and Development, MSc Development Studies, MSc Development Management, MSc Gender, MSc Gender and Social Policy, MSc Gender, Development and Globalisation, MSc Health, Population and Society, MSc Social Research Methods and MSc Health, Community and Development. Also available for other MSc students where regulations permit.

Course content: This course is deals with the effectiveness and efficiency of reproductive health programmes, especially those that deliver services. The key issues addressed are the design of programmes, their effective implementation, and their evaluation, addressing questions such as:

- What role can the mass media play in communicating reproductive health messages?
- What are the key elements of a reproductive health programme?

- What special sexual and reproductive needs do adolescents have?
- Should violence against women be considered a reproductive health issue?
- How appropriate is social marketing as a means of increasing contraceptive use in developing countries?
- What are the main causes of maternal death in the less developed world?

The course covers a wide range of topics, including: the organisation of programmes; issues of strategic management; personnel training; logistics and commodity supply; the tools of management and evaluation, including management information systems; information, education and communication, including the role of the mass media; innovative approaches to reproductive health education, including an examination of the role of formal education and curriculum content; violence against women as a reproductive health issue; meeting the reproductive health needs of "special" groups, including adolescents and refugees; the use of social marketing; issues of quality in service delivery; techniques for evaluating programme effectiveness.

Teaching: 10 Lectures and 10 Seminars, MT.

Formative coursework: Students are expected to prepare a seminar presentation and an essay (circa 1,500 words) during the term.

Indicative reading: The course is supported by a VLE containing electronic reading lists. There is no single key text. The following journals are of key importance: *Studies in Family Planning*, *Population Reports*, *International Family Planning Perspectives*, *Population Council Working Papers*, *Health Transition Review*, *Social Science and Medicine*.

Assessment: A two-hour written examination in the ST.

SA493 Half Unit

Demography of the Developing World

This information is for the 2009/10 session.

Teacher responsible: Dr E Coast, A232

Availability: For MSc Population and Development, MSc Development Studies, MSc Health, Population and Society, MSc Gender, MSc Gender and Social Policy, MSc Social Policy (Research), MSc Gender, Development and Globalisation, MSc Social Policy and Development and MSc Social Research Methods. Also available to other MSc students where regulations permit.

Course content: The course provides an up-to-date and comprehensive account of the population trends in less developed societies. The course is substantive in content and examines population size, distribution, rates of growth, fertility, mortality, disease and migration. The main determinants of these variables and their principal consequences are also examined, addressing questions such as:

- How important is economic development for mortality decline?
- Why does the educational level of the mother appear to be such a powerful factor in accounting for differences in child mortality in many developing countries?
- Why is fertility high in traditional societies?
- What are the socio-economic implications of population ageing in Asia?
- What are the major demographic consequences of international migration for LEDCs?

Teaching: 10 Lectures and 10 Seminars, LT.

Formative coursework: Students are expected to prepare a seminar presentation and an essay (circa 1,500 words) during the term.

Indicative reading: The course is supported by a VLE containing electronic reading lists. Some key overview texts include: M Livi-Bacci, *A Concise History of World Population*; W Lutz, *The Future Population of the World*; United Nations, *World Population Prospects*.

Assessment: A two-hour written examination in the ST.

SA499

Dissertation: Population and Development

This information is for the 2009/10 session.

Teachers responsible: MSc Convenor and personal supervisor.

Availability: This course is intended for students taking the MSc Population and Development.

Course content: The purpose is to allow students to explore a particular research topic in depth.

Arrangements for supervision: An appropriate dissertation supervisor will be appointed to advise each student. Students are given a class on research and dissertation writing in addition to attending SA4C1. Students are expected to make a non-assessed presentation on their proposed dissertation topic in LT.

Selection of Topic: The topic of the dissertation is selected in consultation with the student's personal supervisor.

Assessment: The completed dissertation must be submitted on or before 1 September (or if this falls on a weekend, the first weekday after 1 September).

SA4A5

Dissertation: Gender and Social Policy

This information is for the 2009/10 session.

Teacher responsible: Dr W Sigle-Rushton, A258

Availability: Compulsory for MSc Gender and Social Policy.

Course content: The purpose is to allow students to study a topic in depth researching the literature and analysing a subject. Often these dissertations involve original perspectives or research.

Supervision: An appropriate tutor will be appointed early in LT. Supervision, teaching and requirements will follow the procedures set out for students by the Gender Institute (see GI499).

Selection of Topic: The area of study is defined by the student, with the supervisor's assistance if necessary.

Assessment: 100% Dissertation. Two hard copies of the Dissertation (plus one electronic copy) must be submitted on 1 September (or of this falls on a weekend, the first weekday by 1 September). They must not exceed the 10,000 word limit. They must be word processed (double-spaced), be fully referenced using a recognised citation system, and contain an abstract and page of contents.

SA4A7 Half Unit

Gender and Social Policy: Theory and Practice

This information is for the 2009/10 session.

Teacher responsible: Dr W Sigle-Rushton, A258

Availability: Compulsory for MSc Gender and Social Policy; optional for MSc European Social Policy, MSc Population and Development, MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy, MSc Social Policy (Research) and MSc Social Policy and Planning.

Course content: The course looks at two distinct aspects of gender and social policy: the importance of gender in explaining the structure and development of social policy and the use of gender in analysing inequalities that arise in access to and outcomes of social policies. Feminist perspectives on welfare are explored, while notions of justice, citizenship and inequality are examined as tools to analyse social policy. The use of gender as a category of analysis is examined and attention is paid to how this may mask differences of race and class. Policy-making is analysed to see how gender roles and the form, functioning and responsibilities of the family are understood. The course also explores the gendered impact of economic reform on labour market opportunities and on inequalities in access to economic resources.

Teaching: 10 x one-and-a-half hour lectures and 10 x one-and-a-half hour seminars, MT.

Indicative reading: C Ungerson & M Kember, *Women and Social Policy: A Reader*, 1997; F Williams, *Social Policy: A Critical Introduction*, 1989; G Pascall, *Social Policy: A New Feminist Analysis*, 1997; L Gordon, *Women, the State and Welfare*, 1990; L Fox Harding, *Family, State and Social Policy*, 1996; J Lewis, *Women's Welfare, Women's Rights*, 1983; J Peters & A Wolper (Eds), *Women's Rights, Human Rights: International Feminist Perspectives*; Popay, Hearn & Edwards (Eds), *Men, Gender Divisions and Welfare*, 1998.

Assessment: A 3,000-word essay to be handed in on the first day of LT (25%). A two-hour written examination in the ST (75%).

SA4A9 Half Unit

Gender and European Welfare States

This information is for the 2009/10 session.

Teacher responsible: Dr W Sigle-Rushton, A258

Availability: Optional for MSc Gender and Social Policy. Optional for MSc European Social Policy, MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy, MSc Social Policy (Research), MSc Social Policy and Planning and MSc Social Research Methods.

Course content: The course analyses the different ways in which gender is incorporated into national welfare states and the impact this on particular, national structures of gender inequalities. The course covers the theory and methodology of comparative studies and the applicability of existing comparative theories/methods to the analysis of gender. Consideration is given to how well existing typologies of welfare states fare when gender is the focus of analysis, and the role, if any, that the European Union has played in the development of more gender equitable outcomes in EU countries. A number of key areas will then be studied, including: the organisation of caring services including child care; family policy; provision for lone parents; the labour market and labour market policies; men and masculinities; and aging. In looking at these areas students will be encouraged to contrast the approach of different families of nations (e.g., Bismarckian regimes versus Scandinavia) as well as looking at the particularism of certain national approaches.

Teaching: 10 x one-and-a-half hour lectures and 10 x one-and-a-half hour seminars, LT.

Indicative reading: M. Daly and K. Rake, *Gender and the Welfare State*, 2003; G. Esping Andersen et al., *Why We Need a New Welfare State*, 2003; R. Lister, *Citizenship: Feminist Perspectives*, 2nd edit, 2003; N. J. Hirschmann and U. Liebert (eds.) *Women and Welfare. Theory and Practice in the US and Europe*, 2001; J. Gornick and M. Meyers, *Families that Work*, 2003.

Assessment: A 3,000-word essay to be handed in on the first day of ST (25%). A two-hour written examination in the ST (75%).

SA4B3

Dissertation: Health, Population and Society

This information is for the 2009/10 session.

Teachers responsible: MSc Convenor and personal supervisor

Availability: For students taking MSc Health, Population and Society.

Course content: The purpose is to allow students to explore a particular research topic on issues related to health and population in depth.

Selection of Topic: The topic of the dissertation is selected in consultation with the student's personal supervisor.

Supervision: An appropriate dissertation tutor will be appointed to advise each student as the work proceeds. In addition, students are given a class on research and dissertation writing. Students are expected to make a non-assessed presentation of their proposed dissertation topics in LT.

Assessment: The completed dissertation must be submitted on or before 1 September (or if this falls on a weekend, the first weekday after 1 September).

SA4B4

Child Rights, Child Poverty and Development

This information is for the 2009/10 session.

Teachers responsible: Professor E Munro A251 and Dr H Seckinelgin, A269

Availability: An optional course for MSc Human Rights, MSc Social Policy and Planning, MSc Development Management, MSc Social Policy (Research) and other MSc programmes where regulations permit.

Course content: This is an interdisciplinary course that explores the links between child rights and child poverty at all levels of development in rich and poor countries. The social and economic as well as the civil and political rights of children, as defined in recent international laws, charters and Conventions, are examined in relation to the conditions, especially poverty and multiple deprivation, experienced by many children. Human rights theories as a basis for international and social policies will be a focus of attention, and issues of importance in both rich and poor societies, such as child labour, abuse, commercialisation of childhood, gender inequality, family disputes between the generations, sexual and reproductive rights and general rights of women, and services for

disabled children are included. The structural problems of market globalisation and social polarisation in the 21st century, and the implications for children will be addressed. The fundamental right of children to social security will be given particular attention. The role of the international agencies, Trans National Corporations and NGOs, as well as national governments, in relation to violations of child rights and the evolution of policies will be assessed.

Teaching: 20 one-hour lectures and 20 one-and-a-half hour seminars in MT and LT and two revision seminars in ST. Students will be expected to participate in seminars and give a presentation in both the MT and LT.

Formative coursework: Students are expected to submit one written essay (1,500 – 2,000 words) by the ninth week of their first term. This will be marked and returned to the student but not assessed in the award of the degree.

Indicative reading: H J Steiner & P Alston, *International Human Rights in Context*, Oxford University Press, 2000; P Townsend & D Gordon (Eds), *World Poverty: New Policies to Defeat an Old Enemy*, Policy Press, 2002; D Gordon, et al, *Child Poverty in the Developing World*, Policy Press, 2003; K Watkins, *Rigged Rules and Double Standards: Trade, Globalisation and the Fight Against Poverty*, London, World Development Movement, 2002; C Chinkin, 'The United Nation Decade for the Elimination of Poverty: What Role for International Law?', *Current Legal Problems* 2001, Oxford University Press, 2002; M Flekkoy & N Kaufman, *The participation rights of the child*. London, Jessica Kinglsey, 1997; D Fottrell (Ed), *Revisiting Children's Rights: 10 Years of the UN Convention on the Rights of the Child*, The Hague and London, Kluwer Law International, 2000; ILO, *Social Security: A New Consensus*, Geneva, 2001; ILO, P.Townsend, *The Right to Social Security and National Development: Lessons from OECD Experience for Low-income Countries*, Discussion paper 18, ILO, 2007; A. Hall and J. Midgley, *Social Policy for Development*, London, Sage, 2004; J. Madeley, *Big Business, Poor peoples: The Impact of Trans National Corporations on the World's Poor*, London, Zed Books; UNICEF, *A League Table of Child Poverty in Rich Nations*, Innocenti Report, Florence, 2000; H Cunningham & P Viazzo, *Child Labour in Historical Perspective 1800-1995*, UNICEF, 1996; G. Lansdown, *Evolving Capacities of Children: Implications for the Exercise of Rights*, UNICEF Innocenti Centre, Florence, 2005; W.A. Corsaro, *The Sociology of Childhood* (2nd ed), Sage, 2006; R. Smith, *Textbook on International Human Rights*, Oxford University Press, 2005; D. Gordon, R. Parker, F. Loughran and P. Heslop, *Disabled Children in Britain*, London, TSO, 2000; Redmond, G 2008, *Children's Perspectives on Economic Adversity: A Review of the Literature*, Unicef Innocenti Centre, Florence, Discussion Paper.

Assessment: An assessed essay of up to 3,000 words to be submitted by the first day of the ST (40%). A three-hour written examination in the ST (60%).

SA4B5 Half Unit International Planning and Children's Rights

This information is for the 2009/10 session.

Teachers responsible: Professor E Munro, A251 and Dr A Ishkanian, A119

Availability: For graduate students as an optional course for Masters' degrees, where regulations permit.

Course content: This course explores international planning as a central feature of development through the application of Human Rights concepts and legislation to current conditions experienced by children. It is an interdisciplinary course. The social and economic as well as the civil and political rights of children, as defined in recent international laws and Conventions, are examined in relation to the conditions, especially poverty and multiple deprivation, experienced by many children. There has to be universal planning and not only specific proposals to deal with serious violations of rights. Issues of child labour, the sexual and reproductive rights of adolescent children, the violations of war, cultural discrimination against girl children and the right to a minimally adequate family income will be discussed in relation to the roles played by international agencies, Trans National Corporations, governments and NGOs.

Teaching: Lectures: 10 x one-hour. Seminars: 10 x one-and-a-half

hours, MT and one summer revision session x one-and-a-half hours. Students will be expected to participate in seminars and to give seminar presentations.

Formative coursework: Students are expected to submit one written essay (1,500 words) by the start of the Lent term. This will be marked but not assessed in the award of the degree.

Indicative reading: H J Steiner & P Alston, *International Human Rights in Context*, Oxford University Press, 2000; P Townsend & D Gordon (Eds), *World Poverty: New Policies to Defeat an Old Enemy*, Policy Press, 2002; D Gordon, et al, *Child Poverty in the Developing World*, Policy Press, 2003; K Watkins, *Rigged Rules and Double Standards: Trade, Globalisation and the Fight Against Poverty*, London, World Development Movement, 2002; C Chinkin, 'The United Nation Decade for the Elimination of Poverty: What Role for International Law?', *Current Legal Problems* 2001, Oxford University Press, 2002; M Flekkoy & N Kaufman, *The participation rights of the child*. London, Jessica Kinglsey, 1997; D Fottrell (Ed), *Revisiting Children's Rights: 10 Years of the UN Convention on the Rights of the Child*, The Hague and London, Kluwer Law International, 2000; ILO, *Social Security: A New Consensus*, Geneva, 2001; ILO, P.Townsend, *The Right to Social Security and National Development: Lessons from OECD Experience for Low-income Countries*, Discussion paper 18, ILO, 2007; A. Hall and J. Midgley, *Social Policy for Development*, London, Sage, 2004; J. Madeley, *Big Business, Poor peoples: The Impact of Trans National Corporations on the World's Poor*, London, Zed Books; UNICEF, *A League Table of Child Poverty in Rich Nations*, Innocenti Report, Florence, 2000; H Cunningham & P Viazzo, *Child Labour in Historical Perspective 1800-1995*, UNICEF, 1996; G. Lansdown, *Evolving Capacities of Children: Implications for the Exercise of Rights*, UNICEF Innocenti Centre, Florence, 2005; W.A. Corsaro, *The Sociology of Childhood* (2nd ed), Sage, 2006; R. Smith, *Textbook on International Human Rights*, Oxford University Press, 2005; D. Gordon, R. Parker, F. Loughran and P. Heslop, *Disabled Children in Britain*, London, TSO, 2000. Redmond G, 2008, *Children's Perspectives on Economic Adversity: A Review of the Literature*, Unicef Innocenti Centre, Florence, Discussion Paper.

Assessment: A two-hour written examination in the ST (100%).

SA4B6 Half Unit International Social Policy and Children's Needs

This information is for the 2009/10 session.

Teachers responsible: Professor E Munro, A251 and Dr H Seckinelgin, A269

Availability: For graduate students as an optional course for Masters' degrees, where regulations permit

Pre-requisite: Only available to students who are already studying human rights courses.

Course content: The links between child rights, child poverty and development are examined with particular reference to national and international policies, operating as causes and not only as effects. Human rights theories as a basis for international and social policies will be a focus of attention, and the case of the United Kingdom will be illustrated. The structural problems of market globalisation and social polarisation in the 21st century, together with the growth of Trans National Corporations will be addressed. The policies of the international agencies and NGOs will be analysed in relation to children. The needs of disabled and institutionalised children and of all children in relation to the right to social security, will be given particular attention.

Teaching: Lectures: 10 x one-hour. Seminars: 10 x one-and-a-half hours, LT and one revision session in the ST x one-and-a-half hours. Students will be expected to participate in seminars and give seminar presentations.

Formative coursework: Students are expected to submit one written essay (2,000 words) by the ninth week of term. This will be marked but not assessed in the award of the degree.

Indicative reading: H J Steiner & P Alston, *International Human Rights in Context*, Oxford University Press, 2000; P Townsend & D Gordon (Eds), *World Poverty: New Policies to Defeat an Old Enemy*, Policy Press, 2002; D Gordon, et al, *Child Poverty in the Developing World*, Policy Press, 2003; K Watkins, *Rigged Rules*

and Double Standards: Trade, Globalisation and the Fight Against Poverty, London, World Development Movement, 2002; C Chinkin, 'The United Nation Decade for the Elimination of Poverty: What Role for International Law?', *Current Legal Problems* 2001, Oxford University Press, 2002; M Flekkoy & N Kaufman, *The participation rights of the child*, London, Jessica Kingsley, 1997; D Fottrell (Ed), *Revisiting Children's Rights: 10 Years of the UN Convention on the Rights of the Child*, The Hague and London, Kluwer Law International, 2000; ILO, *Social Security: A New Consensus*, Geneva, 2001; ILO, P Townsend, *The Right to Social Security and National Development: Lessons from OECD Experience for Low-income Countries*, Discussion paper 18, ILO, 2007; A. Hall and J. Midgley, *Social Policy for Development*, London, Sage, 2004; J. Madeley, *Big Business, Poor peoples: The Impact of Trans National Corporations on the World's Poor*, London, Zed Books; UNICEF, *A League Table of Child Poverty in Rich Nations*, Innocenti Report, Florence, 2000; H Cunningham & P Viazoo, *Child Labour in Historical Perspective 1800-1995*, UNICEF, 1996; G. Lansdown, *Evolving Capacities of Children: Implications for the Exercise of Rights*, UNICEF Innocenti Centre, Florence, 2005; W.A. Corsaro, *The Sociology of Childhood* (2nd ed), Sage, 2006; R. Smith, *Textbook on International Human Rights*, Oxford University Press, 2005; D. Gordon, R. Parker, F. Loughran and P. Heslop, *Disabled Children in Britain*, London, TSO, 2000. Redmond G, 2008, *Children's Perspectives on Economic Adversity: A Review of the Literature*, Unicef Innocenti Centre, Florence, Discussion Paper.

Assessment: A two-hour written examination in the ST (100%).

SA4B8 Half Unit Ethnicity, 'Race' and Social Policy

This information is for the 2009/10 session.

Teacher responsible: Dr Coretta Phillips, A230

Availability: For MSc Social Policy and Planning, MSc European Social Policy, MSc Social Policy (Research), MSc Gender and Social Policy and MSc Race, Ethnicity and Post-Colonial Studies. Also available as an optional course for other MSc students where regulations permit.

Course content: Historical Contexts and Contemporary Debates; Conceptual Frameworks; Multiculturalism and Citizenship; Policy and Ideology; Demography and Housing; Education; Employment, Underclass and Social Exclusion; Globalisation, Migration and Asylum; Crime and Criminal Justice; Anti-Discrimination and Minority Perspectives.

Teaching: 10 x one-hour lectures, 10 x two-hour seminars, MT, and one revision session, ST.

Indicative reading: N. Finney and L. Simpson 'Sleepwalking to Segregation?', 2009, P Ratcliffe, 'Race', *Ethnicity and Difference: Imagining the Inclusive Society*, 2004; A Pilkington, *Racial Disadvantage and Ethnic Diversity in Britain*, 2003; J Solomos & L Back, *Racism and Society*, 1996; D McGhee, *Intolerant Britain? Hate, Citizenship and Difference*, 2005; B Parekh, *The Future of Multi-Ethnic Britain*, 2000; P Gilroy, *There Ain't No Black in the Union Jack*, 1987; J Solomos, *Race and Racism in Britain*, 2003; G Bhattacharyya, J Gabriel & S Small, *Race and Power: Global Racism in the Twenty-First Century*, 2002; B Bagilhole, *Understanding equal opportunities and diversity*, 2009; L Back & J Solomos *Theories of Race and Racism: A Reader*, 2000; H S Mirza, *Black British Feminism: a Reader*, 1997; M Mac an Ghaill, *Contemporary Racisms and Ethnicities: social and cultural transformations*, 1999.

Assessment: A 2,000 word essay to be handed in on the first day of LT (25%). A two-hour written examination in the ST (75%).

SA4B9 Half Unit Education Policy, Reform and Financing

This information is for the 2009/10 session.

Teacher responsible: Professor A West, A139

Availability: Optional for MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy, MSc Social Policy (Research), MSc Public Management and Governance and MSc Social Policy and Planning.

Course content: The course considers education policy, reforms and financing across developed countries, in particular Britain,

Europe and North America. There is a focus on equity and social justice and the redistribution of resources.

Issues to be addressed include: market-oriented reforms in education; impact of social background (socio-economic, 'race'/ethnicity, gender) on outcomes and related policy reform; early years education; school-based education; special educational needs/disability; citizenship education; higher education policy; adult learning and demand-side financing measures.

Teaching: 10 lectures and 10 seminars during LT. Three seminars in ST.

Formative coursework: Students will be expected to make at least one seminar presentation.

Indicative reading: Specialist lists for each topic will be provided.

The following books are recommended: A H Halsey, H Lauder, P Brown & A Stuart Well, *Education: Culture, economy and society*, Oxford University Press, 1997; J Le Grand & W Bartlett (Eds), *Quasi-Markets and Social Policy*, Macmillan, 1993; M Coleman & L Anderson (Eds), *Managing Finances and Resources in Education*, Paul Chapman, 2000; A West & H Pennell, *Underachievement in Schools*, Routledge Falmer, 2003.

Assessment: One written assignment of no more than 2,000 words (25%) to be submitted during the first week of the ST. A two-hour written examination in the ST (75%).

SA4C1 Long Essay and the Research Process

This information is for the 2009/10 session.

Teacher responsible: Professor E Munro, A251

Availability: For all MSc Social Policy programmes involving a dissertation or long essay. Exemptions at the discretion of the course tutor. Lecture notes will be available electronically via Social Policy public folders (for part-time students).

Course content: The course aims to provide an understanding of issues associated with the research process in the context of MSc Social Policy long essays. It includes an examination of philosophical issues underpinning research methods in social policy, the place of different research methods (qualitative and quantitative) in social policy and the process of writing a long essay.

Teaching: Two lectures in MT, three lectures in LT.

Indicative reading: Three useful texts are: Alan Bryman (2008) *Social Research Methods*, Oxford University Press; C Robson, *Real world research: A resource for social scientists and practitioner-researchers*, Oxford University Press, 1993; N S R Wallimann, *Your Research Project: A step-by-step guide for the first-time researcher*, Sage, 2001.

Assessment: Non-examinable. It is expected that the student's dissertation will be informed by the course and appropriate discussion of methodological issues will be incorporated in all dissertations.

SA4C2 Half Unit Basic Education for Social Development

This information is for the 2009/10 session.

Teacher responsible: Dr A Hall, A279

Availability: Optional course for MSc Social Policy and Development, MSc Development Management, MSc Development Studies, MSc Social Policy (Research) and MSc Health, Community and Development. Students in other Master's degrees may also take this paper by agreement with their supervisors and the class teacher and as permitted by the regulations. Work experience in a developing country is highly desirable but not essential.

Course content: The course is designed to examine the role of basic education in developing countries as it relates to social development and social policy. Content of the course includes: the history of education and current problems in developing countries, links between basic education and socio-economic development, primary schooling, , non-formal and vocational education, adult literacy, popular education for grassroots development, environmental education, ICT and foreign aid in supporting basic education.

Teaching: 10 lectures and 10 seminars in LT.

Formative coursework: In addition to seminar presentations and the assessed essay, students may be required to write unassessed

(formative) essays for the course.

Indicative reading: A Hall & J Midgley, *Social Policy for Development* (2004), chapter 5; K Watkins, *The Oxfam Education Report*, 2000; UNICEF, *The State of the World's Children: Education*, 2006; UNESCO, *Education For All Global Monitoring Report*, 2008; K Tomasevski, *Education Denied*, 2003; L Kane, *Popular Education and Social Change in Latin America*, 2001; World Bank, *Priorities and Strategies for Education*, 1995; S Graham-Brown, *Education in the Developing World: Conflict and Crisis*, 1991; M Todaro, *Economics for a Developing World*, chapter 9, 2000; H Patrinos & D Ariasingam, *Decentralisation of Education: Demand-Side Funding*, 1997; J Huckle & S Sterling (Eds), *Education for Sustainability*, 1996.

Assessment: One 2,500-word essay to be handed in during the first week of ST (25%). Students are required to choose a topic of their own interest. In addition, there is a two-hour examination paper in June (75%).

SA4C3 Half Unit Statistical Methods in Health Care Economic Evaluation

This information is for the 2009/10 session.

Teachers responsible: Professor A McGuire, J405 and Dr M Raikou, A225

Availability: For MSc Health Policy, Planning and Financing; MSc Health, Population and Society; MSc International Health Policy; MSc International Health Policy (Health Economics) and other Master's students where programme regulations permit. There is no pre-requisite, although it is envisaged to be complementary to SA4C4.

Course content: This course develops the statistical and modelling techniques necessary to apply economic evaluation to the health care sector. Introduction to statistical methods, linear regression analysis, logistic regression analysis, survival analysis for health outcomes, survival analysis for treatment costs, economic evaluation and clinical trials. Estimation of confidence intervals for cost-effectiveness ratios. Transformation of ratios – net benefit approach. Missing data, parametric and non-parametric approaches. Presentation of analysis, acceptability curves.

Teaching: 10 lectures (two-hour) and 10 seminars (one-and-a-half hours), LT.

Indicative reading: The following are basic reading for the course: M Drummond & A McGuire (Eds), *Economic Evaluation in Health Care: Merging Theory with Practice*, OUP, 2002; M Drummond, B O'Brien, G Stoddart & T Torrance, *Methods for the Economic Evaluation of Health Care Programmes*, 2nd edn, OUP, 1997; M Gold, J Siegel, L Russell & M Weinstein, *Cost-Effectiveness in Health and Medicine*, OUP, 1996; M Johannesson, *Theory and Methods of Economic Evaluation in Health Care*, Kluwer, 1996; P Johansson, *Evaluating Health Risks: An Economic Approach*, CUP, 1995.

Assessment: A 2,500 word essay to be handed in on the first day of the ST, (25%). A two-hour written examination in the ST, (75%).

SA4C4 Half Unit Cost-Effectiveness Analysis in Health Care

This information is for the 2009/10 session.

Teacher responsible: Professor Alistair McGuire, J405

Availability: For MSc Health Policy, Planning and Financing; MSc Health, Population and Society; MSc International Health Policy; MSc International Health Policy (Health Economics) and other Master's students where programme regulations permit.

Course content: Theoretical foundations of health care economic evaluation: welfare economics and extra-welfarist approaches. The design of a cost-effectiveness analysis and interpretation of cost-effectiveness ratios. Evaluations based on primary studies and evaluations based on mathematical models. Methods for measuring the outcomes of health care interventions. Survival, quality of life assessment and preference elicitation techniques. Methods for calculating QALYs and DALYs. The opportunity cost of health care interventions. Sources of data for cost analysis. Methods for dealing with uncertainty and generalisability in cost-effectiveness analysis. The

impact of economic evaluation on decision making in health care.

Teaching: 10 lectures and nine seminars, including practical workshops in the LT.

Indicative reading: The following are basic readings for the course: M Drummond & A McGuire (Eds), *Economic Evaluation in Health Care: Merging Theory with Practice*, Oxford, OUP, 2002; M Gold, J Siegel, L Russell & M Weinstein, *Cost-Effectiveness in Health and Medicine*, New York, OUP, 1996; M Drummond et al, *Methods for the Economic Evaluation of Health Care Programmes*, Oxford, OUP, 1997; F Sloan (Ed), *Valuing Health Care*, Cambridge University Press, 1995; S Curry & J Weiss, *Project Analysis in Developing Countries*, Macmillan, 1994; C Dinwiddie & F Teal, *Principles of Cost-Benefit Analysis for Developing Countries*, Cambridge University Press, 1996.

Supplementary reading list: This is made available on Moodle along with all other course materials, and includes references to specialised texts and articles on each subject covered within the course.

Assessment: Assessment is through a project that students will undertake in small groups and write up individually (2,000 word paper), to be submitted at the end of the course.

SA4C6 Half Unit International Housing and Human Settlements

This information is for the 2009/10 session.

Teachers responsible: Professor A Power, A237 and Dr B Li, A250

Availability: For MSc Social Policy and Development, MSc Social Policy (Research), MSc Social Policy and Planning. Available to other students where regulations permit.

Course content: The course is an introduction to topical issues in housing and human settlements in the context in both developed and developing countries. It is divided into four parts: urban changes, structures of housing provision, new actors in housing and settlement, and the future of housing. The course will be taught in twelve lectures starting in LT and ending in ST. The main headings of the lectures are: urban changes and their impact on housing needs and demand; contrasting patterns of housing development; owner occupation, renting and self-help; government intervention; finance, planning and renewal; enabling role of governments and the role of partnership; international agencies and aid; bottom-up shelter models and community led solutions; social exclusion and urban growth; participation and women's roles in low income human settlements; Non Government Organisations; environment of cities; urban and housing design: theories and practice of urban settlements.

Teaching: 10 lectures LT, 10 Seminars LT. There will be two lectures, two seminars and two revision sessions in the ST.

Formative coursework: Each student will prepare two x 1,000 word essays and produce four case studies.

Indicative reading: UN, *An Urbanising World*; B Aldrich, *Housing the Urban Poor*; A Power, *Estates on the Edge*; B D Shah, *Our Urban Future*; D Satterthwaite, *Sustainable Cities*; UNCHS 2001, *The State of the World's Cities*; UNCHS 2003, *Cities in a Globalising World*.

Assessment: A two-hour written examination in ST (75%) and a 2,000 word assessed essay (25%).

SA4C8 Half Unit Globalization and Social Policy

This information is for the 2009/10 session.

Teacher responsible: TBA

Availability: Optional for MSc China in Comparative Perspective, MSc Social Policy and Development, MSc Health, Community and Development, MSc Social Policy and Planning and, depending on the available space, open to students from other departments in the school.

Course content: The course is concerned with the relationship between social policy and globalisation: It examines the significance of globalisation for social policy and it provides a critical analysis of new ideas on the role of social policy in globalisation processes. The course will examine a variety of perspectives on the relationship between globalisation and social policy. This will involve two main components. First, the impacts of various forms of globalisation on social policy are considered. The impact of globalisation on migration patterns, on national economies, and on cultural and political developments are examined and the impact of these on national social policies is assessed. Second, the course examines the

international policy environment, particularly intergovernmental organisations; bilateral and multilateral aid agencies and non-governmental organizations (NGOs), which influence the social policy environment in developing countries. The impact of the inter-governmental policy process on policy outcomes is examined. The role of the UN, the IMF, the WTO and the World Bank in these processes, the role of states in the process and accountability issues in relation to social policy are analysed. Major issues influencing people's lives such as the effects of foreign direct investment, the HIV/AIDS epidemic, and the impact of major international UN conferences will be used as case studies to analyse social policy outcomes.

Teaching: 10 lectures and 10 seminars in LT, two revision seminars, ST.
Formative coursework: Students will write a long essay and will do seminar presentation.

Indicative reading: A detailed reading list will be presented at the beginning of the term. Some introductory texts include: B Deacon, M Hulse & P Stubbs, *Global Social Policy: International Organisations and the Future of Welfare States in Transition: National Adaptations in Global Economics* (1996); D Held et al, *Global Transformations: Politics, Economics and Culture*, Polity Press (1999); J Hills, J Le Grand & D Piachaud (Eds), *Understanding Social Exclusion*, OUP (2002); P Hirst & G Thomson (Eds), *Globalisation in Question: The International Economy and the Possibilities of Governance*, Polity Press (1996); F Jameson & M Miyoshi (Eds), *The Cultures of Globalization*, The Duke University Press (2001); J Midgley, *Social Welfare in Global Context*, Sage (1997); R Mishra, *Globalisation and the Welfare State*, Edward Elgar (1999); D Nayyar, *Governing Globalization: Issues and Institutions*, OUP (2002); V S Peterson & A S Runyan, *Global Gender Issues*, Westview Press 1993.

Assessment: An assessed essay to be handed in on the first day of the ST (25%). A two-hour written examination in the ST (75%).

SA4C9 Half Unit Social Policy: Organisation and Innovation

This information is for the 2009/10 session.

Teachers responsible: Professor Eileen Munro, A251 and others.

Availability: For MSc Social Policy and Planning, MSc China in Comparative Perspective, MSc Gender and Social Policy, MSc Criminal Justice Policy, MSc European Social Policy, MSc Social Policy (Research), MSc Health, Population and Society, MSc Public Management and Governance and, with approval, MScs outside the department.

Course content: This course examines the organisation of social policy, structures, processes and delivery, and recent developments in social policy in industrialised countries. The course examines how policy debates affect policy implementation, with a particular focus on innovation, identifying the social forces influencing the relevant policy changes, and examining the practical consequences for service provision in industrialised countries. Changes in the organisational structure and management approach, in the nature of social control, and in the social and economic context are examined.

Teaching: The course consists of 10 lectures and 10 seminars in the LT with a revision seminar in the ST.

Indicative reading: M Power, *The Risk Management of Everything* (2004). Downloadable from www.demos.co.uk; J Le Grand, *Motivation, Agency and Public Policy: Of Knights and Knaves, Pawns and Queens*, Oxford University Press (2003); D Garland, *The Culture of Control*, Oxford University Press (2001); J Hills, *Inequality and the State*, Oxford (2004); M Powell, *Evaluating New Labour's Welfare Reforms*, Policy Press (2002); G Lewis, *Race, Gender and Social Welfare: encounters in a post colonial society*, Polity Press (2000); M. Banton *Discrimination* (1994).

Assessment: An assessed essay of 2,000 words to be handed in during the first week of the ST (25%). A two-hour written examination in the ST (75%).

SA4D1 Half Unit Health and Population in Contemporary Developed Societies

This information is for the 2009/10 session.

Teacher responsible: Professor M Murphy, A234

Availability: For MSc Health, Population and Society; MSc International Health Policy; MSc International Health Policy (Health Economics); MSc Social Research Methods and other Master's students where programme regulations permit. There are no pre-requisites.

Course content: This course brings together the main issues in health, population and society in developed countries, including the role of social and biological factors in determining health and mortality. Course content includes the relationship between health and societal changes: family changes and their implications for population health; social support and health, health of older people and coping with ageing in the 21st century. Prospects for health and mortality in decades to come. Definition and use of measurements of health; self-reported, 'objective' measures and health service use indicators. Trends in inequalities in health and the explanations for these. Key issues in public health in developed countries especially in the light of expected demographic changes. Policy responses to health, population and societal changes.

Teaching: 10 weekly lectures and 10 weekly seminars.

Indicative reading: A detailed reading list will be provided at the beginning of the course.

Assessment: A 2,000-word essay to be submitted in the first week of the ST (25%) and a two-hour written examination in the ST (75%).

SA4D2 Half Unit Health and Population in Developing and Transitional Societies

This information is for the 2009/10 session.

Teacher responsible: Dr A Gjonca, A229

Availability: For MSc Health, Population and Society, MSc China in Comparative Perspective, MSc International Health Policy, MSc Health, Community and Development, MSc International Health Policy (Health Economics), MSc Population and Development, MSc Social Policy and Development, MSc Social Research Methods and other Master's students where programme regulations permit. There are no pre-requisites.

Course content: This course brings together the main issues in health, population and society in developing and transitional societies. The course is unique as it brings together the issues and measurements of health and population. Determinants of health, health consequences of HIV/AIDS epidemics, poverty and health, as well as policy responses to health and population changes are some of the issues dealt with in detail in this course.

Some of the main topics covered are: The major threats to health and mortality in developing countries and the double burden of disease. Poverty and inequalities in health in developing countries. Reducing poverty: programmes and strategies, what do we know? Health consequences of HIV/Aids epidemic in developing and transitional societies. Ageing in developing societies 'is it a matter for concern'? Urbanisation and inequalities in health in developing countries. Child and maternal mortality in developing countries. Health and mortality crises in Eastern Europe and the Central Asian Republics. The emerging threats of health and mortality in transitional economies. Achieving 'good health at low cost' in developing countries. Main priorities for health improvements in developing countries. It also covers basic techniques and measurement of health, morality and morbidity.

Teaching: 10 weekly lectures and 10 weekly seminars, MT.

Indicative reading: A detailed reading list will be provided at the beginning of the course.

Assessment: A 2,000-word essay to be handed in by the end of the first week of the ST (25%) and a two-hour written examination in the ST (75%).

SA4D3 Half Unit Valuing Health

This information is for the 2009/10 session.

Teacher responsible: Dr A Oliver, J306

Availability: For MSc International Health Policy; MSc International Health Policy (Health Economics); MSc Health, Population and Society; MSc Health Policy, Planning and Financing and other Master's students where programme regulations permit. The course is of great value to those wishing to work as health economists after graduation, be that in academia, industry, government or health care management and practice. It is recommended that the course be taken alongside other health economics-related course options.

Course content: This course offers a thorough understanding of how we might value health for use in health economic evaluation. The major value elicitation methods, and the assumptions that underlie these methods, are critically assessed. Moreover, possible alternatives to the standard ways in which health is valued and distributed in economic evaluation are considered.

Teaching: 10 lectures (one-hour) and eight seminars (one-and-a-half hours), MT.

Indicative reading: The following are background readings for the course:

J Broome, 'QALYS', *Journal of Public Economics*, 50, 1993, 149-67; G Torrance & D Feeny, 'Utilities and Quality-Adjusted Life Years', *International Journal of Technology Assessment in Health Care*, 5, 1989, 559-75; G Loomes & L McKenzie, 'The use of QALYS in Health Care Decision-Making', *Social Science and Medicine*, 28, 1989, 299-308; P Dolan, Chapter 32 in the "Handbook of Health Economics, Volume 1b" (Elsevier, 2000).

Assessment: An assessed essay of 2,500 words (25%) and a two-hour written examination in the ST (75%).

SA4D4 Half Unit Measuring Health System Performance

This information is for the 2009/10 session.

Teachers responsible: Professor E Mossialos, J413, Ms Irene Papanicolas, J404

Availability: For MSc Health Policy, Planning and Financing, MSc Health, Population and Society, MSc Social Policy and Planning and other Master's students where programme regulations permit.

Course content: This course aims to present a framework to discuss the opportunities and challenges with performance measurement in health care, examine the various dimensions and levels of health system performance, identify the measurement instruments and analytic tools needed, and examine the implications of these issues for policy makers and regulators. After taking this course students are expected to:

- understand the principles of performance measurement
- appreciate the challenges, approaches, and opportunities in performance measurement in four dimensions: population health, patient outcomes, equity, quality and appropriateness of care, and productivity
- understand the methodological issues facing performance measurement relating to risk adjustment, developing composite measures, and measuring attribution and causality
- review the application of performance measurement framework in four sectors: long-term care, mental health care, care for chronic conditions and information-technology
- identify key issues relevant to policy makers relating to: developing targets and reporting on progress to the public, and developing incentives to improve performance

Teaching: 15 lectures and five two-hour seminars in the LT. Two lectures in the ST.

Indicative reading: P Smith, E Mossialos, I Papanicolas (Eds), *Performance measurement for health system improvement: experiences, challenges and prospects*. Cambridge University Press, 2009. M McKee & J Healy (Eds), *Hospitals in a Changing Europe*, Open University Press, 2002; R Saltman, R Busse & E Mossialos (Eds), *Regulating Entrepreneurial Behaviour in European Health Care Systems*, Open University Press, 2002; B Abel-Smith, *An Introduction to Health: Policy, Planning and Financing*, Longman, 1994; Institute of Medicine, *Crossing the Quality Chasm: A New Health System for*

the 21st Century. Washington, DC, National Academies Press, 2001; OECD, *Measuring up: improving health system performance in OECD countries*. Paris: OECD, 2002.

Assessment: A two-hour examination in the ST (100%).

SA4D5 Half Unit Social Rights and Human Welfare

This information is for the 2009/10 session.

Teacher responsible: Dr H Dean, A262

Availability: This is an optional course for MSc Human Rights, MSc NGOs and Development, MSc Social Policy (Research), MSc Social Policy and Planning and other MSc programmes where regulations permit.

Course content: The course will examine the basis of social or welfare rights as a component of human rights. It will situate social/welfare rights in an historical and comparative context and explore a range of debates concerning the relevance and effectiveness of a rights based approach to poverty alleviation and social welfare provision, both in the developed and the developing world. It will address the practical limitations of and the constraints upon social/welfare rights. Specifically, it will address: concepts of social rights and welfare citizenship; human needs and human rights; social/welfare rights in global context; critiques of social/welfare rights as human rights; the scope and substance of social/welfare rights; social/welfare rights and mechanisms of redress; rights based approaches to poverty alleviation; social development and social/welfare rights; constitutional instruments and social/welfare rights; human rights and the ethics of welfare.

Teaching: 10 lectures and 10 seminars in LT and one revision seminar in ST.

Indicative reading: This reading list is indicative only – a detailed list will be provided at the start of the session: H Dean, *Welfare Rights and Social Policy*, Prentice Hall (2002); H Dean (Ed), *The Ethics of Welfare: Human rights, dependency and responsibility*, The Policy Press (2004); A Eide, et al (Eds), *Economic, Cultural and Social Rights: A textbook*, Martinus Nijhoff (2001); P Hunt, *Reclaiming Social Rights: International and comparative perspectives*, Dartmouth (1996); B Turner, *Vulnerability and Human Rights*, Pennsylvania State University Press, 2006; T Pogge (Ed), *Freedom from Poverty as a Human Right*, Oxford University Press, 2007; L Williams (Ed), *International Poverty Law: An emerging discourse*, CROP/Zed Books, 2006.

Assessment: An essay of 1,500 words (25%) and a two-hour written examination in ST (75%).

SA4D6 Half Unit Health Systems and Policies in Developing Countries

This information is for the 2009/10 session.

Teacher responsible: Dr M Bhatia, A239

Availability: For MSc International Health Policy, MSc International Health Policy (Health Economics), MSc Health Policy, Planning and Financing, MSc Health, Population and Society, MSc Health, Community and Development, MSc Population and Development and other Master's students by agreement, and as permitted by regulation.

Course content: The course focuses on health system reforms. It aims to identify key health systems and policy issues in developing country context and understand why health sector reforms have become an important issue in the developing countries. It will examine the assumptions upon which health system reforms are based and the evidence to support these assumptions. After an introductory lecture on the history of the development of health systems and policies of the member nations of the World Health Organisation, the content of the course is divided into three components. These are financing health care, delivery of health care and stewardship. Because Primary Health Care is once again at the centre of the World Health Report (2003), these sections will focus on equity, participation and intersectoral collaboration. With respect to financing, the emphasis will be on options for financing health care in developing countries, examining the potential role of user charges and community financing schemes and the role of the UN and other

donor agencies. Delivery will focus on decentralisation and the role of the private/public mix. Human resources for health will look into the role of the community and civil society, human resources for health and capacity building. The course concludes with a session on the future of Health Sector Reforms in developing countries.

Teaching: 10 lectures x 1.5-hours and 10 seminars x 2-hours in the LT.

Formative coursework: An essay of not more than 2,000 words.

Indicative reading: B Abel-Smith, *An Introduction to Health: Policy, Planning and Financing*, Longman, 1996; Lister J, *Health Policy Reform: Driving the wrong way?* Middlesex University Press, 2005; S Bennett, B McPake & Mills, *Private health providers in developing countries: serving the public interest?* Zed Press, 1997; M Bhatia & E Mossialos, 'Health Systems in developing countries', in Anthony Hall & James Midgley, *Social Policy for Development*, Sage, Sage, 2004; M S Grindle (Ed), *Getting Good Government: Capacity Building in the Public Sector of Developing Countries*, Harvard Institute for International Development, Boston, 1997; K McLaughlin, & S Osborne, *New Public Management in Action*, Routledge, 2001; A Mills & S Bennett, *The Challenge of Health Sector Reform: what must governments do?* Macmillan, 2001; S Rifkin, 'Linking equity and empowerment with health outcomes: it's a matter of CHOICE', *Journal of Health, Population and Nutrition*, Vol 21 (3): 168-180; 2003; S Rifkin & P Pridmore, *Partners in Planning*, Macmillan, 2001; A Sen, *Development as Freedom*, Oxford University Press, 1999; M Segall, 'District health systems in a neo-liberal world: a review of five key policy areas', *International Journal of Health Planning and Management*, 18: S5-S26, 2003; World Bank, *World Development Report 1993: Investing in Health*, Washington DC: The World Bank, 1993; World Bank *Bureaucrats in business. The economics and politics of government ownership*, Washington DC: World Bank, 1995; WHO, *The World Health Report, 2000: Health Systems: Improving Performance*, Geneva: WHO, 2002. Available online at www.who.int/whr/2002; World Health Organisation, *World Health Report 2003*, Geneva: WHO, 2003.

Assessment: One assessed essay of 2,000 words (25%) and a two-hour exam in June (75%).

SA4D9 Half Unit Measuring Health System Performance with Long Essay

This information is for the 2009/10 session.

Teacher responsible: Professor E Mossialos, J413

Availability: For MSc International Health Policy.

Course content: This course aims to present a framework to discuss the opportunities and challenges with performance measurement in health care, examine the various dimensions and levels of health system performance, identify the measurement instruments and analytic tools needed, and examine the implications of these issues for policy makers and regulators. After taking this course students are expected to:

- understand the principles of performance measurement
- appreciate the challenges, approaches, and opportunities in performance measurement in four dimensions: population health, patient outcomes, equity, quality and appropriateness of care, and productivity
- understand the methodological issues facing performance measurement relating to risk adjustment, developing composite measures, and measuring attribution and causality
- review the application of performance measurement framework in four sectors: long-term care, mental health care, care for chronic conditions, and information-technology
- identify key issues relevant to policy makers relating to: developing targets and reporting on progress to the public, and developing incentives to improve performance

Teaching: Fifteen lectures and five two-hour seminars in LT. Two lectures in ST.

Indicative reading: P Smith, E Mossialos, I Papanicolas & S Leatherman (Eds) *Performance measurement for health system improvements: experiences, challenges and prospects*, Cambridge University Press, 2009; M McKee & J Healy (Eds), *Hospitals in a Changing Europe*, Open University Press, 2002; R Saltman, R Busse & E Mossialos (Eds), *Regulating Entrepreneurial Behaviour*

in European Health Care Systems, Open University Press, 2002; Institute of Medicine, *Crossing the Quality Chasm: A New Health System for the 21st Century*. Washington, DC, National Academies Press, 2001; OECD, *Measuring up: improving health system performance in OECD countries* Paris: OECD, 2002.

Assessment: One 6,000 word essay to be submitted on or before 1 September (or if this falls on a weekend, the first weekday after 1 September) (50%). One two-hour written examination in the ST (50%).

SA4E1 Half Unit Health Administration and Management (modular)

This information is for the 2009/10 session.

Teacher responsible: Professor Elias Mossialos, J413

Availability: Compulsory on MSc Health Economics, Policy and Management (modular).

Course content: This course is intended to provide the student an orientation and overview on managing organizations that directly provide health care with primary emphasis related to hospitals. The governance, execution, information management, quality of care, and sustaining human resources will be discussed, including an examination of external responsibilities, community outreach, medical staff-governance, and patient advocacy. This is an introductory course, appropriate for students with no formal inpatient health care management experience, or for those students whose experience has been limited to only one aspect of hospital operations.

The course will cover the following topics: principle responsibilities of a health care organization and/or the contemporary hospital administration; similarities and differences between the domains of the administrative in governmental, for profit, and not for profit hospitals; issues and strategies for enabling health care organizations to be responsive to their environment; information management; concepts for supporting and implementing governance decisions; strategies for fact-finding, performance measurement, and analytical activities related to planning, marketing, finance, information needs; characteristics and development of systems to assure quality of clinical services; analysis and definition of responsibilities related to human resources, capital investment, and support services.

Teaching: 2 lectures (2 hours), 4 lectures (1.5 hours) and 5 seminars (2 hours).

Indicative reading: The following are background readings for the course:

Jack Duncan, Peter Ginter and Linda Swayne, *Strategic Management of Health Care Organizations*, 3rd Ed, Blackwell Publishers, Cambridge, MA, 1998. Charles J. Austin, and Stuart B. Boxerman, *Information Systems for Healthcare Management*, Sixth Edition, Health Administration Press, December 2002, Martin McKee and Judith Healy (ed.) *Hospitals in a changing Europe*, Open University Press, 2002. Anthony Kovner, Duncan Neuhauser, *Health Services Management: Readings, Cases, and Commentary*, Eighth Edition, Health Administration Press, 2004.

Students will be given access to essential readings prior to the start of the course, which they will be expected to read prior to the first day of class.

Assessment: An assessed essay of 3,000 words (40%) and a two-hour written examination (60%).

SA4E2 Half Unit Resource Allocation and Cost-effectiveness Analysis (modular)

This information is for the 2009/10 session.

Teachers responsible: Dr Caroline Rudisill, J305 and Ms Mara Airoidi, NAB 3.05. In addition, Professor Mike Drummond (Professor of Health Economics, University of York) will be teaching on the course.

Availability: Compulsory on MSc Health Economics, Policy and Management (modular).

Course content: The aim is to give an overview of the theory underlying economic evaluation as applied to the health care sector; to consider the different forms of economic evaluation; to

give an understanding of the techniques associated with economic evaluation as applied to health care; to give an understanding of the interpretation of the results gained from economic evaluation.

The course will cover the following topics: Conceptual rationales for economic evaluation in the health care sector (Pareto efficiency, Social Welfare, extra-welfarism and decision-making); Introduction to the methods of economic evaluation: Cost-benefit analysis and contingent valuation; Incremental cost-effectiveness analysis; Relationship of cost-effectiveness analysis to cost-benefit analysis; Quality Adjusted Life Years gained and cost-utility analysis; Discounting; Uncertainty and sensitivity analysis.

The course focuses on teaching students the tools necessary to undertake economic evaluation using computer-based seminar classes.

Teaching: 2 lectures (2 hours), 4 lectures (1.5 hours) and 5 seminars (2 hours).

Indicative reading: Drummond, O'Brien, Stoddart and Torrance, *Methods for the Economic Evaluation of Health Care Programmes*; Drummond and McGuire (eds), *Economic Evaluation in Health Care: Merging Theory with Practice*.

Students will be given access to essential readings prior to the start of the course, which they will be expected to read prior to the first day of class.

Assessment: An assessed essay of 3,000 words (40%) and a two-hour written examination (60%).

SA4E6 Half Unit Rural Development and Social Policy

This information is for the 2009/10 session.

Teacher responsible: Professor D Lewis, A281

Availability: Optional course for MSc Social Policy (Research), MSc Social Policy and Development and MSc Development Studies.

Students on other Master's programmes may also take this course by agreement with their supervisors and the class teacher and as permitted by the regulations.

Pre-requisites: Knowledge of rural areas and relevant work experience is desirable but not essential.

Course content: Theories of rural development, history of rural development policy, changing rural livelihoods, land and agrarian reform, agricultural research and extension, the roles of private and non-governmental actors, natural resource management, food security, climate change and rural-urban linkages.

Teaching: 10 lectures and 10 seminars, MT. Students are required to present papers for seminar discussion based on their reading and practical experience.

Formative coursework: During the year, students will receive feedback on a seminar presentation and an unassessed 1500 word essay.

Indicative reading: A detailed reading list is included in the seminar programme. The following is an introductory reading list: World Bank (2007) *World Development Report 2008: Agriculture for Development*; A Hall & J Midgley, *Social Policy for Development* (2004), chapter 3; A Shepherd, *Sustainable Rural Development* (1998); IFAD, *Rural Poverty Report 2001*; B Crow & H Bernstein (Eds), *Rural Lives: Crises and Responses* (1992); N Long, *Development Sociology: Actor Perspectives* (2001); J Harriss (Ed), *Rural Development* (1982); R Chambers, *Rural Development: Putting the Last First* (1983).

Assessment: Students are required to write an assessed essay of 2,500 words (25%). A two-hour written examination in the ST (75%).

SA4E8 Half Unit Health Systems in Europe: Politics and Regulation

This information is for the 2009/10 session.

Teacher responsible: Professor E Mossialos, J413

Availability: For International Health Policy, MSc Health, Population and Society, MSc Social Policy and Planning and other Master's students where programme regulations permit.

Course content: The aim is to offer an introduction to the politics and regulation of health policy-making and to basic political strategies for influencing health policy outcomes. The course is designed to help students to meet the following objectives: Explore

and identify critical features of health policy issues and place them in the broader political, social, economic and historical context; Identify and classify the major and minor forces and institutions that shape health care policy; Review the fundamental strategies, institutions and explanations of regulation; Outline the means of identifying 'good' regulation; Acquire knowledge of the key components of the political process and ways in which public policy decision-making can be influenced; To analyse the politics of major health policy developments, to develop political strategies for influencing health policy, to develop skills in political strategy and case analysis; Understand the dynamics and differences of health policy development and implementation at different levels of government; Know the key players in health policy: interest groups, lobbyists, elected officials, press, legislative staff, public agencies. The course will cover the following topics: Models of health policy analysis, understand the structure of the political process in the health policy-making process, review the fundamental strategies, institutions and explanations of regulation; Outline the means of identifying 'good' regulation, lobbying and interest groups, implementation of policies and public laws, barriers to successful implementation, assessing the impact of policies, the tobacco industry, regulating safety and health at the workplace and case studies on health system politics in the US and the EU countries.

Teaching: 10 one-hour lectures and five two-hour seminars in MT.

Indicative reading: Kingdon, John W. 1995, *Agendas, Alternatives and Public Policies*. NY: Harper Collins Publishers; Baldwin R., Cave M. *Understanding Regulation*, Oxford: Oxford University Press, 2004; *European health systems reforms: looking backward to see forward?* J Health Polit Policy Law. 2005;30(1-2):7-28; Steinmo, Sven, Watts, Jon, "It's the Institutions, Stupid! Why Comprehensive National Health Insurance Always Fails in America", Journal of Health, Politics, Policy and Law, Vol. 20, No. 2, Summer 1995: 329-372; Evans, Robert G., "Going for the Gold: The Redistributive Agenda behind Market-based Health Care Reform", Journal of Health, Politics, Policy and Law, Vol. 22, No. 2, April, 1997: 427-465; Rice, Thomas, "Can Markets Give Us the Health System We Want?" Journal of Health, Politics, Policy and Law, Vol. 22, No. 2, April, 1997: 383-426; Walt, Gill, *Health Policy: An Introduction to Process and Power*, Zed Books, 1994; Moran, M., & Wood, B. *States, Regulation and the Medical Profession*. Buckingham: Open University Press, 1993; Paul Starr, *Social Transformation of American Medicine*, New York: Basic Books, 1984; Wilsford, David. "Path Dependency, or Why History Makes It Difficult but Not Impossible to Reform Health Care Systems in A Big Way." Journal of Public Policy. 14, no. 3, 1994: 251-284.

Assessment: An assessed essay of 2,500 words (25%) and a two-hour written examination (75%).

SA4E9 Half Unit Advanced Health Economics

This information is for the 2009/10 session.

Teacher responsible: Professor A McGuire, J405

Availability: For those enrolled on MSc International Health Policy, MSc International Health Policy (Health Economics) and MSc Health Policy, Planning and Financing. Also available as an outside option.

Course content: The course will cover: international comparisons of health care expenditure, health care insurance, contract theory applied to the health care sector (including principal-agent theory and incentive payment mechanisms), equity in health care, health behaviour and an introduction to econometric analysis applied to health care data.

Teaching: 20 hours of lectures and 20 hours of seminars (LT).

Indicative reading: Culyer, A.J., and Newhouse, J.P., (eds.), 2001, *Handbook of Health Economics* Volumes 1A & 1B, (North-Holland, Amsterdam); Zweifel, P. and Breyer, F., 1997, *Health Economics*, (OUP, Oxford).

Assessment: An assessed essay of 2,500 words (25%) and a two-hour written examination (75%).

SA4F1 Half Unit Migration: Population Trends and Policies

This information is for the 2009/10 session.

Teacher responsible: Dr W Sigle-Rushton, A258

Availability: For MSc Population and Development, MSc Health, Population and Society, MSc Development Studies, MSc Development Management, MSc Social Policy (Research), MSc European Social Policy, MSc Gender and Social Policy, Development and Globalisation, MSc Social Policy and Development, MSc Social Research Methods and MSc Social Policy and Planning. Available as an outside option for other MSc students where regulations permit.

Pre-requisites: Students should have basic numeracy, but the course does not require advanced mathematical knowledge. It assumes no previous knowledge of the subject.

Course content: The course deals with the inter-relationships between migration and its economic and social context. The causes of migration and its consequences are examined at national and international levels together with their policy implications. The approach of the course is comparative, both across time and between more developed and less developed societies. A wide range of topics is covered, including: sources and types of demographic data; techniques for the measurement of migration; historic migration flows; macro- and microeconomic theories of migration; forced migration and migrants; demographic consequences of migration; and, international and national migration policies.

Teaching: 10 lectures and 10 seminars

Formative coursework: Students are expected to prepare a seminar presentation and an essay (circa 1,500 words).

Indicative reading: The course is supported by a VLE containing electronic reading lists. Key overview texts include: *The migration reader : exploring politics and policies*, 2006 (Anthony & Lahav); *Global migration and the world economy* (Hatton & Williamson); *The age of migration* (Castles & Miller); *European migration policies in flux* (Boswell); *Migration theory : talking across disciplines* (Brettell & Hollifield); *Worlds in motion : understanding international migration at the end of the millennium* (Massey); *Dialogues on migration policy* (Giugni & Passy); *The dynamics of international migration and settlement in Europe : a state of the art* (Penninx); *Forced migration and global processes* (Crépeau); *Migration and development : opportunities and challenges for policymakers* (Farrant); *Migration, immigration and social policy* (Jones-Finer); *Rural-urban migration in developing countries* (Lall).

Assessment: 75% A two-hour written examination (ST); 25% Coursework assignment (max. 5 x A4 pages) due in Friday, Week 1, LT).

SA4F3 Half Unit US Health Policies

This information is for the 2009/10 session.

Teacher responsible: Dr A Oliver, J306

Availability: For MSc International Health Policy; MSc International Health Policy (Health Economics); MSc Health, Population and Society. The course is also available as an outside option where programme regulations permit and to general course students. The course is of great value to those wishing to work as health policy analysts after graduation, be that in academia, industry, government or health care management and practice.

Course content: The course offers a thorough understanding of the major issues in the United States health care policy debate. The historical development of the system, the predominant private sector health insurance, the role of the non-profit sector in US health care policy, the public coverage of 'entitled' groups, the problems of uninsurance, and policies aimed at improving the efficiency and equity of the system will be considered.

Teaching: 10 lectures (one-hour) and ten seminars (one-and-a-half hours), LT, and two hours of revision session in the Summer Term.

Formative coursework: Students will be given a progress test at the end of LT, this will be a 60 minute test in which they answer one essay question from a choice of three.

Indicative reading: "The health care mess: how we got into it and what it will take to get out", by Julius Richmond and Rashi Fein (Harvard University Press, 2005); "The Politics of Medicare",

Second Edition, by Theodore Marmor (Aldine de Gruyter, 2000); "The system: the American way of politics at the breaking point", by Haynes Johnson and David Broder (Little Brown, 1997); "The reform of the 1990s: The United States": Chapter 3 of "Accidental Logics", by Carolyn Tuohy (Oxford University Press, 1999). "The historical logic of national health insurance: structure and sequence in the development of British, Canadian and US Medical Policy", by Jacob Hacker, *Studies in American Political Development* (1998) 12: 57-130.

Assessment: An assessed essay of 2,500 words (25%) and a two-hour written examination in the ST (75%).

SA4F6 Half Unit Pharmaceutical Economics and Policies in Developing Countries

This information is for the 2009/10 session.

Teachers responsible: Professor E Mossialos, J413 and Ms Divya Srivastava, J4

Availability: Optional for MSc International Health Policy, MSc International Health Policy (Health Economics), and MSc Health Population and Society. The course is available as an outside option where regulations permit and with the permission of the course coordinator.

Course content: Pharmaceutical policies are changing rapidly in developing countries. Stimulating Research and Development for neglected disease, ensuring access, maintaining quality, and promoting rational drug use are key priorities.

This course is an introduction to the essential concepts and tools of pharmaceutical policy and economics with application to the particular challenges facing developing countries. It also examines historical and institutional perspectives in international and national policy developments. Topics include: the role of international agencies and organisations (including the roles of international organisations such as the World Health Organisation, World Bank, Global Fund, World Trade Organisation); patents and access to medicines (law and economics components); public private partnerships and medicines developments; pharmaceutical regulation and legislation; economics for medicines management; managing medicines supply, including good practices in the manufacture and quality control of drugs; medicines financing strategies; legal framework relating to the sale and distribution of medicines; counterfeit medicines; rational use of medicines and dispensing practices; traditional healers; access to care; quality of pharmaceutical care. The course will also be relevant to debates about policy formulation and implementation; and the involvement of state, and non-state (business and social) actors within pharmaceutical policy.

The module does not assume prior training in economics and will provide an introduction to the conceptual underpinnings of pharmaceutical economics, highlighting those concepts that will be most useful in applied pharmaceutical policy settings. Case studies will focus on practical application to current international and national pharmaceutical policy problems.

Teaching: 10 hours of lectures and 15 hours of seminars in the LT. 2 hours of revision in the ST.

Formative coursework: One formative essay based on a case study. Students are also required to prepare at least one written seminar presentation per term.

Indicative reading: Management Sciences for Health. *Managing drug supply*. Kumarian Press: Connecticut, 1997; Brogan D., Mossialos E. Applying the Concepts of Financial Options to Stimulate Vaccine Development. *Nature Reviews: Drug Discovery* 2006;5: 641-647; Santoro M.A., Gorrie T. *Ethics in the Pharmaceutical Industry*. Cambridge: Cambridge University Press, 2008; Cohen J., Illingworth P., Schuklenk U. *The power of pills*. London: Pluto Press, 2007; Ratanawijitrasin, S, Wondemagegnebu, E. Effective Drug Regulation: A Multicountry Study, Geneva: World Health Organisation, 2002; Ratanawijitrasin S, Soumerai SB, Weerasuriya K. Do national medicinal drug policies and essential drug programs improve drug use?: a review of experiences in developing countries. *Soc Sci Med*. 2001 Oct;53(7):831-44. Ramiah I, Reich MR. Public-private partnerships and antiretroviral drugs for

HIV/AIDS: lessons from Botswana. *Health Aff (Millwood)*. 2005 Mar-Apr;24(2):545-51. Bloche, M. G. WTO Deference to National Health Policy: Toward an Interpretive Principle. *Journal of International Economic Law*, 2002. Milstien JB, Kaddar M, Kieny MP. The impact of globalization on vaccine development and availability. *Health Aff (Millwood)*. 2006 Jul-Aug;25(4):1061-9. Wang YR. Price competition in the Chinese pharmaceutical market. *Int J Health Care Finance Econ*. 2006 Jun;6(2):119-29. Ford, N., D. Wilson, et al. (2007). "Sustaining access to antiretroviral therapy in the less-developed world: lessons from Brazil and Thailand." *AIDS* 21(4): S21-S29. Love, J. (2005). "Pharmaceutical research and development and the patent system." *International journal of health services* 35(2) 2005, 257-263. MSF (2007). "Examples of the importance of India as the 'Pharmacy for the Developing World'" MSF, Geneva. MSF (2007). "Untangling the Web of Price Reductions: A Pricing Guide for the Purchase of ARVs for Developing Countries" 10 Edition. Geneva, MSF.

Assessment: One 2-hour exam (75%) and one 2,500 word essay (25%).

SA4F7 Half Unit

The Economics of European Social Policy

This information is for the 2009/10 session.

Course code: This course is also coded EU456.

Teacher responsible: Professor N Barr, J102

Availability: Optional for MSc European Political Economy, MSc Politics and Government in the European Union, MSc European Studies: Ideas and Identities, MSc European Studies (Research), MSc Social Policy and Development, MSc Social Policy and Planning, MSc Social Policy (Research), MSc Public Management, MSc Political Science and Political Economy and Governance and MSc European Social Policy.

Pre-requisites: Intermediate micro-economics is helpful.

Course content: The course applies economic theory to social policy. It explains why governments are involved in social policy in all European (and other advanced) countries, not only to reduce poverty and social exclusion but also for reasons of economic efficiency. The course starts by establishing the building blocks of economic theory and then applies the theory to social insurance, poverty and social exclusion, retirement pensions, health and health care, higher education, social policy in the post-communist transition countries, and future challenges for the wider Europe.

Teaching: Ten one-hour lectures and 10 one-and-a-half-hour seminars, MT.

Formative coursework: Two 2,000 word essays.

Indicative reading: A. B. Atkinson (1999), *The Economic Consequences of Rolling Back the Welfare State*, London and Cambridge, Mass: MIT Press; Nicholas Barr (2001), *The Welfare State as Piggy Bank: Information, risk, uncertainty and the role of the State*, Oxford and New York: Oxford University Press; Nicholas Barr (ed.) (2005), *Labor Markets and Social Policy: The Accession and Beyond*, Washington DC: The World Bank; Peter A. Diamond (2004), 'Social security', *American Economic Review*, 94/1 (March), 1-24; G Esping-Anderson, (ed.) (1996), *Welfare States in Transition: National Adaptations in Global Economies*, London: Sage; Pierre Pestiaud (2006), *The Welfare State in the European Union*, OUP. Nicholas Barr and Peter Diamond (2008), *Reforming pensions: Principles and Policy choices*, OUP.

Assessment: There will be one two-hour examination in the ST (100%). It should be noted that this course is also coded EU456.

SA4F9 Half Unit

Housing, Neighbourhoods and Communities

This information is for the 2009/10 session.

Teacher responsible: Dr Rebecca Tunstall

Availability: Optional on MSc City Design and Social Science, MSc Social Policy and Planning, MSc Social Policy (Research), MSc Regional and Urban Planning Studies, LSE-Sciences Po Double Degree in Urban Policy and MSc European Social Policy. The course is also available as an outside option where regulations permit.

Course content: The course provides a concise introduction to theory, arguments and evidence on housing, neighbourhoods and communities, principally in the urban areas of developed

countries. It starts by analysing how existing urban areas came to be developed. It then looks at housing systems, including home ownership, private renting and public renting, how people gain access to housing and are distributed between neighbourhoods, and the problems of varying housing cost and quality, homelessness, and social segregation. It examines the relative role of private individuals, the private sector, the public sector and community groups in financing, making decisions about and managing housing and other neighbourhood services, and the impact on social problems, community relations and inequality. It uses community sociology and ethnography to investigate how people relate to their neighbourhoods and to each other in these areas. Finally, the course also considers how new places and communities are being developed, how existing areas can be adapted and redeveloped and how existing communities change.

Teaching: 10 hours of lectures and 15 hours of seminars in the MT. One lecture and one seminar in the ST. There is also a two-hour walking tour.

Formative coursework: Students will be expected to participate actively in seminars and to complete one piece of written formative coursework of 2,000 words.

Indicative reading: A. Power. *City Survivors*. 2007. A. Power. *Fromhovels to High Rise*. 1993. R. Lupton. *Poverty Street*, 2003. R. Tunstall and A. Coulter. *Turning the Tide? 25 Years on 20 Estates*, 2006. Parkinson, M et al. *State of the English Cities A research report 2006*. *Housing Studies* special issue on mixed communities 2007. J. Foster. *Docklands*. H. Glennerster *Understanding the finance of welfare*, 2009. J Hills *Ends And Means: The Future Roles Of Social Housing In England*, 2007.

Assessment: One 2,000 word essay (25%) and one two-hour examination (75%).

SA4G1 Half Unit

Financing Health Care (modular)

This information is for the 2009/10 session.

Teachers responsible: Professor E Mossialos, J413 and Ms S Thomson, J301

Availability: Compulsory on MSc Health Economics, Policy and Management

Course content: This course aims to introduce students to a comparative approach to analysing the development of health care financing, both in theory and in practice, with an emphasis on critical assessment of current and future policy options and issues. Lectures generally focus on the development of financing health care in high-income countries, mainly in Europe, but draw on the experience of other countries where relevant.

The course covers the following aspects of health care financing:

- how do health systems raise revenue to finance health care? What are the advantages and disadvantages of different methods of raising revenue? How can health systems achieve a balance between public and private sources of finance?
- How do policy makers decide which services to include in a package of publicly-financed benefits? How are financial resources allocated to those responsible for 'purchasing' health care?
- What are the issues involved in purchasing health services?
- Is there a role for choice and competition?
- How are financial resources allocated to health care providers? What are the incentives associated with different methods of paying individual and institutional providers?

Teaching: 4 lectures (2 hours), 2 lectures (1.5 hours), 3 seminars (2 hours), 2 seminars (1.5 hours)

Indicative reading: E Mossialos, A Dixon, J Figueras & J Kutzin (Eds), *Funding Health Care: Options for Europe*, Buckingham, Open University Press (2002); T Rice, *The Economics of Health Reconsidered*, Health Administration Press, (2nd edn, 2003); Gottret P & Schieber G, *Health Financing Revisited: A Practitioner's Guide*, World Bank (2006); Figueras J, Robinson R, Jakubowski E, editors. *Purchasing to Improve Health Systems Performance*. Maidenhead: Open University Press; 2005 B Abel-Smith, *An Introduction to Health: Policy, Planning, and Financing*, Longman (1994).

Students will be given access to essential readings prior to the start of the course, which they will be expected to read prior to the first

day of class.

Assessment: An assessed essay of 3,000 words (40%) and a two-hour written exam (60%).

This is the same course as SA407 Financing Health Care (H) but it has different teaching and assessment arrangements.

SA4G2 Half Unit Health Economics (modular)

This information is for the 2009/10 session.

Teacher responsible: Professor A McGuire, J405

Availability: Compulsory on MSc Health Economics, Policy and Management (modular) only.

Course content: Distinction between health and health care. Nature of health care as an economic commodity. How markets and insurance markets work, and how they can fail for health care and health insurance. Incentive mechanisms and principal-agent relationships in health care. Yardstick competition and Diagnostic Related Group payment schemes. Labour markets in health care. Economic evaluation as a regulatory tool.

Teaching: 5 lectures (2 hours) and 5 seminars (2 hours).

Formative coursework: In-class exercise during the final seminar. Students will receive feedback on it from their seminar leader after completion.

Indicative reading: The following is a basic reading list for the course: S Folland, A C Goodman & M Stano, *The Economics of Health and Health Care* (3rd edn), Prentice Hall, 2001; B McPake, L Kumaranayake & C Normand, *Health Economics – An International Perspective*, Routledge, 2002. Students will be given access to essential readings prior to the start of the course, which they will be expected to read prior to the first day of class. A supplementary reading list is given prior to the start of the course and includes references to specialised texts and articles on each subject covered within the course.

Assessment: One 3,000 word essay (40%) and one two-hour exam (60%). This is the same course as SA408 Healthcare Economics (H) but it has different teaching and assessment arrangements.

SA4G8 Half Unit The Third Sector

This information is for the 2009/10 session.

Teacher responsible: Dr Rebecca Tunstall

Availability: MSc Criminal Justice Policy, MSc Social Policy and Planning, MSc Social Policy (Research), MSc European Social Policy and MSc Sociology. The course is also available as an outside option where regulations permit.

Course content: The course provides a concise introduction to theory, arguments and evidence on the nature, past and present roles and potential capacity of voluntary and community organisations in social policy in developed countries. It aims to answer the key questions: What are the voluntary and community sectors? What can they offer social policy? What can they or should they not do? Are the answers affected by country, institutions, policy, period, areas of activity? The course covers theoretical arguments and models of the ideal and actual roles of voluntary and community sectors, and the historical development of individual organisations and the whole sectors. It assesses boundaries and relationships between voluntary and community sectors and both state and market, and their relationship with the 'community' or the public. It describes and explains the size of the role these sectors take in different periods, countries and areas of activity, and evaluates their impact. The course draws throughout on examples from a range of areas of activity, including housing, education, social care, crime prevention and the environment, as well as a range of countries, including the UK, the rest of Europe, the US and some middle income countries.

Teaching: 10 hours of lectures and 15 hours of seminars in LT. One lecturer and one seminar in the ST.

Formative coursework: Students will be expected to participate actively in seminars and to complete one piece of written formative coursework

Indicative reading: Kendall, J (2003) *The voluntary sector: Comparative perspectives in the UK* London: Routledge; Osbourne,

S P (ed) (2008) *The third sector in Europe: Prospects and challenges* London: Routledge; Edwards, M (2009) *Civil society* Bristol: Policy Press; Taylor, M (2002) *Public policy in the community* Basingstoke: Palgrave Macmillan; Havel, V and Keane, J (ed) (1986) *The power of the powerless: Citizens against the state in Central Eastern Europe* New York: Sharpe; Doh, J and Yaziji, M (2009) *NGOs and corporations: Conflict and collaboration* Cambridge: Cambridge University Press.

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

SA4G9 Dissertation for MSc Health Policy, Planning and Financing

This information is for the 2009/10 session.

Teachers responsible: Currently Dr P Kanavos (LSE) and Dr N Spicer (LSHTM) as Programme Directors though the Programme Directorship sometimes varies from year to year.

Availability: Compulsory for MSc Health Policy, Planning and Financing.

Course content: The dissertation could be on any topic in the field of health policy, planning and/or financing. The main body of the dissertation should include the background to the research, method of investigation, results of the analysis, discussion and policy implications and recommendations.

Teaching: Students would find it of interest to attend the lectures of SA4C1 on *SA4C1 Long Essay and the Research Process* – 2 hours in the MT and 3 hours in the LT. There are 4 hours of seminars in both the LT and ST. There is individual supervision for students on the dissertation.

Formative coursework: Students will be required to write a summary of the proposed dissertation, outlining the title, background to the topic, methods to be employed, and likely expected results. A list of literature sources will be appended to this summary.

Assessment: 10,000 word dissertation, due on September 1st.

SA4H London School of Hygiene- Units

This information is for the 2009/10 session.

London School of Hygiene and Tropical Medicine Linear Modules (MT)

Principles of Social Research

Health Services

Health Promotion Theory

Health Policy, Process & Power

Basic Epidemiology: EPH & PHP*

Issues in Public Health

Availability: Restricted to MSc Health Policy, Planning and Financing, MSc International Health Policy and MSc International Health Policy (Health Economics) students. Students taking Linear Modules at the London School of Hygiene and Tropical Medicine (LSHTM) are required to sit for this examination. Students taking just one linear module will be assessed by a one-and-a-half hour written examination in the ST. Students taking two linear modules will be assessed by a three-hour written examination in the ST. A maximum of two LSHTM linear modules may be taken subject to academic approval.

London School of Hygiene Study Modules (LT and ST)

For a detailed list of modules available and codes students are advised to refer to their MSc handbook.

Availability: Restricted to MSc Health Policy, Planning and Financing, MSc International Health Policy and MSc International Health Policy (Health Economics) students. Students can take a maximum of four independent study modules at the London School of Hygiene and Tropical Medicine subject to academic approval. These are mostly assessed by assignments and there are usually no examinations.

* Basic Epidemiology is not available to MSc International Health Policy and MSc International Health Policy (Health Economics) students.

SA4H7 Half Unit Urbanisation and Social Planning

This information is for the 2009/10 session.

Teacher responsible: Dr S Kumar, A226

Availability: For postgraduate students with an interest in urban social policy in developing countries. Available on MSc Development Management, MSc Development Studies and MSc Social Policy (Research) and MSc Population and Development. Some knowledge and experience of urban issues is desirable.

Course content: The course examines the social, economic, political and spatial problems in urban areas in developing and transitional countries, and the different policies and planning practices designed to mitigate them. Some of the areas explored are: theoretical perspectives on the city; urbanisation and migration, the rural-urban interface; urban poverty and livelihood responses; labour markets and housing; urban basic services and urban management.

Teaching: Lectures: 10 x 1.5-hours. Seminars: 10 x 1.5 hours (MT).

Written work: All students are expected to read widely, make seminar presentations during the year, and actively participate in seminar discussions and workshops. Students are required to contribute to the seminars on a weekly basis using Moodle. All written work should be related to urban issues in developing and transitional countries.

Indicative reading: A detailed reading list will be included in the seminar programme. The following is an introductory list of books: Pieterse, E.A. (2008), *City futures : confronting the crisis of urban development*. Zed Books: London; Staples, J. (Ed) (2007), *Livelihoods at the margins : surviving the city*. Left Coast Press: Walnut Creek, California; Westendorff, D. and Eade, D. (Ed) (2002), *Development and Cities*. OXFAM: Oxford; J Gugler (Ed) (1997), *Cities in the Developing World: Issues, Theory and Policy*, Oxford University Press: Oxford; Mitlin, D. and Satterthwaite, D. (2004), *Empowering squatter citizen : local government, civil society, and urban poverty reduction*. Earthscan: London; R J Skinner & M J Rodell (Eds) (1983), *People, Poverty and Shelter*, Methuen: London; J Hardoy, D Mitlin and D Satterthwaite (2001), *Environmental Problems in Third World Cities*, Earthscan: London; N Devas & C Rakodi (Eds) (1993), *Managing Fast Growing Cities*, Longman: Harlow; S Bartlett et al (1999), *Cities for Children*, Earthscan: London; UNHCS (1996), *An Urbanising World: Global Report on Human Settlements*, Oxford University Press: Oxford; J Seabrook (1996), *In the Cities of the South: Scenes from a Developing World*, Verso: London.

Assessment: A 2,500-word essay (excluding references) to be handed in early in the LT (25%). A two-hour written examination paper in the ST (75%).

SA4H8 Half Unit Health Economics with Long Essay

This information is for the 2009/10 session.

Teacher responsible: Professor A McGuire, J405

Availability: For MSc International Health Policy (Health Economics).

Course content: Nature of health care as an economic commodity. How markets and insurance markets work, and how they can fail for health care insurance. Principal-agent issues and incentive mechanisms. Yardstick competition and Diagnostic Related Group payment schemes. Labour markets in health care. Economic evaluation as a regulatory tool.

Teaching: 10 lectures and 10 seminars MT.

Indicative reading: The following is a basic reading list for the course: S Folland, A C Goodman & M Stano, *The Economics of Health and Health Care* (3rd edn), Prentice Hall.

Supplementary reading list: This is given at the beginning of the course and includes references to specialised texts and articles on each subject covered within the course.

Assessment: One 6,000 word essay to be submitted on or before 1 September (or if this falls on a weekend, the first weekday after 1 September) (50%). A two-hour written examination in the ST (50%).

SO401 Social Research Methods

This information is for the 2009/10 session.

Teachers responsible: Dr Ursula Henz, S218 and Dr Pat McGovern, S276

Availability: Compulsory course for MSc Sociology and MSc Sociology (Research). Part-time students taking the MSc over two years may take the course in either the first or second year.

Course content: The course covers both quantitative and qualitative research methods. Special topics include: Different epistemological positions; Formulating research problems; The social context of research; Ethical aspects of research; Concepts and their measurement; Attitude measurement and scaling; Inference and generalization including probability and non-probability sampling; Research design, including experimental, quasi-experimental, and small *n* studies; Comparative research; Methods of data collection including questionnaire design, structured, semi-structured and unstructured interviewing, ethnography and participant observation; Other sources of data for sociological research; Analysis of qualitative data, including computer-assisted analysis. Evaluation of qualitative research.

Teaching: The course is taught by a mixture of lectures, seminars and workshops. It normally provides two hours of teaching each week in MT and LT and three revision seminars in ST.

Formative coursework: Students must participate in group presentations and undertake several pieces of compulsory practical work during the year.

Course requirement: Attendance at all seminars and submission of all set coursework is required.

Indicative reading: There is no single textbook that covers the content of the whole course. Useful textbooks are R H Hoyle, M J Harris & C M Judd, *Research Methods in Social Relations* (7th edn 2002); C Moser & G Kalton, *Survey Methods in Social Investigation*; A Bryman, *Quantity and Quality in Social Research*; A Bryman *Social Research Methods* (3rd edn 2008); D Q Patton, *Qualitative Evaluation and Research Methods*; M Hammersley & P Atkinson, *Ethnography: Principles in Practice* (3rd edn 2007).

Assessment: The course is assessed by two methods: (a) two pieces of coursework (20% each) and (b) a three-hour written examination in the ST (60%). The MT coursework is due on the first Friday of LT and the LT coursework is due on the first Friday of ST. Two sets of hard copies must be handed in to the Sociology Administration office, S219a, before 4.30pm on each due date with a third copy being posted to Moodle.

SO407 Politics and Society

This information is for the 2009/10 session.

Teachers responsible: Dr Robin Archer, S283 and Dr Manali Desai, S284

Availability: Compulsory for MSc Political Sociology. Optional for MSc Sociology, MSc Biomedicine, Bioscience and Society, MSc Social Research Methods and for interested MSc and graduate students in Government and other departments and institutes.

Course content: This course aims to explore some of the great debates about the relationship between politics and society. It will examine the interaction between political institutions, economic interests and cultural ideas, especially in societies that are both democratic and capitalist. The course begins by looking at the canonical writings of authors like Marx, Weber and Tocqueville. The rest of the course will then provide you with a chance to study some of the major empirical controversies that have animated political sociologists. Each week, we will discuss questions like: Why are some social movements more powerful than others? How does social change shape parties and elections? Do repressive states give rise to radicalism? What explains the growth of the far right? Why are welfare states more developed in some countries than others? Why is there no Labor Party in the United States? Under what conditions can democracy survive? What gave rise to national identities? Do authoritarian states inhibit development? Why is there a resurgence of ethnic and religious violence? And has neo-liberalism become hegemonic? In addition, the course will enable you to build up your

knowledge of a number of countries and to assess the strengths and weaknesses of some of the main theories and approaches that have dominated the study of political sociology. These include functionalist, rational choice, and institutionalist theories, as well as historical and comparative approaches.

Teaching: Seminars: Papers will be presented by participants and, on occasion, by guest speakers. In addition to the weekly seminar, there will be a number of additional seminars specifically concerned with research strategies in political sociology. Students should attend the lecture course SO203 **Political Sociology** when available.

Formative coursework: Members of the seminar will be required to present a number of papers during the course of the seminar. There will also be a termly essay in MT and LT.

Course requirement: Attendance at all seminars and submission of all set coursework is required.

Indicative reading: B. Anderson, *Imagined Communities*; R. Archer, *Why is There No Labour Party in the United States?*; M. Desai, *State Formation and Radical Democracy in India*; P Evans et al, *Bringing the State Back In*; A. Kholi, *State-Directed Development*; S M Lipset, "The Social Requisites of Democracy Revisited", *American Sociological Review*, vol 59; S Lukes, *Power: A Radical View*; D McAdam, *Comparative Perspectives on Social Movements*; M Mann, *The Sources of Social Power*; M Olson, *The Logic of Collective Action*; T Skocpol, *Protecting Soldiers and Mothers*; C. Tilly, *The Politics of Collective Violence*; L. Weiss, *The Myth of the Powerless State*.

Assessment: There is an assessed essay of 3,000 words, three copies to be submitted to the Sociology Administration Office, Room S219a, no later than 4.30pm on the first Thursday of ST and representing 30% of the total mark. There is also a three-hour formal examination in ST based on the full syllabus, representing 70% of the total mark. Candidates will be required to answer three questions out of twelve.

SO409

Crime and Society: Concepts and Method

This information is for the 2009/10 session.

Teacher responsible: Dr Paddy Rawlinson, S279

Availability: Compulsory for MSc Sociology of Crime, Control and Globalisation; optional for MSc Sociology, MSc Social Policy and Planning, MSc Social Research Methods, MSc Criminal Justice Policy, MSc European Social Policy and the LLM. Students taking this course will normally be expected to have a Social Science or Law degree or an appropriate professional qualification. This course is capped www.lse.ac.uk/collections/studentServicesCentre/programmesAndCourses/coursecapping.htm.

Course content: The analysis of deviance, crime and social control. The course offers students an introduction to concepts and problems in the sociology of crime, deviance and control; a review of major theories of deviance and control; empirical examples of deviance and major forms of social control. Students are encouraged to examine substantive criminological studies and the theoretical and methodological concepts that underpin them.

Teaching: Seminars: SO409 10 MT, 10 LT and three ST.

Course requirement: Attendance at all seminars and submission of all set coursework is required.

Indicative reading: Reading list: D Downes & P Rock, *Understanding Deviance* (2007); S Cohen, *Visions of Social Control* (1985); M Maguire, et al (Eds), *The Oxford Handbook of Criminology*, 4th edn (2007).

A more detailed reading list will be provided at the first seminar.

Assessment: Three copies each of two 5,000 word essays. Two hard copies of the first to be handed in to the Sociology Administration Office, S219a, no later than 4.30pm on the first Friday of LT. Two hard copies of the second to be handed in to the Sociology Administration Office, S219a, no later than 4.30pm on the first Friday of ST. Third copies of each to be posted to Moodle.

SO420 Half Unit

Approaches to Globalisation

This information is for the 2009/10 session.

Teacher responsible: Dr Fran Tonkiss, S212

Availability: Available on MSc Sociology, MSc Political Sociology, MSc Global Media and Communications (with Fudan or USC), MSc Gender, Development and Globalisation, MSc Gender and Social Policy and MSc Race, Ethnicity and Post-Colonial Studies. Other students may attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Course content: The course will introduce students to key approaches to globalisation in sociology and related disciplines and to criticisms of these approaches.

Debating and explaining globalisation; capitalism and globalisation; politics, the state and globalisation; power and inequality in the global economy; global spaces; 'anti-globalisation'.

Teaching: Lecture/seminar (two hours) x 10 MT.

Formative coursework: 1 x 1,500 word formative essay.

Course requirement: Attendance at all seminars and submission of all set coursework is required.

Indicative reading: Recommended general texts: D Held & A McGrew (Eds), *The Global Transformations Reader*; F Lechner & J Boli (Eds), *The Globalization Reader*. A detailed reading list will be distributed at the beginning of the course.

Assessment: A formal two-hour examination in the ST: two questions from a choice of six (70%). A written assignment of 2,000 words (30%), two hard copies to be handed in to the Sociology Administration Office, S219a, before 4.00pm on the first Wednesday of LT; a third copy to be posted to Moodle.

SO424

Approaches to Human Rights

This information is for the 2009/10 session.

Teachers responsible: Dr Claire Moon, S267 and Dr Margot Salomon, Z126

Availability: Compulsory core course for MSc Human Rights students. Also available as an option for postgraduate students in the Sociology Department and for those registered on the LLM, MSc European Studies: Ideas and Identities, MPA and LSE-Sciences Po Double Degree in European Studies. The course is available as an outside option for other MSc degrees where regulations and numbers permit. This course is capped. Students wishing to take this course as an option must apply for enrolment to Zoe Gillard in the Centre for the Study of Human Rights, at z.gillard@lse.ac.uk by the end of the first week of the MT. They must state the MSc programme for which they are registered, their reasons for wishing to take the course, and their background in the field, if any. Priority is given to students on Sociology programmes but as this is a high demand course enrolment cannot be guaranteed. Students from other programmes are welcome to apply where their degree regulations permit, but can be accommodated only if space is available. Capped course forms can only be signed for students who have followed this procedure.

Course content: This is a multi-disciplinary course that provides students with a rigorous and focused engagement with three central disciplinary perspectives on the subject of human rights: philosophy, sociology and law (international and domestic). It aims to provide students with contending interpretations of human rights as idea and practice from the different standpoints that these disciplines present (including debates from within and between the disciplines), and to investigate explicitly the particular knowledge claims and modes of reasoning that the respective disciplines engage. Further, the course applies the insights of disciplinary frameworks of understanding to key human rights issues such as the right to life, free speech, genocide, transitional justice, group rights, poverty, globalization, terrorism and civil liberties. The course is divided into four blocks of lectures. The first block covers the philosophy of human rights and incorporates discussion of political philosophy and rights discourse, foundations of rights, theories of rights, rights claimants and claims, and global justice and human rights. Philosophical perspectives are applied in this block to specific issues which may include the right to life, animal rights, and humanitarian intervention. The second block looks at human rights from the perspective of international law and includes discussions about the approach and tools of international law as applied to the protection of human rights, the post-1945

international human rights architecture, the nature and content of various human rights; and current limits of international human rights law. Specific issues discussed may include socio-economic rights, globalization and world poverty, new human rights duty-bearers, and minority rights. The third block is delivered from the perspective of domestic law and includes discussion of the idea of rights in domestic legal discourses, legal reasoning in the European Court of Human Rights, legal reasoning in domestic rights' courts, and restricting rights. Issues discussed may include civil liberties, bills of rights and terrorism. The fourth block of lectures covers human rights from a sociological perspective and looks at the idea of rights in classical sociological theory, contemporary sociological debates about universalism and social constructivism, human rights as power/knowledge and the politics of human rights, and sociological theories of perpetration. Sociological insights are applied to issues such as transitional justice (truth commissions and war crimes tribunals) and atrocities such as torture and genocide.

Teaching: 20 weekly lectures and 20 weekly seminars commencing in week one of the MT.

Formative coursework: All students will be expected to make at least one presentation to their seminar group. In addition students have the option of writing a non-assessed 3,000 word practice essay in preparation for the assessed essay.

Course requirement: Attendance at all seminars and submission of all set coursework is required.

Indicative reading: No one book covers the entire syllabus and students are expected to read widely from more general texts on human rights, to more specific texts outlining the debates on human rights from a particular disciplinary perspective.

Introductory readings: Relevant books that provide an introduction and overview of the key areas include: Jack Donnelly, *Universal Human Rights in Theory and Practice*; Michael Freeman, *Human Rights*; Henry J Steiner, Philip Alston and Ryan Goodman, *International Human Rights Law in Context: Law, Politics, Morals*.

Introductory readings by discipline: Philosophy: P. Jones, *Rights*, (1994); A. Swift, *Political Philosophy: a Beginners' Guide for Students and Politicians*, (2006). International Law: A. Cassese, *International Law*, 2nd ed. (2005), chapter 19; P. Sieghart, *The Lawful Rights of Mankind* (1985). Domestic Law: C. A. Gearty, *Principles of Human Rights Adjudication* (2004); H. Fenwick, G. Phillipson and R. Masterman (eds), *Judicial Reasoning under the UK Human Rights Act* (2007); Sociology: L. Morris, *Rights: Sociological Perspectives* (2006); A. Woodiwiss, *Human Rights* (2005), part 1.

Assessment: There are two components to the assessment of SO424. One assessed essay of 3,000 words (worth 30% of the overall mark), two hard copies to be handed in to the Centre for the Study of Human Rights, Z124, before 4pm on the first Tuesday of ST and a third copy to be posted to Moodle. One written examination paper (worth 70% of the overall mark) in which three questions out of twelve must be answered.

SO425

Regulation, Risk and Economic Life

This information is for the 2009/10 session.

Teachers responsible: Professor B Hutter, CARR and Dr N Dodd, S283

Availability: This is an optional paper for MSc Sociology, MSc Political Sociology, MSc Regulation, MSc Regulation (Research), MSc Culture and Society, MSc Management and Regulation of Risk, MSc Public Management and Governance, MSc Accounting, Organisations and Institutions, MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy, PhD Accounting students and other MSc/MPhil students by arrangement and with the proviso that they take the exam.

Course content: This course introduces students to sociological perspectives on economic life and risk regulation in advanced industrial societies. Topics include economic sociology, state risk regulation including regulatory variations, enforcement and business responses, economic and civil society sources of regulation, organizational risk management, science, experts and risk regulation, globalization, and trends in risk regulation. The course will draw upon a broad international literature on social

and economic regulation and case studies from the environmental, financial and public health domains.

Teaching: 22 weekly two-hour seminars, which will combine lecture-led and student-led discussions with debates.

Formative coursework: All students are expected to submit at least one piece of non-assessed written work and prepare seminar presentations.

Course requirement: Attendance at all seminars and submission of all set coursework is required.

Indicative reading: Hood, C., Rothstein, H. and Baldwin, R. (2001) *The Government of Risk*, Oxford: Oxford University Press; Hutter, B.M. and Power, M.K. (eds) (2005) *Organizational Encounters with Risk*, Cambridge, Cambridge University Press; Smesler, N. & Swedberg, R. (eds) (2005) *The Handbook of Economic Sociology*; Swedberg, R. (2003) *Principles of Economic Sociology*.

Assessment: One three-hour examination (70%) and an assessed 2,500-3,000 word essay (30%), two copies to be submitted to the Sociology Administration Office, Room S219a, by the end of the first week of the ST; a third copy uploaded to Moodle.

SO426 Half Unit

Classical Social Thought

This information is for the 2009/10 session.

Teacher responsible: Dr Nigel Dodd, S285

Availability: Compulsory for MSc Culture and Society. Optional for students on MSc Sociology, MSc Political Sociology and MSc Biomedicine, Bioscience and Society.

Course content: A review of classical social theory. The origins and development of classical sociological theory; exploring the work of Marx, Weber, Simmel and Durkheim through a close reading and interpretation of primary texts. It is *not* assumed that students have a basic grounding in classical social theory, although it is *expected* that students who register for this course will be prepared to develop their understanding through primary readings, and not rely on textbooks.

Teaching: 10 one-hour lectures and 10 one-hour seminars (SO426); one each week during MT.

Course requirement: Attendance at all seminars and submission of all set coursework is required.

Indicative reading: Relevant books that provide an overview include: A Callinicos, *Social Theory*; N Dodd, *Social Theory and Modernity*; A Giddens, *Capitalism and Modern Social Theory*; G Ritzer, *Sociological Theory*. The reading list for each seminar will be divided up into essential and additional reading. Students will be asked to read between 50 and 100 pages of primary text per week. The following is a *sample* list of readings: Marx, K: *The Communist Manifesto* & *Capital* (sections of vols 1 & 3); Weber, M: *The Protestant Ethic and the Spirit of Capitalism* & 'Science as a Vocation'; Simmel, G: *The Philosophy of Money* (various sections) & various essays such as 'The Metropolis and Mental Life', 'The Stranger', etc.; Durkheim, E: *The Division of Labour in Society* & *The Elementary Forms of the Religious Life* (various sections from each).

Assessment: One two-hour formal examination in the ST, comprising topics agreed with the students and covered in the seminars. Students must answer two out of six questions.

SO427 Half Unit

Modern Social Thought

This information is for the 2009/10 session.

Teacher responsible: Dr Nigel Dodd, S285

Availability: Optional for students on MSc Political Sociology, MSc Sociology and MSc Biomedicine, Bioscience and Society.

Course content: Contemporary social theory. An introduction to the historical background, context and output of Walter Benjamin, Theodor Adorno, Michel Foucault, and Jean Baudrillard, and a close reading and study of some of their most significant texts.

Teaching: 10 two-hour seminars weekly during LT.

Course requirement: Attendance at all seminars and submission of all set coursework is required.

Indicative reading: The following is merely a *sample* list of some of the texts to be covered: Benjamin, W: 'Theses on the philosophy of history' & *The Arcades Project* (Section N); Adorno, T: 'Theses against Occultism' & *Negative Dialectics* (various sections); Foucault,

M: *The History of Madness & The Order of Things* (various sections); Baudrillard, J: *Symbolic Exchange and Death* (mainly chapter 5) & *The Spirit of Terrorism*. A number of secondary readings will be recommended, but students will be strongly discouraged from relying on these.

Assessment: The course examination will be in two parts. The first part will be one essay of 1,500- 2,000 words (30%), two copies to be submitted to the Sociology Administration Office, Room S219a, no later than 4.30pm on the first Tuesday of ST; a third copy uploaded to Moodle. The second part will be a two-hour unseen examination in ST (70%) in which candidates will be required to answer two questions selected from a choice of six.

SO430 Half Unit Economic Sociology

This information is for the 2009/10 session.

Teachers responsible: Professor Judy Wajcman, S203 and Dr Fran Tonkiss, S212

Availability: For MSc Sociology programmes and MSc Accounting, Organisations and Institutions; also available as an outside option within other Master's degrees where regulations permit.

Course content: The course draws on critical perspectives in economic sociology and related disciplines to examine contemporary changes in advanced economies.

Critical approaches to economy and society; economic rationality; social capital; changing forms of production and work; new economies; economic identities and divisions.

Teaching: 10 lectures and seminars during the LT.

Formative coursework: 1 x 1,500 word formative essay is required.

Course requirement: Attendance at all seminars and submission of all set coursework is required.

Indicative reading: Recommended general texts: M Granovetter & R Swedberg (Eds), *The Sociology of Economic Life*; D Slater & F Tonkiss, *Market Society: Markets and Modern Social Theory*; N Smelser & R Swedberg (Eds), *The Handbook of Economic Sociology*. A detailed reading list will be provided at the beginning of the course.

Assessment: A two-hour unseen examination (70%) and an essay of 2,000 words (30%). Two hard copies of the essay should be submitted to the Sociology Administration Office, S219a, no later than 4.00pm on the first Wednesday of ST; a third copy to be posted on Moodle.

SO433 Half Unit Cultural Theory

This information is for the 2009/10 session.

Teacher responsible: Dr Don Slater, S218a

Availability: Available on MSc Sociology, MSc Global Media and Communications (with Fudan or USC), MSc Media and Communications and MSc Media and Communications (Research). Other students may attend subject to numbers and their own degree regulations.

Course content: The course will provide a theoretical foundation for researching cultural processes and institutions. The course investigates concepts of culture in relation to core concerns of social theory. This includes both a review of traditions of theorising culture and a consideration of analytical frameworks and debates that have developed in relation to specific social dimensions such as the city, economy, mediation, ethnicity, gender and technology.

Teaching: Weekly lecture/seminar (10 x two hours) MT.

Formative coursework: All students are expected to submit one piece of non-assessed written work and prepare seminar presentations.

Course requirement: Attendance at all seminars and submission of all set coursework is required.

Indicative reading: P Bourdieu, *Distinction* (1984); P du Gay (Ed), *Production of Culture, Cultures of Production* (1997); N Couldry, *Inside Culture* (2000); T Eagleton, *The Idea of Culture* (2000); M Featherstone & S Lash (Eds), *Spaces of Culture: City-Nation-World* (1999); U Hannerz, *Cultural Complexity* (1992); D Harvey, *The Condition of Postmodernity* (1990); P Jackson, M Lowe et al (Eds), *Commercial Cultures: economies, practices, spaces* (2000); A

McRobbie, *In the Culture Society: Art, Fashion and Popular Music* (1999); A J Scott, *The Cultural Economy of Cities* (2000); R Sennett, *The Fall of Public Man* (1977); D R Slater, *Consumer Culture and Modernity*, Cambridge (1997); M Smith, *Culture: Reinventing the Social Sciences* (2000); J Storey (Ed), *Cultural Theory and Popular Culture: A Reader* (1998); John Thompson, *The Media and Modernity* (1995) R Williams, *Culture and Society* (1958).

Assessment: A formal two-hour examination (70%) and a written assignment of 2,500-3,000 words (30%), two hard copies to be handed in to the Sociology Administration Office, S219a, before 4.30pm on the first Wednesday of LT, with a third copy uploaded to Moodle.

SO434 Cultural Theory and Cultural Forms

This information is for the 2009/10 session.

Teachers responsible: Dr Don Slater, S218a (MT) and Dr Ayona Datta, Y310 (LT)

Availability: Core course for MSc Culture and Society.

Course content: The course will provide a foundation in approaches to cultural processes and institutions, attending to analytical frameworks, research strategies and empirical case studies. The first term investigates concepts of culture in relation to core concerns of social theory. This includes both a review of traditions of theorising culture and a consideration of analytical frameworks and debates that have developed in relation to specific social dimensions such as, the city, mediation, economy, ethnicity, gender and technology. The second term looks at key themes in empirical research into cultural practice, drawing on a number of case studies such as specific urban spaces, visual cultures, organizational cultures, cultural industries and institutions, and processes of media and cultural consumption.

Teaching: Weekly lecture/seminar (20 x two hours).

Formative coursework: All students are expected to submit one piece of non-assessed written work per term and prepare seminar presentations.

Course requirement: Attendance at all seminars and submission of all set coursework is required.

Indicative reading: Term 1: P Bourdieu, *Distinction* (1984); P du Gay (Ed), *Production of Culture, Cultures of Production* (1997); N Couldry, *Inside Culture* (2000); T Eagleton, *The Idea of Culture* (2000); M Featherstone & S Lash (Eds), *Spaces of Culture: City-Nation-World* (1999); U Hannerz, *Cultural Complexity* (1992); D Harvey, *The Condition of Postmodernity* (1990); D R Slater, *Consumer Culture and Modernity* (1997); M Smith, *Culture: Reinventing the Social Sciences* (2000); J Storey (Ed) *Cultural Theory and Popular Culture: A Reader* (1998); J Thompson, *The Media and Modernity* (1995); R Williams, *Culture and Society* (1958).

Term 2: Amin, A and Thrift, N (2002) *Cities: Reimagining the Urban*, Cambridge: Polity Press; Borden, I, Kerr, J, Rendell, J and Pivaro, A (Eds.) (2002) *The Unknown City: Contesting Architecture and Social Space*, London: MIT Press; Cammaerts, B. (2008) *Mind the Gap: Internet-Mediated Participatory Practices beyond the Nation State*, Manchester: Manchester University Press; Datta A (2009) *Places of everyday cosmopolitanisms: East European construction workers in London*, *Environment and Planning A*, vol. 41(2), 353-370; Datta A (2008) *Architecture of Low-income Widow Housing: 'Spatial Opportunities' in Madipur, West Delhi*, *Cultural Geographies*, vol. 15(3), 231-253; Gilroy P (1992) *Black Atlantic: Modernity and Double Consciousness*, London: Verso; Harper, D (1986) *Visual culture; expanding sociological vision*, *The American Sociologist*, 23:1, 54-70; King, A. (2004) *Spaces of Global Cultures: Architecture, Urbanism, Identity*, New York and London: Routledge; Massey, Doreen (1994) *Space, Place, and Gender*, Minneapolis: University of Minnesota Press; Slater, D. and T. Ariztia-Larrain (2007) *Cultural Maps and Cultural Development: a study of youth culture, technology and cultural policy*. London/Aviles, LSE/Enterprise LSE/CCON; Zukin, S (1995) *The Cultures of Cities*, Oxford, Blackwell.

Assessment: Two hard copies each of two 5,000 word assessed essays; one essay to be submitted on the first Friday of Lent Term and the other on the first Friday of the Summer Term; a third copy of each to be posted on Moodle.

SO438 Half Unit Sociology of Employment I: Social Relations at Work

This information is for the 2009/10 session.

Teacher responsible: Dr Patrick McGovern, S276.

Availability: For MSc International Employment Relations and Human Resource Management, MSc Social Research Methods and MSc Sociology. Other students will be admitted at the discretion of the course convenor.

Pre-requisites: Students should preferably have a degree with a sizeable component of Sociology, but any social science is acceptable.

Course content: The employment contract; theoretical perspectives on the employment relationship; control and consent at work; scientific management and McDonaldization; informality, work groups and emotional labour; labour market divisions; women in the labour market; occupational segregation; the 'gender gap' in pay; discrimination at work.

Teaching: The course consists of 12 two-hour seminars (SO438) and 10 lectures (SO212). The lectures are intended broadly to introduce the relevant material on each subject while the seminars, with papers presented by students, are intended to pursue the topic or some specific aspects in more detail. Both take place on a weekly basis during the MT. There is also a revision seminar in the ST.

Course requirement: Attendance at all seminars and submission of all set coursework is required.

Indicative reading: There is no recommended textbook. Books of a general nature that cover substantial parts of the syllabus are: K Grint, *The Sociology of Work* (3rd edn); C Tilly & C Tilly, *Work Under Capitalism*; C Hakim, *Key Issues in Women's Work* (2nd edn). A more comprehensive bibliography will be available to students taking this course.

Assessment: A two-hour unseen examination (70%) and two hard copies of an essay of 1,500-2,000 words (30%). The essay should be submitted to the Sociology Administration Office, S219a, no later than 4.30pm on the first Friday of LT, with a third copy uploaded to Moodle.

SO439 Half Unit Not available in 2009/10 Sociology of Employment II: Contemporary Management and Globalisation

This information is for the 2009/10 session.

Teacher responsible: Dr Patrick McGovern, S276

Availability: For MSc International Employment Relations and Human Resource Management, MSc Social Research Methods and MSc Sociology. Other students will be admitted at the discretion of the course convenor.

Pre-requisites: Students should preferably have taken **Sociology of Employment I** in the MT.

Course content: Change in the employment relationship; employment in Japan; contemporary developments in management such as self-managing teams and management gurus; globalisation and labour; employment practices of multinational corporations; immigrant workers.

Teaching: The course consists of 12 two-hour seminars (SO439) and 10 lectures (SO212). The lectures are intended broadly to introduce the relevant material on each subject while the seminars, with papers presented by students, are intended to pursue the topic or some specific aspects in more detail. Both take place on a weekly basis during the LT. There is also a revision seminar in the ST.

Formative coursework: A 1,500-2,000 word essay (formally assessed) is required.

Course requirement: Attendance at all seminars and submission of all set coursework is required.

Indicative reading: There is no recommended textbook. A comprehensive bibliography will be available to students taking this course.

Assessment: A two-hour unseen examination (70%) and an essay of 1,500-2,000 words (30%). Two hard copies of the essay should be submitted to the Sociology Administration Office, S219a, no later than the first Friday of ST; a third copy posted to Moodle.

SO444 Half Unit Qualitative Methods for Cultural Research

This information is for the 2009/10 session.

Teacher responsible: Dr Don Slater, S218a

Availability: Compulsory course for MSc Culture and Society.

Course content: Aims and philosophy of qualitative research; contrasts with quantitative research; research strategy and research design; in-depth interviewing; relationship between substantive problems and methodological approaches; ethnographic enquiry; analysis of "classic" and contemporary studies.

Teaching: Ten two-hour workshops provided by the Department of Sociology in the LT

Formative coursework: Students are required to write a 1,500-2,000 word assignment on a piece of (a) interview research or (b) textual/visual analysis.

Course requirement: Attendance at all seminars and submission of all set coursework is required.

Indicative reading: U Flick, *An Introduction to Qualitative Research* (2nd edn), Sage, 2002; M Quinn Patton, *Qualitative Research & Evaluation Methods* (3rd edn), Quinn, 2002; M Bauer & G Gaskell, *Qualitative Researching with Text, Image and Sound: A practical handbook for social research*, 2000; M Burawoy, *Ethnography Unbound: Power and Resistance in the Modern*, 1991; R Burgess, *In the Field*, 1984; R Burgess, *Field Research: a Sourcebook and Field Manual*, 1982; M Hammersley & P Atkinson, *Ethnography: Principles in Practice*, 1995; D Silverman, *Interpreting Qualitative Data: Methods for the Analysis of Talk, Text and Interaction*, (new edn 2001).

Assessment: A formal two-hour examination in the ST (70%); and the written assignment listed above of 1,500- 2,000 words (30%), two hard copies to be handed in to the Sociology Administration Office, S219a, no later than 4.30pm on the first Friday of ST; a third copy uploaded to Moodle.

SO445 Half Unit New Media, Development and Globalisation

This information is for the 2009/10 session.

Teacher responsible: Dr Don Slater, S218a

Availability: Optional course for MSc Sociology, MSc Culture and Society, MSc Analysis, Design and Management of Information Systems, MSc Media, Communication and Development. Also available to other graduate students where regulations permit.

Course content: This course examines the construction and assimilation of information and communication technologies in diverse social contexts, and addresses the full range of ICTs that make up the communicative ecologies of specific locales (roads, radios and cassettes as well as internet and mobile phones). Discussions will draw on sociology of consumption and material culture studies, science and technology studies and ethnographic approaches to socio-cultural processes; and will emphasise cross-cultural comparison as well as development issues.

Teaching: Ten two-hour seminars in LT.

Formative coursework: All students are expected to submit one piece of non-assessed written work and prepare seminar presentations.

Course requirement: Attendance at all seminars and submission of all set coursework is required.

Indicative reading: K Askew & R Wilk (Eds), *The Anthropology of the Media: A Reader* (2002); M Castells, *The Rise of Network Society* (1996); L Lievrouw & S Livingstone (Eds), *The Handbook of New Media* (2002); R Mansell & W E Steinmueller, *Mobilizing the Information Society: Strategies for Growth and Opportunity* (2000); D Miller & D Slater, *The Internet: An Ethnographic Approach* (2000); R Silverstone & E Hirsch (Eds), *Consuming Technologies: Media and Information in Domestic Spaces* (1992); D Slater & J Tacchi, *Research: ICT Innovations for Poverty Reduction* (2004); J Wajcman, *TechnoFeminism* (2004); F Webster, *Theories of the Information Society* (2003); S Woolgar, *Virtual society? : technology, cyberbole, reality* (2002).

Assessment: A formal two-hour unseen examination in the Summer term (70%). A written assignment of 1,500-2,000 words (30%), two hard copies to be handed in to the Sociology

Administration Office, before 4.30pm on the first Friday of ST; a third copy uploaded to Moodle.

SO447

Topics in Race, Ethnicity and Postcolonial Studies

This information is for the 2009/10 session.

Teachers responsible: Professor Paul Gilroy, S200 and Dr Suki Ali, S206

Availability: MSc Sociology, MSc Culture and Society, MSc Political Sociology, MSc Human Rights, MSc BIOS and MSc Race, Ethnicity and Post-Colonial Studies.

Course content: This new course is a whole unit that functions as the intellectual core of our proposed MSc programme in Race, Ethnicity and Postcolonial Studies. It will offer a preliminary genealogy of race thinking which connects the concerns of anthropology and imperial government with new scholarly debates over multi-culture, diversity, genomics, human rights and the morality and legality of reviving colonial power. The course is sociological in focus but is enriched by the introduction of scholarly discussions from neighbouring disciplines. We regard this multi-disciplinary character as a strength and an asset the helps to define the uniqueness of our approach.

The course offers students a broad exposure to theory and history of race, racism and ethnicity as well as an opportunity to consider a range of contemporary instances in which the social and political problems arising from these factors of division have been manifested. We start by addressing the history and character of the colonial and imperial expansion with which modern theories of race and ethnicity were intertwined. The first block introduces material drawn from various disciplines that is aimed at interpreting the social, political, governmental, cultural and economic characteristics of the colonial "contact zones" which were so important in making racial categories and keeping them alive. The development of racialised conceptions of humanity, progress, civilisation, national identity, cultural difference and geo-politics are tracked through the rise and fall of European empires in the second and third blocks. Block three takes on the scholarly agenda set by the anti-colonial theorists and intellectuals who led the movements against colonial rule as its initial point of departure. The final block engages contemporary approaches to diaspora, intercultural and biocolonialism before concluding with a sequence addressed to the failure of human rights initiatives to sufficiently engage the issues of racial hierarchy and racism. The course will be taught through a weekly pattern of linked lectures and seminars.

Teaching: 10 hours each of lectures and seminars in MT and LT.

Course requirement: Attendance at all seminars and submission of all set coursework is required.

Indicative reading: Appiah, Anthony (1996) *Color conscious: the political morality of race*, Princeton, N.J., Princeton University Press; Ballhatchet, Kenneth (1980) *Sex, Race and Class under the Raj*, Weidenfeld and Nicolson; Barber, Benjamin R (c2003) *Fear's empire: war, terrorism, and democracy*, New York, W.W. Norton & Co; Bauman, Zygmunt (2004) *Wasted lives: modernity and its outcasts*, Cambridge, Polity; Buck-Morss, Susan (2003) *Thinking past terror: Islamism and critical theory on the left*, London, Verso; Butler, Judith P (2004) *Precarious life: the powers of mourning and violence* London, Verso; Cabral, Amílcar (2000) *Return To The Source*, Monthly Review; Cole, David (2003) *Enemy aliens: immigrants' rights and American freedoms in the war on terrorism*, New York, New Press; Devji, Faisal (2005) *Landscapes of the Jihad: militancy, morality, modernity*, Crises in world politics. London, Hurst & Co; Eze, Emmanuel Chukwudi (2001) *Achieving our humanity: the idea of the postracial future*, London, Routledge; Fanon, Frantz (1967) *Toward The African Revolution*, Grove; Fredrickson, George M (2002) *Racism: a short history*, Princeton, N.J., Princeton University Press; Jones, Greta (1980) *Social Darwinism and English Thought*, Harvester; Hacking, Ian (2002) *Historical ontology*, Cambridge, Mass, Harvard University Press; Hannaford, Ivan (1996) *Race: the history of an idea in the West*, Washington, D.C. Woodrow Wilson Center Press; Haraway, Donna (1997) *Modest Witness@ Second Millennium*, *FemaleMan Meets OncoMouse: feminism and technoscience*, New York, Routledge; Hulme, Peter, and Jordanova,

L. J (1990) *The Enlightenment and its shadows*, London, Routledge; Kuhl, Stefan (1994) *The Nazi connection: eugenics, American racism and German national socialism*, New York, Oxford University Press (N. Y.); Lorimer, Doug (1978) *Colour, Class and The Victorians*, Leicester University Press; Mamdani, Mahmood (2004) *Good Muslim, bad Muslim: America, the Cold War, and the roots of terror*, 1st ed New York, Pantheon Books; Poliakov, Léon (1974) *The Aryan myth: a history of racist and nationalist ideas in Europe*, London, Chatto and Windus; Schiebinger, Londa (1994) *Nature's body: sexual politics and the making of modern science*, London, Pandora; Tapper, Melbourne (1999) *In the blood: sickle cell anemia and the politics of race*, Critical histories. Philadelphia, University of Pennsylvania Press; Traverso, Enzo (2003) *The origins of Nazi violence*; translated by Janet Lloyd, New York, New Press.

Formative coursework: Students have the option of writing a 3,000 word paper in preparation for the assessed essay.

Assessment: The course is assessed by two 5,000 word essays.

Two hard copies of each essay are to be handed in to the Sociology Administration Office, S219a, no later than 4pm on the first Wednesday of the Lent Term and the first Friday of the Summer Term, respectively. A third copy of each is to be uploaded to Moodle.

SO448

City Design: Research Studio

This information is for the 2009/10 session.

Teachers responsible: Dr Fran Tonkiss, Y311/S219 and Dr Ayona Datta, Y310

Availability: Compulsory for MSc City Design and Social Science students. Not open to students outside the Cities Programme.

Course content: The City Design Research Studio is the central unit of the MSc programme, linking the theoretical issues raised in the core and optional lecture courses with the practical analysis of issues of city design and development. This course promotes an understanding of the city as a social and built environment. It will provide students with an appreciation of the complexities of urban design and development processes. The course addresses design as a mode of research and practice that shapes urban environments, responds to urban problems, and connects visual, social and material forms in the city. It aims to integrate the physical, economic, social, political and cultural aspects of the city, and demonstrate ways to communicate these visually, textually and verbally.

The Studio course is closely co-ordinated with the other core courses, SO450 Foundations of Urban Studies, SO451 Cities by Design and SO452 Urban Environment.

The Studio is divided into three parts. In the first term, the course explores key approaches to spatial and social analysis in urban contexts with a practical focus on sites in London. This includes methods for analysing design contexts and problems; social research methods; and methods of visual representation and documentation. This ongoing Studio project is complemented in the second term by an intensive Studio seminar on city-making in international contexts, focused on key key planning and design, social and spatial issues in specific case study sites. In third term, students complete independent design projects or research dissertations.

Objectives: For students with a background in architecture and design, the course will provide an opportunity to apply their understanding of the built environment to social issues that relate not only to a single building or development, but also to wider urban contexts. Students with a background in social science and related disciplines will develop their visual and conceptual literacy in urban design. The course will help all students to develop their visual, verbal and written communication skills as they relate to the urban design and development process. The acquisition of skills in interpreting and describing the city will equip students for more effective communication with urban designers, planners and policy-makers, to critically investigate the relationship between the built environment and social issues, and to engage in debates on the future of cities worldwide.

Teaching staff: The course team includes core LSE faculty together with specialised input from design practitioners, policy makers and other urban experts.

Schedule: The Studio course runs every Monday and Tuesday in MT

and LT, with a reduced schedule in ST to accommodate the exam period and students' independent project work. In Michaelmas term, additional specialist seminars and workshops will run on Wednesday mornings. While there will not necessarily be structured coursework during the entire day these are the scheduled hours during which students and the project co-ordinators will work together. Throughout each term invited guests and members of staff will give seminars and presentations and/or be available to students for consultation.

Assessment: The course carries a weight the equivalent of 1.5 units, out of a total of 4 units for the MSc degree.

Final assessment will be based on:

1. Proportion of year's marks allotted to compulsory studio project work: 25% for term 1; 25% for term 2
2. Proportion of year's marks allotted to the options in term 3, for either the Design Thesis (a design-led project); or the Research Thesis (a 10,000 word illustrated research essay): 50% for either the Design or Research Thesis

SO450 Half Unit Foundations of Urban Studies

This information is for the 2009/10 session.

Teacher responsible: Professor David Frisby, S285

Availability: Compulsory for MSc City Design and Social Science students. Other graduate students may attend only with the permission of the teacher responsible.

Course content: This course introduces key issues relating architectural and urban design to the sociology, politics and economics of cities. Although the emphasis is not on a literature review of urban studies, some of the major approaches to the study of cities will be presented. The course will focus upon how sociological analysis, broadly conceived, can contribute to the study of urban spaces, processes and formation. In so doing, it will explore major problems and difficulties that arise when we seek to connect physical design to social realities.

The course explores the relationship between the city and urban experience. The nature of the city is initially examined through modes of experiencing the city's architecture and spaces. The notion of the city as text and imaginary raises issues of mapping and legibility in everyday life and in planning and design, as well as a presumed primacy of vision over tactile experience of the city and its built environment. The production of that environment generates issues of urban capital, boundaries between public and private spheres and boundaries of difference and flows. The city as system of circulation will be explored both in relation to the nature of the street and the circulation of individuals, commodities and images, and the transformation effected by information flows and the global city. The regulation of movement requires a broader examination of regulatory practices that condition the parameters of social and political space in the city.

Teaching: Teaching consists of ten one-hour lectures and ten one-and-a-half-hour seminars in MT. Topics covered in the lectures will be used as the basis for student presentations in the seminar sessions.

Course requirement: Attendance at all seminars and submission of all set coursework is required.

Indicative reading: M Weber (tr D Martindale & G Neuwirth), *The City*, London, 1966; D Frisby & M Featherstone (Eds), *Simmel on Culture*, London, 1997; W Benjamin, *The Arcades Project*, Cambridge MA, 1999; L Mumford, *The City in History*, London, 1961; H Lefebvre, *The Production of Space*, Oxford, 1991; H Lefebvre, *Writings on Cities*, Oxford, 1966; D Harvey, *Paris Capital of Modernity*, London, 2003; I Susser (Ed), *The Castells Reader on Cities and Social Theory*, Oxford, 2002; S Sassen, *The Global City*, Princeton, 2001; G E Frug, *City Making*, Princeton, 1999; N Leach (Ed), *Rethinking Architectural Theory*, London, 1997; R Sennett, *The Fall of Public Man*, Cambridge, 1977; R Sennett, *Flesh and Stone*, London, 1994; D Frisby, *Cityscapes of Modernity*, Oxford, 2001; S Kostof, *The City Shaped*, London, 1991; J Rykwert, *The Idea of a Town*, London, 1976; C Calhoun (Ed), *Habermas and the Public Sphere*, Cambridge, Mass, 1992. Readings may vary from year to year.

Assessment: Assessment is by one 5,000 word essay to be submitted no later than 4pm on the first Tuesday of LT, two hard

copies to be handed in to the Cities Administration Office, Y312, with a third copy to be uploaded to Moodle.

SO451 Half Unit Cities by Design

This information is for the 2009/10 session.

Teacher responsible: Dr Fran Tonkiss, Y311

Availability: Compulsory for MSc City Design and Social Science and optional for MSc Sociology programmes. Other graduate students may attend only with the permission of the teacher responsible.

Course content: The course examines city design and development in its social, policy and political contexts. The course requires students to engage with critical issues in urban design, planning and policy. The syllabus is divided into three parts: key debates in urban design; urban design and spatial planning in London; critical issues in international urbanism. The coursework and assessment brings together theoretical, policy and research literature with visual material including maps, photographs and drawings, planning and design documents.

Critical debates in urban design; spatial forms and spatial users; urban design and development in London; the London Plan and after; urbanisation from 'above' and 'below'.

Teaching: 10 lectures and 10 seminars in MT.

Course requirement: Attendance at all seminars and submission of all set coursework is required.

Indicative reading: A detailed reading list will be distributed at the beginning of the course. Core background includes: Carmona, M., Heath, T., Oc, T., and Tiesdell, S. (2003) *Public Places Urban Spaces: the dimensions of urban design*. London: Architectural Press; Larice, M. and Macdonald, E. (eds) (2007) *The Urban Design Reader*. London and New York: Routledge.

Formative coursework: One 1,500 word formative essay to be submitted in MT.

Assessment: An illustrated course essay of not more than 5,000 words to be submitted by 4pm on the first Tuesday of LT, two hard copies to be handed in to the Cities Administration Office, Y312, a third copy to be posted to Moodle.

SO452 Half Unit Urban Environment

This information is for the 2009/10 session.

Teacher responsible: Dr Ayona Datta, Y310

Availability: Compulsory for MSc City Design and Social Science students. Optional for MSc Regional and Urban Planning Studies, LSE-Sciences Po Double Degree in Urban Policy, MSc Gender, MSc Gender, Development and Globalisation and MSc Gender and Social Policy. Available to other graduate students only with the permission of the teacher responsible.

Course content: To develop a critical understanding of the conditions and the politics of sustainability that shape the urban environment. This is an interdisciplinary course that introduces students to a critical understanding of the conditions that shape urban environments. It makes connections between the social, physical, and environmental aspects of cities through a broad range of topics. The course is structured around four key themes: Conceptualisations of urban environments, Environmental and spatial justice, Politics of infrastructure, and approaches to sustainable urban environments. The aim of the course is to introduce the students to the range of scales and social actors who imagine different kinds of urban environments, and the issues at stake for 'sustainability' in these imaginings.

Teaching: Teaching consists of ten one-hour lectures and ten one hour seminars in LT.

Course requirement: Attendance at all seminars and submission of all set coursework is required.

Indicative reading: Key texts include: Harvey, D (1996) *Justice, Nature, and the Geography of Difference*, Oxford: Blackwell; Heynen, N., Kaika, M., and Swyngedouw, E. (2006) *In the Nature of Cities: Urban Political Ecology and the Politics of Urban Metabolism*, London: Routledge; R Rogers, (1998) *Cities for a Small Planet*, London: Faber press.; Barry J, *Environment and Social Theory* 1999, London: Routledge.

Formative coursework: A compulsory formative essay of no more

than 2,000 words to be submitted in Week 8 of LT.

Assessment: A course essay of not more than 5,000 words (100%) on an approved topic to be submitted by 4pm on the first Tuesday of the Summer Term. Two hard copies of the essay should be submitted to the Cities Administration Office, Room Y312; a third copy to be posted to Moodle.

SO453 Half Unit Gender and Post-Colonial Theory

This information is for the 2009/10 session.

Teacher responsible: Dr Suki Ali, S206

Availability: MSc Sociology, MSc Culture and Society, MSc Health, Community and Development, MSc Human Rights, MSc Gender, MSc Gender, Development and Globalisation and MSc Race, Ethnicity and Post-Colonial Studies.

Course content: This course is designed to provide an introduction to some of the main authors and themes within postcolonial theory with a special focus on the intersections between gender and postcolonial theories. The course focused on in-depth readings and historical and political contextualisation of key authors such as Edward Said, Frantz Fanon, Gayatri Spivak and Homi Bhabha. We will also engage with particular arenas of importance to the development of postcolonial feminist thought e.g. subjectivities, sexuality.

Teaching: Teaching: 10 x two-hour integrated lectures and seminars.

Course requirement: Attendance at all seminars and submission of all set coursework is required.

Indicative reading: J Butler and G.C. Spivak *Who Sings the Nation-State?* Seagull Books, 2007; J Alexander & C T Mohanty, *Feminist Genealogies, Colonial Legacies, Democratic Futures*, Routledge, New York (1997); Homi K Bhabha, *The Location of Culture*, Routledge (1994); Frantz Fanon, *Black Skin/White Masks*, Grove Press, New York (1967); A Loomba, *Colonialism/postcolonialism*, Routledge (1998); G.Spivak, *Acritique of Postcolonial Reason*, (1999) A McClintock, *Imperial Leather: Race, Gender and Sexuality in the Colonial Contest*, Routledge (1995); Edward W Said, *Orientalism*, Penguin (1987); Achille Mbembe *On the Postcolony*. University of California Press, 2001. A.L.Stoler (ed.) *Haunted By Empire*, Duke University Press (2006). A detailed Reading List and course overview will be provided in the first week of term.

Assessment: One 5,000-word assessed essay to be handed in to the Sociology Administration Office, Room S219a, by 4.30pm on the first Thursday of ST.

SO454 Half Unit Families in Contemporary Societies: a Life Course Perspective

This information is for the 2009/10 session.

Teacher responsible: Dr Ursula Henz, S218

Availability: The course is optional for MSc Sociology and other degrees where regulations permit.

Course content: The course provides an introduction into selected issues of the sociology of the family as well as an introduction of core concepts of life-course research. It examines continuities and changes in modern life-courses by drawing on a rich body of empirical studies about the family.

Major themes include: concepts of the life course; childhood; transition to adulthood; parenthood and childlessness; causes and consequences of divorce; gender roles and the division of work in the family; intergenerational ties; old age.

Teaching: Ten two-hour seminars in the Lent Term.

Course requirement: Attendance at all seminars and submission of all set coursework is required.

Indicative reading: A detailed reading list will be provided at the beginning of the course. General reading: J Scott, J Treas & M Richards (eds.), *The Blackwell Companion to the Sociology of Families* (2004); M Buchmann *The Script of Life in Modern Society*, 1989; S McRae (ed.), *Changing Britain. Families and Households in the 1990s*. 2000; U Beck & E Beck-Gernsheim, *The Normal Chaos of Love* (1995); J T Mortimer & M J Shanahan, *Handbook of the Life*

Course (2006); J M White & D M Klein, *Family Theories* (1996).

Assessment: A 5,000 word essay (100%), two copies of which are to be handed in to the Sociology Administration Office, S219a, before 4:30pm on the first Thursday of the ST with a third copy posted to Moodle.

SO455 Key Issues in Biomedicine, Bioscience and Society

This information is for the 2009/10 session.

Teacher responsible: Professor Sarah Franklin, S210

Availability: Compulsory course primarily for MSc Biomedicine, Bioscience and Society. Optional for MSc International Health Policy and MSc International Health Policy (Health Economics). Available to students following other MSc programmes where regulations permit.

Course content: The course provides an introduction to different areas of research and debate on social aspects of contemporary developments in the life sciences and biomedicine. It is interdisciplinary, bringing together perspectives from across the social sciences to explore the social, political, economic and ethical implications of developments in genomics, reproductive technologies, neuroscience and other biomedical technologies and pharmacology, and it aims to develop an awareness of the field of contemporary research in these issues.

Approaches to the social studies of biomedicine, bioscience and biotechnology, concepts such as biopolitics and biological citizenship, topics such as eugenics and the new genetics, new reproductive technologies; stem cells; cloning; GMO; bioethics; the pharmaceutical industry; risk and trust; public understandings of science; bioscience and intellectual property rights.

Teaching: The course consists of 20 two-hour lectures/seminars held in the MT and LT.

Formative coursework: Two 1,000-1,500 word essay (on which feedback will be given) to be submitted on 27 November 2009 and 26 February 2010.

Course requirement: Attendance at all seminars and submission of all set coursework is required.

Indicative reading: Anne Kerr, *Genetics and Society*, Routledge (2004); Evelyn Fox Keller, *The Century of the Gene*, Harvard University Press (2000); Rayna Rapp, *Testing Women, Testing the Fetus*, Routledge (1999); Sarah Franklin, *Embodied Progress*, Routledge (1997); Carl Elliot, *Better than Well*, Norton (2003); Francis Fukuyama, *Our Posthuman Future*, Picador (2002); U Beck, *The Risk Society*, Sage (1992); T Marteau and M Richards, *The Troubled Helix*, Cambridge University Press (1999); Paul Rabinow, *French DNA*, Chicago (1999); Margaret Lock, *Twice Dead: Organ Transplants and the Reinvention of Death*, California (2002); Paul E. Brodwin, *Biotechnology and Culture: Bodies, Anxieties and Ethics*, Indiana (2000); D. J. Kevles and L. Hood, *The Code of Codes: Scientific and Social Issues in the Human Genome Project*, Harvard, (1992); Jane Maienschein, *Whose View of Life: Embryos, Cloning and Stem Cells*, Harvard (2003); Adam Hedger, *The Politics of Personalised Medicine: Pharmacogenetics in the Clinic*, Cambridge (2004); Monica Konrad, *Narrating the New Predictive Genetics: Ethics, Ethnography and Science*, Cambridge (2005); Amade M'charek, *The Human Genome Project: an Ethnography of Scientific Practice*, Cambridge, 2005; Barbara Katz Rothman, *The Tentative pregnancy*. London (1993); Catherine Waldby and Robert C. Mitchell, *Tissue economies: blood, organs and cell lines in late capitalism*, Durham, NC: Duke (2006); Sheila Jasanoff, *Designs on Nature. Science and Democracy in Europe and the United States*. Princeton (2005); Nikolas Rose, *The Politics of Life Itself. Biomedicine, Power, Subjectivity in the Twenty-First Century*. Princeton (2007); Jürgen Habermas, *The Future of Human Nature*, Cambridge (2003); George Gaskell and Martin W. Bauer, *Genomics and Society. Legal, Ethical and Social Dimensions*, London (2006).

Assessment: A formal three-hour examination in the ST (70%) and a written assignment of 2,500-3,000 words (30%), two copies to be submitted to the Sociology Administration Office, Room S219a, no later than 4.30pm on the first Tuesday of ST, a third copy to be posted on Moodle.

SO457 Half Unit Not available in 2009/10 Political Reconciliation

This information is for the 2009/10 session.

Teacher responsible: Dr Claire Moon, S267

Availability: Optional course. All students wishing to take this course must apply for enrolment to the course convener, Dr Claire Moon, via email (c.moon@lse.ac.uk) by the end of the first week of MT. They must state the MSc programme for which they are registered, their reasons for wishing to take the course, and their background in the field, if any. Priority is given to students on the following programmes: MSc Human Rights, MSc Political Sociology, MSc Sociology and MSc Race, Ethnicity and Post-Colonial Studies, but as this is a high demand course enrolment cannot be guaranteed. Students from other programmes are welcome to apply where their degree regulations permit, but can be accommodated only if space is available.

Course content: The course explores the politics of reconciliation by identifying and examining its key themes, the practices and institutions in which it is embedded and the political subjects of reconciliation discourse. It is an interdisciplinary course that draws upon literature from law, political theory, sociology, and philosophy amongst others, because any investigation of reconciliation must be approached from a variety of perspectives in order to understand and interpret its wider social and political reach, as well as its limitations. The course introduces students to current research in the field of transitional justice and draws upon a range of examples from Africa, Latin America and post-communist Europe. Topics include a history and definition of reconciliation; retributive and restorative legal narratives; transitional justice; truth commissions; victims and perpetrators; trauma and memory; responsibility; truth; amnesty; forgiveness.

Teaching: 10 lectures and 10 seminars in MT.

Course requirement: Attendance at all seminars and submission of all set coursework is required.

Indicative reading: Hannah Arendt, *Eichmann in Jerusalem: A Report on the Banality of Evil* (Penguin Books, 1977); Priscilla Hayner, *Unspeakable Truths: Confronting State Terror and Atrocity* (Routledge, 2001); Michael Humphrey, *The Politics of Atrocity and Reconciliation: From Terror to Trauma* (Routledge, 2002); Karl Jaspers, *The Question of German Guilt* (Capricorn Books, 1961); Neil Kritz, *Transitional Justice: How Emerging Democracies Reckon with Former Regimes* (US Institute of Peace, 1995); Claire Moon, *Narrating Political Reconciliation: South Africa's Truth and Reconciliation Commission* (Lexington, 2008); Judith Shklar, *Legalism: Law, Morals, and Political Trials* (Harvard University Press, 1986); Nicholas Tavuchis & Mea Culpa, *A Sociology of Apology and Reconciliation* (Stanford University Press, 1991); Richard Wilson, *The Politics of Truth and Reconciliation in South Africa: Legitimizing the Post-Apartheid State* (Cambridge University Press, 2001).

Assessment: One 3,000 word essay (30% of the overall mark), two hard copies to be handed in to the Sociology Administration Office, S219, before 4.30pm on the first Friday of LT; a third copy uploaded to Moodle and one two-hour unseen examination (70% of the overall mark) in which candidates answer two questions out of six.

SO458 Half Unit Gender and Societies

This information is for the 2009/10 session.

Teacher responsible: Dr Suki Ali, S206

Availability: MSc Sociology, MSc Social Research Methods, MSc Gender and Social Policy, MSc Political Sociology, MSc Race, Ethnicity and Post-Colonial Studies and others where regulations permit.

Course content: The course introduces theoretical debates and contemporary issues in the sociological study of gender. Topics include femininities/masculinities; sexualities; nation and family; work; education; violence; transnational feminism; politics.

Teaching: 10 Seminars on a weekly basis in MT.

Course requirement: Attendance at all seminars and submission of all set coursework is required.

Indicative reading: Narayan, U and Harding, S *Decentering the centre: philosophy for a multicultural, postcolonial and feminist world* Bloomington: Indiana University Press 2000; Butler, J *Gender*

Trouble London and New York: Routledge 1992 and *Bodies that Matter* London and New York: Routledge 1993 Marshall, B and Witz, A (eds) *Engendering the Social: Feminist Encounters with Sociological Theory* Buckingham: Open University Press. 2004; Ahmed, S *Differences That Matter: Feminist Theory and Postmodernism*. Cambridge: Cambridge University Press 1999; Nicholson, L (ed.) *The Second Wave: A Reader in Feminist Theory*. London and New York: Routledge 1997; Abelove, et al, *The Lesbian and Gay Studies Reader*, Routledge, 1993; J Alexander & C T Mohanty, *Feminist Genealogies, Colonial Legacies, Democratic Futures*, New York, Routledge, 1997; Edwards and Wajcman *The Politics of Working Life*, Oxford: Oxford University Press 2005.

A more detailed reading list will be provided at the beginning of the course.

Assessment: One 5,000 word assessed essay, two hard copies to be handed into the Sociology Administration Office, Room S219a, by 4.30pm on the first Thursday of LT; a third copy uploaded to Moodle..

SO459 Half Unit Not available in 2009/10 Gender, Identity and Difference

This information is for the 2009/10 session.

Teacher responsible: Dr Suki Ali, S206

Availability: MSc Sociology, MSc Social Research Methods, MSc Gender and Social Policy, MSc Political Sociology, MSc Race, Ethnicity and Post-Colonial Studies and others where regulations permit.

Course content: Theoretical debates about the production of social identities, subjectivity and difference. Key concepts from psychoanalysis, post-colonial and post-structuralist theory; feminist theories of subjectivity; alterity; performativity; cultural theories of 'race' and ethnicity; sexualities; kinship; belonging; racial science.

Teaching: 10 Seminars on a weekly basis in LT.

Course requirement: Attendance at all seminars and submission of all set coursework is required.

Indicative reading: J Butler, *Antigone's Claim: kinship between life and death*, Columbia University Press, 2000; R J C Young, *Colonial Desire: hybridity in theory, culture and race*, Routledge, 1995; J Lacan, *Ecrits*, Routledge; E Gross, *Antigone's claim: kinship between life and death*; Homi K Bhabha, *The Location of Culture*, Routledge, 1994; J Rose & J Juliet Mitchell (Eds), *Feminine Sexuality: Jacques Lacan and the école freudienne* Norton; N Zack, *Philosophy of Science and Race*, Routledge, 2002; D Haraway, *Modest Witness@ the Second Millennium: FeMale Man, Meets Onco Mouse: feminism and technoscience*, Routledge; J Carsten, *After Kinship*, Cambridge University Press, 2004; K Mercer, *Welcome to the Jungle: new positions in black cultural studies*, Routledge, 1994.

Assessment: One 5,000 word assessed essay, two hard copies to be handed into the Sociology Administration Office, Room S219a, by 4.30pm on the first Thursday of ST; a third copy uploaded to Moodle.

SO460 Half Unit Not available in 2009/10 Comparative Immigration

This information is for the 2009/10 session.

Teacher responsible: Dr Patrick McGovern, S276

Availability: For MSc Sociology and and MSc Race, Ethnicity and Post-Colonial Studies. Also available, subject to space, as an outside option within other Masters degrees where regulations permit. This course is capped.

Pre-requisites: Students should preferably have a degree with a sizeable component of Sociology, but any social science is acceptable.

Course content: Provides a theoretically oriented and empirically informed analysis of contemporary immigration in the UK and the USA. The course covers traditional topics, such as theories of migration, labour market incorporation and social assimilation as well as new developments, such as transnationalism and the second generation.

International migration: types and trends; theories of international migration; the perpetuation of migration; the state and immigration control; labour market incorporation; skilled labour, domestic labour and migration; social assimilation; Asian, Irish and West Indian immigrants in the UK and the USA; the second generation; transnationalism.

Teaching: Ten two-hour seminars on a weekly basis during the LT. There is also a revision seminar in the ST.

Formative coursework: One 2,500 word essay (formally assessed) is required.

Course requirement: Attendance at all seminars and submission of all set coursework is required.

Indicative reading: There is no recommended textbook. The following are useful general introductions: P Boyle *et al*, *Exploring Contemporary Migration* (1998); S Castles & M Miller, *The Age of Migration* (2nd edn), (2003); C Brettell & J Hollifield, *Migration Theory* (2000) and A Portes & R Rumbaut, *Immigrant America* (1996). A more comprehensive bibliography will be available to students taking this course.

Assessment: One two-hour unseen examination (70%) and one essay of 1,500-2,000 words (30%). Two hard copies of the essay to be submitted to the Sociology Admission office, Room S219a, no later than 4.30pm on the first Wednesday of ST; a third copy uploaded to Moodle.

SO461 Half Unit Racial Formations of Modernity

This information is for the 2009/10 session.

Teacher responsible: Professor Paul Gilroy, S200

Availability: Optional for MSc Sociology, MSc Human Rights, MSc Political Sociology, MSc Culture and Society and MSc Race, Ethnicity and Post-Colonial Studies. Available to students following other MSc programmes subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Course content: The course will explore the sociological, political and philosophical debates that have emerged where the concept of modernity intersects with the formation and reproduction of racial hierarchy. It will look in particular at articulations of modernity with colonial power, war, national character and, above all, with the idea of "race". Four inter-linked lines of enquiry will be followed:

- 1] We will explore some of the different ways that the subject of modernity has been imagined and articulated in racialised forms;
- 2] We will see what attributes and experiences have qualified that subject as properly human and rational. How has it been endowed with or deprived of rights?
- 3] We will try to understand where its human identity has been recognised as coming from, both culturally and materially.
- 4] We will explore where cosmopolitan loyalties have emerged in conjunction with demands to see and act beyond the boundaries of immediate particularity. These inquiries will be pursued in the urgent spirit that follows from another timely desire: the need to find histories of our multi-cultural present.

The intellectual core of this course is historical and sociological but we will also be reading a range of material drawn from a variety of different disciplinary sources. The underlying approach is comparative in character. Students will be asked to become familiar with a number of contrasting historical cases and to examine a wealth of theoretical perspectives that have been applied to the analysis of races, racisms and racilogies by writers who have often enjoyed more than an exclusively scholarly relationship to their analyses of race and racism.

Teaching: Ten lectures and ten seminars (LT).

Formative coursework: One formative essay will be required.

Course requirement: Attendance at all seminars and submission of all set coursework is required.

Indicative reading: Stephen Toulmin, *Cosmopolis*; Ivan Hannaford, *Race*, (John Hopkins); George Fredrickson, *Racism: A Short History* (Princeton); David Goldberg, *The Racial State*, (Blackwell). Core readings will be supplemented weekly by a comprehensive combination of essays, journal articles and online materials.

Assessment: Students will be expected to complete the reading assignments each week, to participate in class discussions and at some point during the term, to make a presentation to the seminar group. One 5,000 word assessed essay, two hard copies to be handed in to the Sociology Administration Office, Room S219a, by 4.30pm on the first Wednesday of LT; a third copy to be posted on Moodle.

SO462

Key Methods in the Social Study of Bioscience and Biomedicine

This information is for the 2009/10 session.

Teacher responsible: Dr Carrie Frieze

Availability: Compulsory course primarily for MSc Biomedicine, Bioscience and Society. Available to students following other MSc programmes where regulations permit.

Course content: This course is specifically aimed at students engaged in the social study of biomedicine and bioscience, who may or may not have previous training in methods of social research or social theory. Broadly it is aimed at improving basic skills of data collection and analysis, and the ability to both practice and discriminate between different methodologies. In addition students should be able to apply their practical knowledge of the strengths and weaknesses of different approaches to their ability to read and analyse social research more powerfully.

Combining short 'hands-on' exercises both in and out of class with focussed readings and an introduction to the social theory of method, the course contains both applied and conceptual elements. The more specialist components of the course concern the challenges and pitfalls of critically analysing scientific knowledge and facts 'scientifically', that is, using empirical methods that contribute to our understanding of the 'biosociety'. The course includes case studies of work-in-progress from BIOS researchers, enabling students to engage with 'live' examples of methodology. The final two presentation sessions focus on research design, the selection and justification of methodological approaches, and the ability to assess the strengths and weaknesses of these in preparation for their dissertation research.

Teaching: The course consists of 20 two hour lectures/seminars held in the MT and LT.

Formative coursework: Two formative exercises for which feedback will be given. The first is a 2,000-word essay due in class on the 19th of January 2010. The second is a presentation to be made in class on either the 29th or 30th of April 2010.

Course requirement: Attendance at all seminars and submission of all set coursework is required.

Indicative reading: Recommended general texts: Snow, C. P.(1959) *The Two Cultures and the Scientific Revolution* Cambridge: CUP; Snow, C. P. (1960) *Science and Government* Cambridge: Harvard University Press; Law, J and Lodge, P. (1984) *Science for Social Scientists* London: Macmillan; Hacking, I. (1983) *Representing and Intervening* Cambridge: CUP; Bowker, G. and Star, L. (2000) *Sorting Things Out: Classification and Its Consequences* Cambridge: MIT Press; Latour, B. and Woolgar, S. (1986) *Laboratory Life: The Construction of Scientific Facts* Princeton: PUP; Stengers, I. (2000) *Science Out of Bounds* Minneapolis and London: University of Minnesota Press; Jasanoff, S. et al, (eds.) *Handbook of Science and Technology Studies* Thousand Oaks: Sage.

Assessment: Two copies each of two 2,500-3,000 word essay and a third copy uploaded to Moodle. The first to be handed in to the Sociology Administration Office, S219a, no later than 4.30pm on 5 March 2010; the second to be handed in to the Sociology Administration Office, S219a, no later than 4.30pm on the first Tuesday of ST.

SO463

Contemporary Social Thought

This information is for the 2009/10 session.

Teacher responsible: Professor Judy Wacjman, S203

Availability: For MSc Sociology; MSc Sociology (Research); MSc Political Sociology; MSc Culture and Society; MSc Race Ethnicity and Postcolonial Studies.

Course content: The course critically explores a range of issues and themes in contemporary social thought.

The course considers a range of critical issues in contemporary social theory. It is organised around three thematic blocs: (i) transformations in time and space; (ii) new technologies and society; (iii) cosmopolitanism and post-cosmopolitanism. Topics covered include time, space and the everyday; speed and technology; time, money and the economy; the new capitalism; biopolitics

and governmentality; technofeminism/cyberfeminism; genetics, reproduction and trans-humanism; cosmopolitanism; diaspora and modernity; post-colonialism; race, ethnicity and cultural division.

Teaching: 20 lectures and seminars during MT and LT.

Formative coursework: 1 x 1,500 word essay each term

Course requirement: Attendance at all seminars and submission of all set coursework is required.

Indicative reading: Beck, U. *The Cosmopolitan Vision*; Dodd, N. *The Sociology of Money*; Franklin, S. *Dolly Mixtures: the remaking of genealogy*; Frisby, D. *Cityscapes of Modernity*; Gilroy, P. *After Empire*; Rose, N. *The Politics of Life Itself*; Sennett, R. *The Culture of the New Capitalism*; Wajcman, J. *Technofeminism*.

Assessment: 3-hour unseen examination (70%) and 1x 3000 word essay (30%). Two hard copies of the essay to be submitted to the Sociology Administration Office, S219a, no later than 4.30pm on the first Wednesday of ST; a third copy uploaded to Moodle.

SO464 Half Unit Ethnic and Religious Violence in Post-Colonial Societies

This information is for the 2009/10 session.

Teacher responsible: Dr Manali Desai, S284

Availability: Optional for MSc Political Sociology, MSc Race, Ethnicity & Postcolonial Studies, MSc Sociology, MSc Human Rights, MSc Comparative Politics (Conflict Studies), MSc Comparative Politics (Nationalism and Ethnicity) and MA Religion in the Modern World.

Course content: The focus of this course is a comparative, theoretically driven analysis of the varying forms of 'ethnic' and 'religious' violence with a focus on post-colonial Asia and Africa. The course will draw on sociological theory, using structuralist and constructivist theories of ethnicity and a variety of theoretical perspectives on violence that draw on recent work in political sociology, anthropology, and post-colonial studies. The course will address concerns such as post-colonial transformations of the state, the roles of political organisation and informal networks, political-economy and the class and gender bases of violence, transformations of space, as well as issues of identity, memory and recognition. Topics include: theories of violence; ethnicity and ethnic conflict; post-colonial states; state failure; riots; pogroms; genocide; sexual violence in ethnic conflict; religious fundamentalism.

Teaching: Ten 2-hour seminars in the LT.

Formative coursework: One 2000 word essay and presentation.

Indicative reading: Brass, Paul (1996) *Riots and Pogroms*. New York University Press; (1997) *Theft of an Idol: Text and Context in the Representation of Collective Violence*. Princeton University Press; (2004) *The Politics of Hindu-Muslim Violence in Contemporary India*. Oxford University Press; Girard, Rene. (1977) *Violence and the Sacred*. Johns Hopkins University Press; Hansen, Thomas Blom (2001) *Wages of Violence: Naming and Identity in Postcolonial Bombay*. Princeton University Press; Horowitz, Donald. (2000), *The Deadly Ethnic Riot*; Jalal, Ayesha (2008), *Partisans of Allah: Jihad in South Asia*. Harvard University Press; Juergensmeyer, Mark (2000), *Terror in the Mind of God: the Global Rise of Religious Violence*. University of California Press; Hyndman and Giles (eds) *Sites of Violence: Gender and Conflict Zones*. University of California Press; Malkki, Liisa (1995) *Purity and Exile: Violence, Memory, and National Cosmology Among Hutu Refugees in Tanzania* (University of Chicago Press); Mamdani, Mahmood. 2001. *When Victims Become Killers: Colonialism, Nativism, and the Genocide in Africa*. Princeton University Press. Sidel, John (2006), *Riots, Pogroms, Jihad: Religious Violence in Indonesia*. Cornell University Press. Tilly, Charles (2003) *The Politics of Collective Violence*. Cambridge University Press; Valentino, Benjamin (2004), *Final Solutions: Mass Killings and Genocide in the Twentieth Century*; Varshney, Ashutosh (2001) *Ethnic Conflict and Civic Life: Hindus and Muslims in India*. Oxford University Press; Wieviorka, Michel (1993) *The Making of Terrorism*. University of Chicago Press.

Assessment: One 3,000 word essay (30%) and one 2-hour examination in ST.

SO465 Half Unit City-making: the Politics of Urban Form

This information is for the 2009/10 session.

Teachers responsible: Mr Philipp Rode, Dr Savvas Verdis

Availability: MSc Urbanisation and Development, MSc Regional and Urban Planning Studies, MSc Contemporary Urbanism and LSE-Sciences Po Double Degree in Urban Policy. The course is also available as an outside option where regulations permit.

Course content: The course provides a critical understanding of major urban development projects and practices in international city contexts. It will introduce students to the following skills:

- knowledge of key evaluation approaches in political economy and political theory used in the analysis of urban developments
- ability to situate major urban development projects within development cultures and economic policies
- understanding of the practice of urban development, formal and informal implementation mechanisms and design decisions
- ability to relate urban policy to spatial outcomes, operating at different scales
- critical evaluation of existing city design briefs
- general knowledge for developing city design briefs for international competitions and global tenders

The course content is based on contemporary projects and urban trends examined in the context of cities throughout the world.

These range from policies such as congestion charging (London) and Progressive City Development (urban Colombia) to urban development trends such as gated communities (Johannesburg) and privatist planning (Canary Wharf, Santa Fe, Sandton, Potsdamer Platz). Such projects will be examined through critical frameworks that include utilitarianism, cost benefit analysis, social and environmental justice, citizenship theory and the capabilities approach. The course will focus on negotiation, politics, financing, appraisals and decision-making for cities by inviting practitioners, experts and policy makers to join individual sessions for presentations and debate. Seminars and assessed project work for the course will be based on the analysis of Development Strategies and City Design briefs, leading to brief-writing for one site in one specific city in each year.

www.citymaking.com/

Teaching: Ten hours of lectures and twenty hours of seminars in the LT.

Formative coursework: 1 x seminar presentation and submission of 1 x 1000-word seminar paper.

Indicative reading: Burdett, Ricky and Sudjic, Deyan [Eds] (2008): *The Endless City, The Urban Age* Project by the London School of Economics and Deutsche Bank's Alfred Herrhausen Society, Phaidon Press, London; Frug, Gerald, *City Making: Building Communities without Building Walls*, Princeton University Press, 1999; Gehl, Jan (1987): *Space Between Building, Using Public Space* New York, Reinhold Company, Van Nostrand; Hall, Peter (1992): *Cities of Tomorrow. An Intellectual History of Urban Planning and Design in the Twentieth Century*, Blackwell, Oxford; Harvey, David, *Justice, Nature and the Geography of Difference*, Wiley Blackwell, 1996; Jenks, Mike; Burton, Elizabeth; Williams, Katie (1996): *The compact city: a sustainable urban form?* E & FN Spon, London; Kymlicka, Will, *Contemporary Political Philosophy: An introduction*, Oxford University Press, 1991; Lynch, Kevin (1981): *A Theory of Good City Form*, MIT Press, Cambridge MA and London; Mayor of London (2004): *The London Plan: Spatial Development Strategy for Greater London*; O'Sullivan, Arthur (2007): *Urban Economics*, McGraw-Hill; Safdie, Moshe (1997): *The city after the automobile. An architect's vision*. Stoddart Publishing. Toronto; Sen, Amartya, *Development as Freedom*, Oxford University Press, 1999; Urban Task Force, DETR (1999): *Towards an Urban Renaissance*, Office of the Deputy Prime Minister, London.

Assessment: One 5,000 word project (100%), two hard copies of the project to be submitted to the Cities Programme Administration office, S219a, no later than 4.30pm on the first Wednesday of ST; a third copy uploaded to Moodle.

SO467 Half Unit Race, Ethnicity and Migration in Britain (post-1945)

This information is for the 2009/10 session.

Teacher responsible: Dr Claire Alexander, S277

Availability: Optional for MSc Race, Ethnicity and Postcolonial Studies, MSc Political Sociology, MSc Sociology, MSc Human Rights, MSc Culture and Society, MSc Gender, MSc Gender, Development and Globalisation and MSc Gender and Social Policy.

Course content: Race, Ethnicity in Contemporary Britain; Race, Migration and the Legacy of Empire; Race and Migration post 1945; Race and Immigration Legislation; Race Relations and Equal Opportunities; Race and 'Riots'; Multiculturalism, Citizenship and Community Cohesion; Race, Religion and Securitisation; New Migrations and the Asylum Issue; Whiteness and the Rise of the Far Right.

Teaching: Twenty seminars in MT.

Formative coursework: 1 x 1,500 word essay.

Indicative reading: J. Solomos (2003) *Race and Racism in Britain*; D.P. McGhee (2005) *Intolerant Britain? Hate, Citizenship and Difference*; D.P. McGhee (2008) *The End of Multiculturalism: Terrorism, Integration and Human Rights*; A. Kundnani (2007) *The End of Tolerance: Racism in 21st Century Britain*; B. Parekh (2000) *The Future of Multi-Ethnic Britain*; N. Ali et al (2005) *Postcolonial Peoples: South Asian Settlers in Britain*; CCCS Collective (1982) *The Empire Strikes Back*; P. Gilroy (1987) *There Ain't No Black in the Union Jack*; P. Gilroy (2004) *After Empire: Melancholia or Convivial Culture?*; A. Brah (1996) *Cartographies of Diaspora*; H. Goulbourne (1998) *Race Relations in Britain since 1945*; C. Bhatt (1997) *Liberation and Purity*; M & T. Phillips (1998) *Windrush: the Irresistible Rise of Multi-Racial Britain*; H. Ansari (2004) *The Infidel Within: Muslims in Britain since 1800*; P. Fryer (1988) *Staying Power: Black People in the British Empire*; T. Abbas (ed) (2005) *Muslim Britain*; N. Finney & L. Simpson (2009) *Sleepwalking to Segregation? Challenging Myths about Race and Migration*; G. Lewis & S. Neal (eds) (2005) *Migration and Citizenship (Ethnic and Racial Studies, Vol. 28, No. 3)*; A. Bloch (2002) *The Migration and Settlement of Refugees in Britain*; G. Dench & K. Gavron (2006) *The New East End: Race, Kinship and Conflict*.

Assessment: One 5,000 word essay. Two hard copies of the essay to be submitted to the Sociology Admission office, S219a, no later than 4.30pm on the first Thursday of LT; a third copy uploaded to Moodle.(100%).

SO499 Dissertation

This information is for the 2009/10 session.

Teachers responsible: Programme Tutor of the relevant MSc programme and other Sociology and Cities staff.

Availability: For students taking MSc Sociology, MSc Sociology (Research), MSc Political Sociology, MSc Culture and Society, MSc Human Rights, MSc Sociology of Crime, Control and Globalisation, MSc Biomedicine, Bioscience and Society and MSc Race, Ethnicity and Post-Colonial Studies.

Course content: The dissertation may be on any topic within the field of the MSc programme studied. Approval for the topic must be obtained from the relevant Programme Tutor.

Teaching: The candidate must submit a working title and a brief Abstract of his/her intended dissertation (up to an A4 page, double-spaced) by 24 February 2006. This should be handed to the MSc Sociology Administrator in Room S219a, who will issue a signed receipt that it has been handed in; a copy should also be sent electronically to the relevant Programme Director. These Abstracts are the basis for an MSc dissertation Workshop that is organised for each programme. Attendance at this is optional but students are, of course, encouraged to attend.

Arrangements for supervision: The dissertation should reflect the candidate's own views. The dissertation may take the form of a pilot study and include limited original fieldwork. Even where the topic is substantively a literature or policy-review exercise, candidates are expected to offer original reasoned argument and interpretation and to show evidence of a competence in research methods.

Guidance on topic selection and methods will normally be provided by the candidate's tutor. The dissertation is primarily a reflection of the candidate's own work and so feedback will not be given on drafts of the dissertation.

Assessment: The course is assessed by the Dissertation (100%). Two hard copies of the dissertation must be submitted no later than 4pm, to the Sociology Administration Office, S219a, on the last Thursday of August if you are a full-time student or in the subsequent year if you are a part-time student. A third copy is to be posted on Moodle. Dissertations may be up to 10,000 words, must be word-processed and be fully referenced using a recognised citation system.

SO4M3 Criminological Research Methods 1

This information is for the 2009/10 session.

Teacher responsible: Dr Patricia Rawlinson, S268

Availability: Compulsory for MSc Sociology of Crime, Control and Globalisation. This course is also open to students taking other MSc programmes.

Core syllabus: This course offers students the opportunity to examine elements of quantitative and qualitative research methods which are particularly helpful for criminological enquiry. There are three elements of this course: 1) Students must attend and be examined in either MI451 **Quantitative Analysis in Social Research 1: Description and Inference** (for those with little, or no statistical training), or MI452 **Quantitative Analysis 2: The Generalised Linear Model** (for those with more sophisticated statistical skills) or MI470 **Introduction to Quantitative Analysis: pre-session course**; 2) Quantitative Criminological Research; 3) Qualitative Criminological Research.

Course content: The MI470, MI451 and MI452 courses run by the Methodology Institute form the foundation for the quantitative element of the course.

MI451: **Quantitative Analysis 1: Description and Inference** covers the basic theory and concepts associated with quantitative social research: logic of sampling, descriptive statistics, hypothesis testing and basic data analysis. Students use SPSS (a statistics package) to explore and manipulate data. **If you register for SO4M3 you will automatically be included on MI451.**

MI452 **Quantitative Analysis 2: The Generalized Linear Model** is a more sophisticated course that covers various multivariate techniques, including multiple regression, logistic regression and log-linear modelling. **If you register for course SO4M4 you will automatically be included on MI452.** Both MI451 and MI452 take place in MT and exercises and project work must be completed for these courses.

Ten one and-a-half hour seminars on Quantitative Criminology are also held in MT. We examine how the generic skills developed in MI451 or MI452 are utilised in quantitative Criminological research (for example, crime surveys, longitudinal analysis, crime trend analyses and evaluation). Students also have the opportunity to work with criminological databases to apply the skills gained in MI451/2 in practice.

In LT we have a further ten one and-a-half hour seminars where we examine elements of qualitative research methods which are particularly useful for criminological enquiry including participant observation, interviewing, analysing and interpreting qualitative data, and integrating theory and practice in qualitative research. As in the MT seminars there is an attempt to integrate the philosophy and principles of qualitative research with case studies and fieldwork experience.

Teaching: MT: MI452 or MI451 and ten one and-a-half hour Quantitative Research Seminars.

LT: Qualitative Research Seminars, one and-a-half hours.

Indicative reading: Social Research Methods Oxford: Oxford University Press; Noaks L & Wincup E (2004) *Criminological Research: Understanding Qualitative Methods* London: Sage; Creswell, J (2002) *Research Design: Qualitative, Quantitative and Mixed Method Approaches* (Thousand Oaks, CA: Sage); Creswell, J (1998) *Qualitative Inquiry and Research Design : Choosing among the Five Traditions*; Jupp V, Davies P and Francis P (eds.) (2000) *Doing Criminological Research* London: Sage; King, R.D. & Wincup,

E. (eds.) (2000) *A Handbook of Criminological and Criminal Justice Research* (Oxford: Oxford University Press); Bryman A & Cramer D (2001) *Quantitative Analysis with SPSS*, London: Routledge.

Assessment: A two-hour open book examination based on MI451/MI452 or MI470 (30%), a 3,000 word quantitative exercise (35%) and a 3,000 word qualitative assessment (35%). The qualitative assessment must be handed into the Sociology Administration Office S219a before 4.30pm on the Wednesday of week three of LT. The quantitative assessment must be handed into the Sociology Administration Office, S219a, before 4.30pm on the Wednesday of week two of ST.

SO4M4

Criminological Research Methods 2

This information is for the 2009/10 session. **Course content:**

This course is the same as SO4M3 except that students registered for SO4M4 will take MI452 **Quantitative Analysis 2: The Generalized Linear Model** which is a more sophisticated statistical course that covers a range of multivariate techniques, including multiple regression, logistic regression and log-linear modelling. **If you register for SO4M4 you will automatically be included on MI452.**

Assessment: A two-hour open book examination based on MI452 (30%); a 3,000 word quantitative exercise (35%) and a 3,000 word qualitative exercise (35%). The qualitative assessment must be handed into the Sociology Administration Office, S219a, before 4.30pm on the Wednesday of week three of LT. The quantitative assessment must be handed into the Sociology Administration Office S219a before 4.30pm on the Wednesday of week two of ST.

ST402 Half Unit

Principles and Methods of Statistical Practice

This information is for the 2009/10 session.

Teacher responsible: Dr Kostas Kalogeropoulos, B610

Availability: Compulsory for MSc Statistics and MSc Statistics (Research), optional for MSc Operational Research.

Pre-requisites: Mathematics to the level of MA200/MA201

Further Mathematical Methods.

Course content: The course is intended partly as a refresher – quickly covering some fundamental aspects of practical probability and statistics – and partly as an introduction to advanced methods currently used in social science and finance.

Revision of probability theory. Random variables, instance of random variable, discrete and continuous distributions, conditional distributions, mass and density functions, expectation, variance, covariance, correlation and dependence, generating functions, transformations of random variables. Sampling distributions, estimation and hypothesis testing, properties of statistics (sufficiency, bias, efficiency).

Teaching: Lectures: 20 MT, classes: 10 MT.

Indicative reading: G S Casella & R L Berger, *Statistical Inference*; R V Hogg & A T Craig, *Introduction to Mathematical Statistics*; P L Meyer, *Introduction to Probability with Applications*.

Assessment: Two-hour written examination in the ST.

ST405 Half Unit

Multivariate Methods

This information is for the 2009/10 session.

Teacher responsible: Dr Irini Moustaki, B615

Availability: Primarily for MSc Statistics and MSc Statistics (Research).

Pre-requisites: Mathematics to the level of MA200/MA201

Further Mathematical Methods; ST202 Probability, Distribution Theory and Inference.

Course content: An introduction to the theory and application of modern multivariate methods used in the Social Sciences: Principal components analysis, factor analysis, latent variable models, multivariate normal distribution, exponential family, and structural equations models.

Teaching: Lectures: 20 LT. Computer workshops: four x two-hour LT.

Formative coursework: One piece of coursework

Indicative reading: D J Bartholomew, F Steele, I Moustaki & J Galbraith, *Analysis of Multivariate Social Science Data*; C Chatfield & A J Collins, *Introduction to Multivariate Analysis*; B S Everitt & G Dunn, *Applied Multivariate Data Analysis*.

Assessment: Two-hour written examination in the ST (100%).

ST409 Half Unit

Stochastic Processes

This information is for the 2009/10 session.

Teacher responsible: Dr U Cetin, B608

Availability: Primarily for MSc Statistics, MSc Statistics (Research), MSc Management and Regulation of Risk, MSc Applicable Mathematics, MSc Financial Mathematics, MSc Risk and Stochastics and MSc Econometrics and Mathematical Economics.

Pre-requisites: Mathematics to the level of MA200/MA201

Further Mathematical Methods and a good undergraduate knowledge of distribution theory; some probability to the level of ST402 or equivalent.

Course content: A broad introduction to stochastic processes for postgraduates with an emphasis on financial and actuarial applications. The course examines Martingales, Poisson Processes, Brownian motion, stochastic differential equations and diffusion processes. Applications in Finance. Actuarial applications.

Teaching: Lectures: 20 MT. Classes: 10 MT.

Indicative reading: T Bjork, *Arbitrage Theory in Continuous Time*; T Mikosch, *Elementary Stochastic Calculus*; S I Resnick, *Adventures in Stochastic Processes*; B K Oksendal, *Stochastic Differential Equations: An Introduction with Applications*, D Williams, *Probability with Martingales*.

Assessment: Two-hour written examination in the ST.

ST411 Half Unit

Regression, Diagnostics and Generalized Linear Modelling

This information is for the 2009/10 session.

Teacher responsible: Professor H Wynn, B605

Availability: Primarily for MSc Statistics, MSc Statistics (Research) and MSc Econometrics and Mathematical Economics.

Pre-requisites: Mathematics to the level of MA100 **Mathematical Methods**, probability to the level of ST202 **Probability, Distribution Theory and Inference.**

Course content: Regression analysis and generalized linear modelling with an emphasis on diagnostics and the exponential family.

One variable and multiple regression. Factorial design. Variable selection and model building. Deletion diagnostics. Transformation of the response, constructed variables. The use of R for data analysis. Exponential family and generalized linear models. Loglinear models, contingency tables, exact tests.

Teaching: Lectures: 20 LT. Computer Workshops: 10 LT.

Indicative reading: A C Atkinson & M Riani, *Robust Diagnostic Regression Analysis*; A C Atkinson, *Plots, Transformations, and Regression*; W N Venables & B D Ripley, *Modern Applied Statistics with S-Plus*; A Dobson, *An Introduction to Generalised Linear Modelling*; P McCullagh & J A Nelder, *Generalized Linear Models*; R Venables & D M Smith, *An Introduction to R* (downloadable).

Assessment: Two-hour written examination in the ST.

ST415 Half Unit

Surveys and Experiments in Social Research

This information is for the 2009/10 session.

Teacher responsible: Dr J Kuha

Availability: Primarily for MSc Statistics, MSc Statistics (Research), MSc Social Research Methods and MSc Operational Research.

Pre-requisites: p>A basic knowledge of statistics and probability up to first degree level **Course content:** The course deals with the principles and practicalities of the design and execution of experiments, quasi-experiments and sample surveys for social investigations.

Topics from: Principles and methods of empirical research, formulation and testing of theories, operationalisation and measurement. Principles of experimental research, common experimental and quasi-experimental designs.

Formal frameworks for casual inference. Strategies and methods of survey data collection, sampling, attitude measurement, questionnaire design, non-sampling errors, non-response.

Teaching: Lectures: 30 LT.

Indicative reading: R H Hoyle, M J Harris & C M Judd, *Research Methods in Social Relations*; W R Shadish, T D Cook & D T Campbell, *Experimental and Quasi-experimental Designs for Generalized Causal Inference*.

Assessment: Two-hour written examination in the ST (70%); course Assessment (30%).

ST416 Half Unit Multilevel Models

This information is for the 2009/10 session.

Teacher responsible: Dr Irini Moustaki, B613

Availability: Primarily for MSc Statistics, MSc Statistics (Research) and MSc Social Research Methods.

Pre-requisites: A knowledge of probability and statistical theory, including linear regression and logistic regression.

Course content: A practical introduction to multilevel modelling with applications in social research. This course deals with the analysis of data from hierarchically structured populations (eg individuals nested within households or geographical areas) and longitudinal data (eg repeated measurements of individuals in a panel survey). Multilevel (random-effects) extensions of standard statistical techniques, including multiple linear regression and logistic regression, will be considered. The course will have an applied emphasis with computer sessions using appropriate software (eg Stata).

Teaching: Lectures: 20 LT, computer classes: five two-hour sessions LT.

Formative coursework: One piece of assessed coursework.

Indicative reading: T Snijders & R Bosker *Multilevel Analysis: an Introduction to Basic and Advanced Multilevel Modelling*, Sage (1999); S Rabe-Hesketh & A Skrondal, *Multilevel and Longitudinal Modeling using Stata*, (Second Edition) Stata Press (2007).

Also recommended are: A Skrondal & S Rabe-Hesketh, *Generalized Latent Variable Modeling: Multilevel, Longitudinal and Structural Equation Models*, Chapman & Hall (2004); H Goldstein, *Multilevel Statistical Models*, Arnold (2003); S W Raudenbush & A S Bryk, *Hierarchical Linear Models: Applications and Data Analysis Methods*, Sage (2002); G Verbeke & G Molenberghs, *Linear Mixed Models for Longitudinal Data*, Springer (2000); E Demidenko, *Mixed Models*, Wiley (2004).

Assessment: Course Assessment (50%); two-hour written examination in the ST (50%).

ST418 Half Unit Non-Linear Dynamics and the Analysis of Real Time Series

This information is for the 2009/10 session.

Teacher responsible: Dr L Smith, B705

Availability: Primarily for MSc Statistics, MSc Statistics (Research), MSc Applicable Mathematics, MSc Econometrics and Mathematical Economics.

Pre-requisites: ST422 Time Series.

Course content: An introduction to the dynamics of non-linear deterministic systems with a practical focus, including case studies, of use of time series data in industry.

Analysis and modelling of real data, involving an introduction to the dynamics of non-linear systems. Focus is on evaluating which methods to employ (linear/non-linear, deterministic/stochastic) in a given problem and how to interpret the results in context. Concrete applications in economics (electricity demand) and environment (weather, climate) as well as analytically tractable illustrations.

Teaching: Lectures: 20 LT, two ST. Computer Workshops: 10 LT.

Indicative reading: K Beven, *Environmental Modelling: An uncertain Future?* Routledge (2009); H Kantz & T Schreiber, *Non-linear Time Series Analysis*; E Ott, T Sauer & J A Yorke (Eds), *Coping with Chaos: Analysis of Chaotic Data and The Exploitation of Chaotic Systems*; E Ott, *Chaos in Dynamical Systems*; R Tsay, *Analysis of Financial Time Series*; L.A. Smith, *Chaos: A Very Short*

Introduction. Oxford University Press (2007)

Assessment: Two-hour written examination in ST: 70%; project: 30%.

ST419 Half Unit Computational Statistics

This information is for the 2009/10 session.

Teacher responsible: Dr. Erik Baurdoux, B604

Availability: MSc Statistics, MSc Social Research Methods and MSc Operational Research.

Pre-requisites: Statistics to the level of ST203 **Statistics for Management Sciences**.

Course content: An introduction to the use of computers in modern applied statistics. The course teaches simulation and data analysis using the R software package.

R open source software. Objects: matrices, vectors, lists. Input, output, data manipulation. Descriptive analysis. Graphical analysis. Functions, logical operators, conditional expressions, loops. Pseudo-random numbers, Monte Carlo experiments, simulation based inference. Applied linear modelling: multiple regression, model selection, regression diagnostics, factors, analysis of variance, analysis of covariance, factorial designs. Applied time series analysis: time series objects, model identification, ARIMA modelling.

Teaching: 20 lectures and 18 computer workshops MT.

Indicative reading: Free documentation associated with R can be found at www.r-project.org. This includes W. N. Venables et. al., *An Introduction to R* (<http://cran.r-project.org/doc/manuals/R-intro.pdf>). Main text: W. N. Venables and B. D. Ripley, *Modern Applied Statistics with S*. Other texts: P. Dalgaard, *Introductory Statistics with R*; J. Maindonald and J. Braun, *Data Analysis and Graphics using R*; A. C. Davison, *Statistical Models*.

Assessment: Two-hour examination in the ST: 50%. Coursework: 50% (made up of group project 20% and individual project 30%).

ST421 Half Unit Developments in Statistical Methods

This information is for the 2009/10 session.

Teacher responsible: Dr Wicher Bergsma, B602

Availability: Primarily for MSc Statistics, MSc Statistics (Research) also available as an option to MSc Econometrics and Mathematical Economics students.

Pre-requisites: ST402 **Principles and Methods of Statistical Practice**. Students are advised to take ST411 **Regression, Diagnostics and Generalized Linear Models** in parallel to this course.

Course content: Our aim is to teach students important statistical methodologies that reflect the exciting development of the subject over the last ten years, which include empirical likelihood, MCMC, bootstrap, local likelihood and local fitting, model Assessment and selection methods, boosting, support vector machines. These are computationally intensive techniques that are particularly powerful in analysing large-scale data sets with complex structure.

A selection from the following topics. Robustness of likelihood approaches: distance between working model and “truth”, maximum likelihood under wrong models, quasi-MLE, model selection with AIC, robust estimation. Empirical likelihood: empirical likelihood of mean. Bayesian methods and Markov chain Monte Carlo (MCMC) basic Bayes, Gibbs sampler, Metropolis-Hastings algorithm. Elements of statistical learning: global fitting versus local fitting, linear methods for regression, splines, kernel methods and local likelihood. Model assessment and selection: bias-variance trade-off, effective number of parameters, BIC, cross-validation. Further topics: additive models, varying-coefficient linear models, boosting, neural network, support vector machines. The course will be continuously updated to reflect important new developments in statistics.

Teaching: Lectures: 20 LT, Classes: five LT, Computer sessions: five LT.

Indicative reading: T Hastie, R Tibshirani & J Friedman, *The Elements of Statistical Learning: Data Mining, Inference and Prediction*; Y Pawitan, *In All Likelihood: Statistical Modelling and Inference Using Likelihood*; M A Tanner, *Tools for Statistical Inference*.

Assessment: Two-hour written examination in the ST.

ST422 Half Unit Time Series

This information is for the 2009/10 session.

Teacher responsible: Dr Piotr Fryzlewicz

Availability: Primarily for MSc Statistics, MSc Statistics (Research), MSc Operational Research, MSc Applicable Mathematics, MSc Financial Mathematics, MSc Risk and Stochastics, MSc Econometrics and Mathematical Economics.

Pre-requisites: Good undergraduate knowledge of statistics and probability.

Course content: A broad introduction to statistical time series analysis for postgraduates: what time series analysis can be useful for; autocorrelation; stationarity; basic time series models: AR, MA, ARMA; trend removal and seasonal adjustment; invertibility; spectral analysis; estimation; forecasting. If time permits, we will also discuss some of the following topics: financial time series and the (G)ARCH model; nonstationarity; bivariate time series.

Teaching: Lectures: 20 MT. Seminars: 10 MT.

Indicative reading: Brockwell & Davis, *Time Series: Theory and Methods*; Brockwell & Davis, *Introduction to Time Series and Forecasting*; Box & Jenkins, *Time Series Analysis, Forecasting and Control*; Shumway & Stoffer, *Time Series Analysis and Its Applications*.

Assessment: Two-hour written examination in the ST.

ST431 Insurance Mathematics

This information is for the 2009/10 session.

Teachers responsible: Professor R Norberg, B601 and Dr T Rheinlander, B609

Availability: MSc Risk and Stochastics.

Pre-requisites: ST302 **Stochastic Processes**; ST202 **Probability, Distribution Theory and Inference** (or equivalent).

Course content: The course consists of two modules that are taught in parallel throughout the term:

ST431.1 Life Insurance

Core syllabus: A self-contained, comprehensive introduction to life and pensions insurance mathematics based on the theory of stochastic processes, notably counting processes and their associated counting martingales. A variety of insurance schemes are analysed, ranging from the traditional participating policy to modern index-linked insurance with benefits dependent on prices of traded securities or other market indices. An introduction to statistical life history analysis is part of the course.

Content: The time continuous non-homogeneous Markov chain model for life histories and developments of life insurance policies. Extension to semi-Markov chains. Diffusion and jump process models for financial markets. Actuarial analysis of basic insurance products: life endowment, life annuity, life assurance, and disability insurance. Extension to the general multi-state policy. The participating policy; surplus and bonus. Index-linked benefits (unit-linked, salary-dependent and others). Pricing of embedded interest and mortality guarantees. Defined benefits v defined contributions. Risk minimization in the framework of theory of incomplete financial markets. Portfolio analysis of combined insurance risk and financial risk; solvency and market value of insurance companies. Pension funding. Statistical life history analysis.

ST431.2 Non-life Insurance

Core syllabus: This module covers the core matter of mathematical risk theory. It gives precise content to the notion of (insurable) risk and presents theories for how to mitigate and possibly eliminate such risk through insurance schemes and, at the level of the insurance companies, through reinsurance. Emphasis is on principles for pricing of insurance products and on solvency control of insurers.

Content: Axiomatic approach to ordering of risks; expected utility; optimal forms of insurance from the insured's and from the insurer's point of view, Pareto-optimal risk exchanges. Premium principles and ordering of risks (stop-loss, convex, and other orders). Ruin theory in various model scenarios including catastrophe risk and investment risk, with application to the issue of optimal reinsurance. Evaluation of total claims distributions for risk portfolios. Value at Risk (VaR). Claims reserving in non-life insurance – a marked point

process approach.

Teaching: ST431.1 Lectures: 20 MT. Seminars: 10 MT.

ST431.2 Lectures: 20 MT. Seminars: 10 MT.

Formative coursework: ST431.1 Compulsory homework to be announced during the course.

ST431.2 Compulsory homework to be announced during the course.

Indicative reading: R Norberg, *Risk and Stochastics in Life Insurance* (Lecture notes); P K Andersen, O Borgan, R D Gill & N Keiding, *Statistical Models Based on Counting Processes*; R Norberg, *Non-life Insurance Mathematics* (Lecture notes); T Mikosch, *Non-Life Insurance Mathematics*. Further material will be specified during the course.

Assessment: Three-hour written examination in ST.

ST432 Stochastic Finance

This information is for the 2009/10 session.

Teachers responsible: Dr T Rheinlander, B609 and Dr E Baurdoux, B604

Availability: Primarily for MSc Risk and Stochastics. The course consists of two modules that are taught in parallel throughout the term.

Pre-requisites: ST409 **Stochastic Processes**, ST431 **Insurance Mathematics**

ST432.1 Derivatives

Course content: Valuation and hedging of derivative securities: General principles of mathematical finance. Asset price models. Option pricing by bilateral Laplace transforms as well as integro-partial differential equations. Utility indifference valuation. Minimal entropy martingale measures. Foellmer-Sondermann optimal hedging. Entropic hedging.

Teaching: 30 lectures in the LT.

Indicative reading: T Rheinlander, *Derivatives in Insurance and Finance*, lecture notes (2005); Selected papers from scientific journals.

ST432.2 Levy Finance

Course content: Lévy processes with applications in finance.

Lévy processes have stationary and independent increments. They form a surprisingly rich class of processes that comprises Brownian motion, compound Poisson processes, and a huge family of processes with omnipresent jumps. This course gives an introduction to the general theory of such processes and presents a number of special processes commonly used in modelling of financial data. The theory is applied to a range of topics in mathematical finance such as pricing and hedging of options, credit risk models, and interest rate models.

Teaching: 30 lectures in the LT.

Indicative reading: Cont R. and Tankov P. (2004): *Financial Modelling With Jump Processes*; Kyprianou A.E. (2006) *Introductory Lectures on Fluctuations of Lévy Processes with Applications*; Selected papers from scientific journals.

Assessment: Three-hour written examination in the ST.

ST433 Half Unit Computational Methods in Finance and Insurance

This information is for the 2009/10 session.

Teacher responsible: Dr T Rheinlander, B609

Availability: This course is compulsory for MSc Risk and Stochastics and is also available for students on MSc Financial Mathematics, MSc Accounting and Finance, MSc Finance, and MSc Management of Risk and Regulation.

Pre-requisites: MA400 September Introductory Course (Financial Mathematics)

Course content: The purpose of this course is to (a) develop the students' computational skills, (b) introduce a range of numerical techniques of importance in actuarial and financial engineering, and (c) develop the ability of the students to apply the theory from the taught courses to practical problems, work out solutions including numerical work, and to present the results in a written report. Binomial and trinomial trees. Random number generation, the fundamentals of Monte Carlo simulation and a number of related issues. Finite difference schemes for the solution of ordinary and

partial differential equations arising in insurance and finance. Numerical solutions to stochastic differential equations and their implementation. The course ends with an introduction to guidelines for writing a scholarly report/thesis.

Teaching: 10 support lectures (MA417) in MT and 20 lectures (MA417) in LT, and 10 classes in (ST443.A) in LT.

Formative coursework: Weekly exercises and practicals are set and form the basis of the classes.

Indicative reading: N E Steenrod, P Halmos, M M Schiffer & J A Dieudonné, *How to write mathematics* (1973); D.J. Duffy, *Finite Difference Methods in Financial Engineering: A Partial Differential Equation Approach*, Wiley; P. Glasserman, *MonteCarlo Methods in Financial Engineering*, Springer; P.E. Kloden and E. Platen, *Numerical Solution of Stochastic Differential Equations*, Springer. Further material will be specified during the course.

Assessment: 50% for a two-hour exam in the Summer Term and 50% for a project based on independent study to be submitted by a given date in June. The project is a written report, normally between 15 and 20 pages long, 11pt, single-spaced.

ST435 Half Unit Advanced Probability Theory

This information is for the 2009/10 session.

Teachers responsible: Professor R Norberg, B601 and Dr. Erik Baurdoux, B604

Availability: This course is an option on MSc Risk and Stochastics and is available for Postgraduate taught and Research students across the School, timetabling permitting. The course is offered as a regular examinable half-unit as well as a service to students and academic staff.

Pre-requisites: Analysis and algebra at the level of a BSc in pure or applied mathematics and basic statistics and probability theory with stochastic processes. Knowledge of measure theory is not required as the course gives a self-contained introduction to this branch of analysis.

Course content: The course covers core topics in measure theoretic probability and modern stochastic calculus, thus laying a rigorous foundation for studies in statistics, actuarial science, financial mathematics, economics, and other areas where uncertainty is essential and needs to be described with advanced probability models. Emphasis is on probability theory as such rather than on special models occurring in its applications.

Brief revision of mathematical tools: set theory, logics, techniques of proof, real and complex numbers, sequences, functions, metric spaces, notions of limits and convergence, continuity, differentiation and integration. Brief review of basic probability concepts in a measure theoretic setting: probability spaces, random variables, expected value, conditional probability and expectation, independence. Construction of probability spaces with emphasis on stochastic processes. Operator methods in probability: generating functions, moment generating functions, Laplace transforms, and characteristic functions. Notions of convergence: convergence in probability and weak laws of large numbers, convergence almost surely and strong laws of large numbers, convergence of probability measures and central limit theorems. Stochastic calculus: filtered probability spaces, stopping times, optional and predictable sigma-algebras, martingales, local martingales, semimartingales, the Doob-Meyer decomposition, optional stopping theorems, quadratic variation and stochastic integrals, Ito's general formula, martingale techniques. Special processes: Brownian motion, compound Poisson processes and more general Levy processes. The change of measure technique and its applications.

Teaching: Thirty hours of lectures in the MT.

Formative coursework: Exercises are set weekly and solutions are discussed in the lectures. There will be two rounds of compulsory written coursework which will be marked, one in the MT and one in the LT.

Indicative reading: Lamperti, J. (1966): *Probability*. W.A. Benjamin Inc.; Norberg, R (2008): *Crash course in probability*. Lecture notes, Department of statistics, LSE; Paulsen J (1996): *Stochastic calculus with applications to risk theory*. Lecture notes, Department of Mathematics, University of Bergen. Protter, P. (2004): *Stochastic Integration and Differential Equations*, 2nd edition. Springer;

Williams, D. (1991): *Probability with Martingales*. Cambridge University Press.

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

ST450 Not available in 2009/10 Advanced Lectures on Special Topics in Statistics

This information is for the 2009/10 session.

Teacher responsible: To be announced

Seminar series. Please refer to Departmental web page for details. www.lse.ac.uk/collections/statistics

ST499 Dissertation

This information is for the 2009/10 session.

Teacher responsible: TBC

Availability: MSc Statistics and MSc Statistics (Research) only.

Course content: Independent project work on a subject chosen by the student.

Assessment: Dissertation to be submitted mid-September (50 page limit).

MRes/PhD Programme Regulations

MRes/PhD Programme Regulations

Key to MRes/PhD Regulations
(H) means a half-unit course
(C) means this course is capped
(n/a 09/10) means not available in the 2009/10 academic year
(M) means Michaelmas Term
(L) means Lent Term
(S) means Summer Term

Methodological Training and Study Skills

The Methodology Institute provides a number of courses for research track PhD programmes. MI4M1 **Foundations of Social Research 1** and MI4M2 **Foundations of Social Research 2** contain modules in quantitative and qualitative analysis and are required for the ESRC 1+3 scheme. In addition the Institute offers courses in study skills and specialist options in a range of aspects of social research. All PhD students are welcome to attend any courses offered by the Institute, details of which are in the relevant part of the section on Masters degrees.

MRes/PhD Economics

The MRes/PhD programme is offered in twin-track formats. Students on both tracks of the programme will have to complete MRes degree courses, a PhD-qualifying course and research training modules prior to submission of the PhD thesis. The different entrance qualifications of Track 1 and 2 students dictates the sequence and duration of the coursework.

Track 1 is aimed at students graduating with a first class undergraduate degree in economics. Track 2 is for students who have completed a graduate degree in economics and demonstrated exceptional performance.

The School's regulations for Taught Masters Degrees apply to the entire coursework portion of the MRes and MRes/PhD programme, except where the regulations below supersede the School regulations.

Programme Structure

Track 1

Track 1: (5 MRes Papers + 1 PhD-qualifying paper) Track 1
Students are required to attend EC400, the September Introductory Course before commencing the MRes/PhD programme.

The Programme begins in September with an Introductory Course to ensure that students have the essential background in mathematics for micro and macroeconomics, probability and statistics for the first year. In the first year, students are required to take core courses in microeconomics, macroeconomics and econometrics.

First year of Track 1:

Students are required to take MRes core courses (papers 1, 2 & 3) in microeconomics, macroeconomics and econometrics.

Second year of Track 1:

Students write an MRes research paper (paper 4) of 5,000-10,000 words and take the first of two field courses (paper 5). Subject to permission, students may be allowed to take their second (PhD qualifying) field simultaneously (paper 6).

Students are required to attend the Methodology Institute training 'Authoring a PhD and Developing as a Researcher' and are strongly encouraged to take advantage of other PhD-level training provided by the Department.

Students are required to attend the weekly Departmental seminar series closest to their major field and the relevant EC501 Work in Progress Seminar.

Subsequent years of Track 1 (if upgraded to PhD):

In year 3, students take the PhD-qualifying field course (paper 6) if they were not permitted to take it in year 2.

Students must have a detailed research proposal approved and signed by their supervisor by the end of the Michaelmas Term of their third year.

Students continue to attend the weekly Departmental seminar series closest to their major field and the relevant EC501 Work in Progress Seminar, where they present their research.

Students are expected to work on their research and to complete their PhD thesis within two or three years of PhD registration.

Track 1: Summary MRes degree courses, PhD qualifying course, and research training modules:

MRes degree courses (examinable) 1. EC441 Microeconomics for MRes Students

2. EC442 Macroeconomics for MRes Students

3. EC443 Econometrics for MRes Students or EC484 Econometric Analysis*

4. EC599 Research Paper in Economics

5. One from the Field Selection List below

PhD qualifying course (examinable) 6. One from the Field Selection List below

MRes research training modules (non-examinable) A. MI5A1

Authoring a PhD and Developing as a Researcher

B. EC501 Work in Progress Seminars

C. In addition, students will be required to attend the weekly Departmental seminar series closest to their major field.

PhD research training modules (non-examinable)

D. MI5A2 Authoring a PhD and Developing as a Researcher

E. MI5A3 Authoring a PhD and Developing as a Researcher

* Permission must be obtained to sit EC484: it is intended for students with a strong econometric background and an interest in pursuing a PhD with econometrics as the primary field.

Track 1: Progression to year 2 of MRes in Economics

In order to progress unconditionally from the first to the second year of MRes registration, students should attain the pass mark of 50% (at least) in papers 1, 2 & 3. Students who do not attain this standard may proceed to the second year with up to two resit papers, with the restriction that they can sit a maximum of four exams (including resits) in year 2. Students with more than 2 resits will not be permitted to proceed to year 2.

Track 1: Award of the MRes in Economics

The award and classification of the MRes degree is consistent with the School's Scheme for the Award of a five-unit Taught Masters Degree. Students are required to achieve a pass mark of 50% in papers 1, 2, 3, 4 & 5. One failed paper (but not a bad fail) can be compensated by a mark of 55% or higher in another paper.

Track 1: Progression to PhD registration

For PhD registration students should obtain three marks of 60% or higher and two marks of 50% or higher in MRes papers 1, 2, 3, 4 & 5. Two marks of 60% or higher are required from the MRes core papers EC441, EC442, and EC443. A mark between 55-59% in one of these core papers can be condoned by a mark of +70% in another core paper.

Students missing the overall progression requirement by one paper are permitted to progress to PhD registration, but will subsequently need to pass the paper to the necessary standard to continue their PhD registration. Students who have not taken their PhD-qualifying field course (paper 6) will also need to pass that course with 50% or higher. These requirements will need to be taken at the next examination, except where permission has been granted for a candidate to defer the examination until a subsequent year.

Students missing the progression requirement by more than one

paper are required to pass those papers to the necessary standard before PhD registration can be permitted. Throughout the coursework portion of the MRes or MRes/PhD programme, students failing a paper or missing a progression mark will have to retake that paper within one year of the original examination. The Graduate Studies Committee can grant permission to a candidate to resit a paper in a subsequent year in exceptional circumstances. Each paper can only be resat once. Students registered for the PhD remain subject to the relevant MRes regulations for any courses or examinations they are completing. Students who have been permitted to progress onto the PhD without satisfying the complete progression standard will have their PhD registration discontinued if they fail to reach the this standard at re-sit.

Track 1: Award of the PhD in Economics

Award of the PhD is dependent on the completion and defence of an original research thesis, in accordance with University of London and LSE regulations.

Track 2

Track 2: (4 MRes Papers + 1 PhD-qualifying paper)

Track 2 Students may be required to attend EC400, the September Introductory Course before commencing the MRes/PhD programme.

First year of Track 2:

Students are required to take MRes core courses (papers 1, 2 & 3), plus the MRes research paper (paper 4). Students who, as part of an MSc, have completed with exceptional performance a core course of a strictly equivalent level and coverage are permitted to take their PhD qualifying field course in its place.

Students are required to attend the Methodology Institute training 'Authoring a PhD and Developing as a Researcher' and are strongly encouraged to take advantage of other PhD-level training provided by the Department.

Students are required to attend the weekly Departmental seminar series closest to their major field and the relevant EC501 Work in Progress Seminar.

Subsequent years of Track 2 (if upgraded to PhD): In year 2, students take the PhD-qualifying field course (paper 5) if they were not permitted to take it in year 1.

Students must have a detailed research proposal approved and signed by their supervisor by the end of the Michaelmas Term of their second year.

Students continue to attend the weekly Departmental seminar series closest to their major field and the relevant EC501 Work in Progress Seminar, where they present their research.

Students are expected to work on their research and to complete their PhD thesis within two or three years of PhD registration.

Track 2: Summary MRes degree courses, PhD qualifying course, and research training modules

MRes degree courses (examinable) 1. EC441 Microeconomics for MRes Students +

2. EC442 Macroeconomics for MRes Students +

3. EC443 Econometrics for MRes Students or EC484 Econometric Analysis* +

4. EC599 Research Paper in Economics

* Permission must be obtained to sit EC484: it is intended for students with a strong econometric background and an interest in pursuing a PhD with econometrics as the primary field.

PhD qualifying courses (examinable) ++

5. One from the Field Selection List below

MRes research training modules (non-examinable) A. MI5A1

Authoring a PhD and Developing as a Researcher

B. EC501 Work in Progress Seminars

C. In addition, students will be required to attend the weekly Departmental seminar series closest to their major field.

PhD research training modules (non-examinable) D. MI5A2

Authoring a PhD and Developing as a Researcher

E. MI5A3 Authoring a PhD and Developing as a Researcher

+ Students who, as part of an MSc, have completed with exceptional performance a course of a strictly equivalent level and coverage are

permitted to take the PhD qualifying field course in its place.

++ Students who are permitted to take a PhD qualifying field as paper 1, 2 or 3, are waived this additional requirement.

Track 2: Award of the MRes in Economics

The award and classification of the MRes degree is consistent with the School's Scheme for the Award of a four-unit Taught Masters Degree. Students are required to achieve a pass mark of 50% in papers 1, 2, 3 & 4. One failed paper (but not a bad fail) can be compensated by a mark of 55% or higher in another paper.

Track 2: Progression to PhD registration

For PhD registration students should obtain two marks of 60% or higher in the MRes core papers EC441, EC442 and EC443, plus two marks of 50% or higher. If a student already has a mark of 60% or above in an MRes-level core paper taken as part of an MSc, the required MRes marks are two at 60% or higher (one from the MRes core papers EC441, EC442 and EC443), plus two marks of 50% or higher. A mark between 55-59% in one of these core papers can be condoned by a mark of +70% in another core paper.

(Note: EC484 substitutes for EC443 on the MSc Econometrics and Mathematical Economics)

Students missing the overall progression requirement by one paper are permitted to progress to PhD registration, but will subsequently need to pass the paper to the necessary standard to continue their PhD registration. Students who have not taken their PhD-qualifying field course (paper 6) will also need to pass that course with 50% or higher. These requirements will need to be taken at the next examination, except where permission has been granted for a candidate to defer the examination until a subsequent year.

Students missing the progression requirement by more than one paper are required to pass those papers to the necessary standard before PhD registration can be permitted.

Throughout the coursework portion of the MRes or MRes/PhD programme, students failing a paper or missing a progression mark will have to retake that paper within one year of the original examination. The Graduate Studies Committee can grant permission to a candidate to resit a paper in a subsequent year in exceptional circumstances. Each paper can only be resat once. Students registered for the PhD remain subject to the relevant MRes regulations for any courses or examinations they are completing. Students who have been permitted to progress onto the PhD without satisfying the complete progression standard will have their PhD registration discontinued if they fail to reach the this standard at re-sit.

Track 2: Award of the PhD in Economics

Award of the PhD is dependent on the completion and defence of an original research thesis, in accordance with University of London and LSE regulations.

Field Selection List

EC532 International Economics for Research Students

EC533 Labour Economics for Research Students

EC534 Public Economics for Research Students

EC535 Development Economics for Research Students

EC536 Economics of Industry for Research Students

EC537 Microeconomic Theory for Research Students

EC518 Topics in Advanced Econometrics for Research Students*

EC539 Macroeconomics for Research Students

Either FM502 Theories of Finance or FM503 Empirical Finance *or*

EC430 Capital Markets (n/a 09/10) *and* FM502.2 Theories of Finance

PH413 Philosophy of Economics and PH555 Research Seminar in the Philosophy of Economics and Social Sciences ‡

* Track 2 students who have previously taken the EC485

component of this course at Masters level may instead, with the agreement of the MRes Tutor, take Statistics and/or Mathematics courses to the value of one unit.

‡ PH555: students are required to attend one term of choice and complete the term essay.

MRes/PhD Political Science

Introduction

In 2002 the Government Department at LSE, in a departure from the traditional 'thesis only' manner of doing doctoral work in most of Europe, introduced an exciting new PhD Programme in Political Science that combines rigorous training with specialised research.

Traditionally, doctoral students in most European departments spend several years working almost exclusively on their own research topic. The MRes/PhD is designed to provide a more structured route into a PhD. It provides a teaching programme in the first year. This involves collective and collaborative working, a broad training in research skills and methods, and a systematic emphasis on research design and methodology. This first year of the programme leads to an MRes award. Students build on this first year in their doctoral research in the following three years. Graduates will be carefully trained and widely read - indeed they will be able to interpret, evaluate, and use research results across a broad spectrum of topics, well beyond the field of their specific doctoral research. This combination of training and research is also intended to produce a new generation of political scientists who upon graduation will be well qualified to take up important positions in their professions. The benefits of this programme are already clear to see in the first cohort of graduates.

Two streams in the MRes/PhD in Political Science

From 2008-09 there will be two streams in the MRes/PhD programme. Students on both streams will be broadly trained in a range of methods in political science and will be able to apply quantitative and/or qualitative methods in their own research. In Stream A there is a greater emphasis on quantitative and in Stream B on qualitative methods. Both streams provide grounding in the scope and theory of political science and the challenges of research design. Students must meet high standards in all these fields and must apply their training to the construction of a research prospectus designed to underpin subsequent doctoral research. Every student will be allocated a supervisor at the start of their first year. This supervision relationship will be confirmed or changed in the early part of the Lent Term of that year. In addition there will be either a second supervisor or an advisor allocated to each student. In addition to the documents required by LSE admissions, all applications should include:-

- LSE application form
- Curriculum Vitae (CV or resume)
- Short statement of why you want to do the MRes/PhD
- An outline of the PhD research that you intend to conduct (motivation, research questions, approach, methods etc. in no more than 4-5 pages of text.)

Programme structure

Stream A (Quantitative Emphasis)

First year of Stream A

- | | |
|-----|--|
| A | Submit a Research Prospectus on 1st September (not to exceed 10,000 words) |
| B | Take and be examined in courses to the value of 6 half-units, or equivalent, as follows: |
| 1 | GV511 Scope and Theory in the Study of Politics (H) |
| 2 | GV505 Research Design in Political Science (H) |
| 3 | MI452 Quantitative Analysis 2: The Generalised Linear Model (H) (students with no prior statistics experience are required to take the Methodology Institute's pre-session introductory statistics course) |
| 4-6 | Courses to the value of 3 half-units, or equivalent, taught anywhere in the School, at least two half-units of which must be GV, IR, EU or DV pre-fixed (with approval of the programme convenor). |

Stream B (Qualitative Emphasis)

First year of Stream B

- | | |
|-----|--|
| A | Submit a Research Prospectus on 1st September (not to exceed 10,000 words) |
| B | Take and be examined in courses to the value of 6 half-units, or equivalent, as follows: |
| 1 | GV511 Scope and Theory in the Study of Politics (H) |
| 2 | GV512 Research Design: Comparative, Case Study and Historical Approaches (H) |
| 3 | GV513 Qualitative Methods in the Study of politics (H) |
| 4 | MI451 Quantitative Analysis 1: Description and Inference (H) (students may be exempt from this course if s/he can demonstrate existing introductory training in quantitative analysis and will be required to take a different half-unit course with the approval of the student's supervisor) |
| 5-6 | Courses to the value of 2 half-units, or equivalent. Students can select courses from anywhere in the School that are appropriate for their doctoral training and research. All course selections require the approval of the student's supervisor. |

Second and Subsequent Years-both Streams (if upgraded to PhD)

- A) Research and Write the Dissertation.
 B) Attend at least one Research Workshop in the Government Department or elsewhere in the School in each year (as specified by appropriate departmental regulations).

Award of the MRes-both Streams

The MRes is awarded at the end of the First Year if all the exams are passed. The grade for the MRes degree is determined as follows:

- a Pass is awarded if the exams are passed with an average mark of between 50 and 59;
- a Merit is awarded if the exams are passed with an average mark of between 60 and 67; and
- a Distinction is awarded if EITHER (a) a mark of 70 or more is achieved in a majority of the exams, OR (b) the exams are passed with an average mark of 68 or more.

Upgrade to PhD-both Streams

Upgraded to PhD is dependent upon:

- A) passing the MRes with at least a Merit grade, and
 B) approval of the Research Prospectus by the Prospectus Approval Committee of the relevant Stream.

Award of PhD-both Streams

The PhD is awarded according to the rules of the LSE.

MPhil/PhD Programme Regulations

MPhil/PhD Programme Regulations

Key to MRes/PhD Regulations
(H) means a half-unit course
(C) means this course is capped
(n/a 09/10) means not available in the 2009/10 academic year
(M) means Michaelmas Term
(L) means Lent Term
(S) means Summer Term

PhD in Accounting

Programme Director: Professor Wim A. Van der Stede, A213

The Department of Accounting offers a PhD programme that has received recognition from the ESRC. The aim of the programme is to train students whose research is of the highest international quality in Accounting broadly conceived. The Department has a very strong research culture that includes an active seminar programme and a programme of distinguished visitors. It also has close links with the Centre for Analysis of Risk and Regulation (CARR).

The PhD in Accounting normally consists of three formal courses in the first year. One further course or part-course may be taken in the second year. Students are required to make a seminar presentation in their first and second years, are required to attend the Department of Accounting research seminars, and are encouraged to attend any relevant seminars in related areas offered elsewhere in the School. Students are also encouraged to participate at an early stage in appropriate international workshops and colloquia and are offered the opportunity to gain teaching experience, with appropriate training, without detracting from their research progress.

Student progress is regularly monitored by the departmental Postgraduate Assessment Review Committee, as well as through normal supervisory mechanisms. Each student has a main and second supervisor.

Entry to the programme is normally conditional on a candidate having obtained a first or upper second class honours degree in Accounting from a British or overseas university, or other degree accepted as equivalent for this purpose. Satisfactory performance (normally at Distinction level) in the MSc Accounting and Finance, MSc Finance, MSc Finance and Economics, MSc Law and Accounting, MSc Management and Regulation of Risk, or other MSc degrees offered by LSE also meet the entrance requirements. PhD in Accounting students are governed by the regulations set out below.

PhD Accounting Regulations

Year 1

You should attend the following two accounting research courses (both courses are not examined)

Paper Course Title

AC500 Accounting, Organisations and Society
 AC501 Seminar in Accounting Research Methods

You should also take two examined Graduate level courses, normally both in the first year or, sometimes, one in each of your first and second years. You can choose from the following list, or select any other Graduate level course available in the School, with the permission of the Programme Director. You must successfully pass the course examinations to proceed to the next year.

Paper Course Title

AC470 Accounting in the Global Economy (H)
 SO425 Risk, Regulation and Economic Life
 EC483 Advanced Microeconomic Theory
 EC476 Contracts and Organisations

Year 2

You should attend the following two accounting research courses

(both courses are not examined).

Paper Course Title

AC500 Accounting, Organisations and Society
 AC501 Seminar in Accounting Research Methods

Subsequent Years

You will spend the remainder of your PhD registration period carrying out research and thesis writing. During this time you must continue to attend the Departments Accounting Research Seminars and should attend any relevant seminars closest to your field of study.

Examinations

All PhD Accounting students are required to achieve a pass mark of 65% in their examined courses. The examiners may decide under certain conditions to condone a lower pass mark if there is strength elsewhere. Students failing a paper can, at the examiner's discretion, taking into account overall performance, resit that paper on one occasion only.

Progression to PhD Registration

You will initially be registered for an MPhil. In order to progress to PhD registration, you must have achieved a pass mark of 65% in your taught course exams, and have made satisfactory progress in your research. The Department's Postgraduate Review and Assessment Committee, will review the progress of each research student, and make recommendations for upgrading to PhD on a case-by-case basis.

MPhil/PhD Anthropology Doctoral Programme in Anthropology

Programme Director: Professor Charles Stafford, A601

Aims of Programme:

- To prepare students for extended participant-observation fieldwork in the social anthropological tradition.
- To ensure that students have the skills necessary for the critical analysis of material gathered in fieldwork settings.
- To enhance students' understanding of key themes in anthropology and cognate social sciences, especially as these relate to their own research topics.
- To enable students to conduct a sustained piece of independent research work and to write a dissertation at the level required for the PhD.
- To provide students, where possible, with opportunities for professional development (e.g. through experience of teaching, and through participation in academic activities including workshops and scholarly exchange programmes).

Required Courses and Seminars:

The **pre-fieldwork** course requirements are as follows:

AN500 Seminar on Anthropological Research;
 AN501 Field Research Seminar;
 AN449 Ethnography in relation to other Research Methods (H);
 AN455 Statistics and Causal Analysis for Social Anthropologists (H).
 Students with a strong background in statistics can take MI452 instead of AN455.

In addition, students are required to attend and produce coursework for one or two of the department's main courses (to the value of one unit):

AN402 The Anthropology of Religion,
 AN405 The Anthropology of Kinship, Sex and Gender,
 AN437 Anthropology of Learning and Cognition and
 AN438 Law in Society: A joint Course in Anthropology and Law.
 AN451 Anthropology of Politics (H),

- AN456 Anthropology of Economy: Production and Exchange (H),
 AN457 Anthropology of Economy: Transformation and Globalisation (H),

Students also follow a reading and fieldwork preparation course (AN442) under the direction of their supervisors and prepare a 10,000 word research proposal (AN443).

After fieldwork (which normally lasts approximately fifteen to eighteen months) students begin writing their PhD dissertations under the close supervision of members of staff. During this period of their studies, they attend:

- AN500 Seminar on Anthropological Research,
 AN503 Thesis Writing Seminar, and
 AN507 Theoretical Issues in Anthropology: Precepts and Practice II.

Methodological Training:

Methodological training is provided by AN501 Field Research Seminar, AN449 Ethnography in relation to other Research Methods (H) and AN455 Statistics and Causal Analysis for Social Anthropologists (H).

Progress Reviews and Upgrading to PhD:

AN449 and AN455 will be examined in the ST. Together these count for 25% of the total mark. Students who obtain a fail (but not a bad fail) in either of these courses, but who achieve a pass when both marks are combined are allowed to progress without retaking the failed exam.

The research proposal, worth 75% of the total mark, will be examined, and must be passed before a student is upgraded to the PhD and allowed to begin fieldwork.

Essays for the additional course are submitted at the end of LT. If a pass is not achieved essays must be resubmitted within four weeks.

Targets for Progress:

Phase 1 (1 year) - to complete the methodological training and to write a competent research proposal

Phase 2 (1 - 2 years) - to undertake an extended period of anthropological fieldwork

Phase 3 (1 - 2 years) - to write a scholarly dissertation that makes an original contribution to anthropological knowledge

Targets for Completion:

Students are expected to show that they have developed:

- A critical understanding of the main ethnographic, theoretical and methodological issues related to their research topic.
- An ability to contribute to advancing knowledge of their subject area.
- The ability to communicate complex ideas and information effectively in written and oral form.

MPhil/PhD (with Qualifying Examination) in Anthropology

The QE/MPhil/PhD programme is designed for, and only open to, students who have secured full sponsorship for a research programme in Social Anthropology but do not fulfil entry requirements for the LSE's MPhil/PhD. The first year provides training and Qualifying Examinations equivalent to the MSc in Social Anthropology.

Year 1

Year 1 will be assessed under the LSE's Regulations for Taught Masters Degrees and Scheme For The Award Of A Taught Masters Degree. Students will automatically progress to the MPhil/PhD provided they obtain a Merit or higher in Year 1.

Students must take courses to the value of three full units and a dissertation as shown.

Paper Course number and title

- 1 AN404 Anthropology: Theory and Ethnography
 2 One or two of the following to the value of one full unit:
 AN402 The Anthropology of Religion
 AN405 The Anthropology of Kinship, Sex and Gender
 AN451 Anthropology of Politics (H)
 AN456 Anthropology of Economy: production and

exchange (H)

AN457 Anthropology of Economy: transformation and globalisation (H)

3 One or two of the following to the value of one full unit:

A paper from 2 above not already taken

AN419 The Anthropology of Christianity (H)

AN420 The Anthropology of South-East Asia (H) (n/a 09/10)

AN421 The Anthropology of Industrialisation and Industrial Life (H) (n/a 09/10)

AN424 The Anthropology of Melanesia (H)

AN425 The Anthropology of China (H) (n/a 09/10)

AN429 The Anthropology of Southern Africa (H) (n/a 09/10)

AN436 The Anthropology of Development (H)

AN437 Anthropology of Learning and Cognition

AN438 Law in Society: A Joint Course in Anthropology and Law*

AN439 Anthropology and Human Rights (H) (n/a 09/10)

AN444 Investigating the Philippines- New Approaches and Ethnographic Contexts (H) (n/a 09/10)

AN447 China in Comparative Perspective

AN448 Indigenous Politics in Highland Latin America (H)

AN453 The Anthropology of India (H) (n/a 09/10)

AN454 Social Anthropology and Darwinian Theories (H) (n/a 09/10)

AN458 Children and Youth in Contemporary Ethnography (H)

AN459 Anthropology and Media (H) (n/a 09/10)

AN461 Anthropological Approaches to Questions of Being (H) (n/a 09/10)

AN462 The Anthropology of Post-Soviet Eurasia (H) (n/a 09/10)

AN463 The Anthropology of Borders and Boundaries (H)

AN464 Ethnography of a Selected Region (H)

AN465 Medical Anthropology (H)

4 AN499 Dissertation

Notes * means subject to agreement of the MSc Law, Anthropology and Society Programme Director.

Successful completion of Year 1 will result in students obtaining the MSc in Social Anthropology. Students obtaining a Merit or higher under the LSE's MSc regulations will be eligible to progress to the MPhil.

Year 1 Non examinable components

All QE students will be entitled and encouraged to attend the Departmental Seminar on Anthropological Research (AN500) in order to develop their familiarity with current research in the discipline.

Year 2

Subject to obtaining a Merit or higher in Year 1, students progress to the MPhil which focuses on research preparation and methodological training and consists of:

www.lse.ac.uk/resources/calendar/programmeRegulations/mPhilPhD/anthropology.htm

Years 3 to 5

After fieldwork (which normally lasts approximately fifteen to eighteen months) students begin writing their PhD dissertations under the close supervision of members of staff. During this period of their studies, they attend weekly thesis-writing seminars (AN503), as well as the departmental Seminars on Anthropological Theory (AN500), and fortnightly seminars on recent developments in anthropology (AN507).

MPhil/PhD Demography/Population Studies Doctoral Programme in Social Policy

Programme Directors: Professor Anne West and Professor Jane Lewis

Aims of Programme:

To provide students with masters degrees or equivalent with the skills, competencies, and a research environment, that will enable them successfully to undertake original primary research in the broad field of social policy.

Required Courses and Seminars:

SA550 Research Student Seminar in first year (first and second year for part-time students)

Methodological Training:

Students are advised to take the following courses if they have not already taken them: SA451: Social Policy Research; MI451: Quantitative Analysis 1: Description and Inference; MI452: Quantitative Analysis 2: The Generalised Linear Model; MI453 Fundamentals of Research Design; and MI454: Qualitative Social Research: Interview, Text, Image.

Students will discuss with their supervisors any other methodological training that may be relevant for the successful completion of the MPhil/PhD programme.

Progress Reviews and Upgrading to PhD:

Each student is required to undertake Major Review in the summer term of their first year (second year for part-time students). For Major Review they must submit a 10,000 word document with a detailed thesis proposal, their research question, a literature review, a description of their methodology, their plans for data collection and a timetable through to completion. They are interviewed on this document by a panel of senior staff who make the decision on upgrading.

Each year post-Major Review, every student is expected to submit a 1,000 to 2,000 word progress report, approved by supervisors, to the Research Students' Programme Director.

Each pre-Major Review student is expected to make a presentation on their proposed research to the SA550 seminar. Each post-Major Review student is expected to make at least one presentation on their research to the SA550 seminar.

The Department provides a PhD Style Guide to assist students with their thesis.

Targets for Progress:

Year 1- Make a presentation to SA550. Submit document to Department for Major Review. Upgrade to PhD status

Year 2- Undertake field work and/or other forms of data collection

Year 3- Analyse data. Make SA550 presentation. Completion and submission (end year 3)

Year 4- Completion and submission (beginning of year 4)

Targets for Completion:

Students to complete by the end of Year 3/beginning of year 4 of registration on the MPhil or PhD programme.

MPhil/PhD Development Studies Doctoral Programme in Development Studies

Programme Director: Dr Ken Shadlen

Aims of Programme:

The aim of the programme is to provide a forum for students to produce high-quality, doctoral theses in the field of Development Studies.

Required Courses and Seminars:

Aside from students who are admitted with conditions of course work, the particular course work a student will require is decided with the supervisor upon arrival. All first year research students are required to attend and participate in the weekly Research Seminar in Development Studies (DV500). For those new students who have not studied Development Studies before, the Institute will require that they attend the lectures for the core course DV400 Development: History, Theory and Policy or DV431 Development Management. MPhil/PhD students will find it advantageous to attend the weekly Visiting lecture Series in Development Studies which introduces the work of leading UK-based academic researchers who speak about their current work in the development field. The series also includes "development practitioners" who introduce students to issues drawn from the experience of development projects.

Methodological Training:

All students will be required to take and to satisfactorily pass a half unit course in research methods in the School's Methodology Institute. The precise half-unit course taken will be decided in consultation with the student's primary supervisor.

Progress Reviews and Upgrading to PhD:

All students will be interviewed during the ST of their first year by the Graduate Review Committee. Re-registration for a second year will be conditional on the work presented being of a satisfactory standard and if satisfactory, will be upgraded from MPhil to PhD.

Targets for Progress:

Year 1- At the beginning of LT of the first year, students are required to submit a draft research proposal to their supervisors. By the start of ST, students are required to submit their final research proposal for examination.

Year 2- By the end of ST of the second year students should have finished all fieldwork (where applicable).

Year 3- By the end of the third year students should be able to complete their dissertation.

Targets for Completion:

The department takes the view that students who plan to write a PhD dissertation should be able to complete the process within a maximum of four years of full time study. Part-time students should take no more than eight years.

MPhil/PhD in Economic History Doctoral Programme in Economic History

Programme Director: Dr. Max-Stephan Schulze

Aims of Programme:

The aim of the PhD programme in Economic History is to facilitate and support students' development as original, independent scholars with research achievements and professional competencies of high international standard. The researching and writing of the thesis is the major academic goal of our students, but all of them are expected to gain broad knowledge of the subject from graduate level course work in their first year and active participation in workshops, seminars and conferences to complement the expertise gained from intense thesis research

Required Courses and Seminars:

First year research students are required to take EH520, Approaches to Economic History, and to attend the weekly Thesis Workshop in Economic History, EH590. Supervisors may require students in their first or subsequent years of study to take other relevant economic history courses, methodological courses provided by the Methodology Institute or the Institute of Historical Research or skills training courses as required for their thesis topic. New research students are also required to take the core MSc (Research) courses EH401 and EH402 unless they have already taken these courses as part of the Master's degree, and, where appropriate, a pre-sessional statistics course.

Methodological Training:

In their first year, research students in the department are required to attend the general programme provided by the Methodology Institute for research students (MI5A1, MI5A2 and MI5A3). Core methodological training in economic history is provided through EH520, compulsory for all first year research students, and EH401 and EH402 for those students who have not taken these as part of their Master's degree studies. In addition, supervisors may require research students to take further courses with a view to improving students' methodological and technical competence in areas of specific relevance for their thesis topic.

Progress Reviews and Upgrading to PhD:

At the end of the LT of the first year, students are required to present their work to the Thesis Workshop in Economic History. By the start of the ST students are required to submit at least one draft thesis chapter and a 3-5 page thesis outline to the department's Graduate Review Committee. Students taking one or more MSc examinations may, with the support of their supervisor, apply to defer their submission of work to no later than the start of the 7th week of the ST. The Committee will interview all students during the ST, and re-registration for a second year will be conditional on the work presented being of a satisfactory standard.

By the ST of the second year the Graduate Review Committee will normally expect to see about half the thesis in draft. The Committee will interview students, and if the submitted work is of an acceptable standard, students will be upgraded from MPhil to PhD. Students may defer the upgrade decision until their third year for fieldwork or other reasons, but only with the support of their supervisor.

Targets for Progress:

Year 1- At the end of the LT of the first year, students are required to present their work to the Thesis Workshop in Economic History. By the start of the ST students are required to submit at least one draft thesis chapter and a 3-5 page thesis outline to the department's Graduate Review Committee. Students taking one or more MSc examinations may, with the support of their supervisor, apply to defer their submission of work to no later than the start of the 7th week of the ST. The Committee will interview all students during the ST, and re-registration for a second year will be conditional on the work presented being of a satisfactory standard.

Year 2- By the ST of the second year the Graduate Review Committee will normally expect to see about half the thesis in draft. The Committee will interview students, and if the submitted work is of an acceptable standard, students will be upgraded from MPhil to PhD. Students may defer the upgrade decision until their third year for fieldwork or other reasons, but only with the support of their supervisor.

Year 3- n/a

Targets for Completion:

The department takes the view that students who have already taken a relevant Master's degree should be able to complete a PhD thesis within three years of full-time study, and that no thesis should extend beyond four years of full-time study.

Economics

The PhD Programme in Economics aims at the highest international standard of research achievement and professional competence. Graduates from the Programme gain employment in all areas requiring economists. Please note, that from 2004/05, the MPhil/PhD in Economics was replaced by the MRes/PhD in Economics for all new admissions.

In the first year of the MPhil/PhD, students make short presentations of their proposed research in the weekly **Seminar in Research Strategy**. Students also take the course **Topics in Economic Analysis** and choose one examinable MSc level course from a wide range of options. This course may either fill a missing gap in training or support the proposed research area. Students are encouraged to talk with many members of the Department and are assigned a supervisor with prime responsibility for their research progress. Supervisors can be changed in consultation with the Research Tutor as interests of the students evolve. Every student is expected to produce one substantial piece of written work in the first year. Students are initially registered for an MPhil with retrospective transfer to PhD registration pending sufficient research progress. All first year students are reviewed by the Economics Department Graduate Committee in July. This review is based on the supervisor's report, seminar performance, and the two examination results. Part-time students may take one examination in the first year. In the second and subsequent years all students attend their relevant **Work in Progress Seminar** where significant chapters of

theses are presented. Upgrading to PhD registration often follows successful presentations. Many students are affiliated to one of the economics Centres or Institutes such as The Financial Markets Research Centre, the Suntory-Toyota International Centres for Economics and Related Disciplines and the Centre for Economic Performance. Most students do some undergraduate class teaching, either as teaching assistants or as part-time teachers.

At the end of the second year there is a review of completion prospects. Full-time students are expected to complete in three or four years. The minimum completion time is two years. For students who do not complete by the end of the third year there is an intensive review of completion prospects. The Programme is affiliated with the European Doctoral Programme, which allows students to study at more than one institution and offers flexibility, subject to individual requirements, as to the final institution awarding the degree.

| Paper Number | Paper Title | Course Guide Number |
|---|--|-----------------------|
| Year 1 (last cohort entry 2003/04) | | |
| 1 | Topics in Economic Analysis | EC502 (now withdrawn) |
| 2 | Normally a paper from the MSc in Economics to be approved by the Department In addition, students will be required to participate in the following: | |
| 3 | Seminar in Research Strategy Second and Subsequent Years | EC500 (now withdrawn) |
| 4 | Work in Progress Seminars | EC501 |

MPhil/PhD in European Studies

Doctoral Programme in European Studies

Programme Director: Dr Christa van Wijnbergen

Aims of Programme:

The MPhil/PhD in European Studies is designed to provide research training and an interdisciplinary framework for doctoral research on specialist European topics.

Applications for research in three broad themes are welcome:

- European Political Economy
- European Governance and Politics
- European Ideas and Identities

Required Courses and Seminars:

All students are initially registered for the MPhil degree and every student must follow EU554 Research Methods and Design in European Studies during their first year.

In their second and third years, all PhD students must follow EU550 Research Workshop in European Studies. In addition, students working in themes in European Political Economy are strongly encouraged to take EU553 European Political Economy Research Seminar. It is also highly recommended that students with research interests in public policy and political economy attend and present their work in the interdepartmental research seminar EU555/GV555/IR555 Political Economy and Public Policy Workshop.

Methodological Training:

EU554 Research Methods and Design in European Studies during the first year. In addition, all students are expected to take relevant course(s) in the Methodology Institute or at other Departments.

Progress Reviews and Upgrading to PhD:

At the end of the first year each student must submit a Thesis Proposal, a Literature Review and an outline for examination by a Review Panel; re-registration is subject to the decision of the Doctoral Programme Committee, following a satisfactory report from the Review Panel. Alternatively, each student who has obtained their supervisors approval for a thesis in the format of a series of publishable papers, must submit for examination an extended research proposal and an abstract of at least two of the three prospective papers.

At the end of the second year of study each student must submit

all completed written work (minimum two further substantive chapters beyond those materials submitted at the end of the first year) and a full research plan for Review, with a view to upgrading to PhD status; up-grading is subject to the decision of the Doctoral Programme Committee, following a satisfactory report from the Review Panel. Alternatively, each student who has obtained approval for a thesis in the format of a series of publishable papers must submit for examination the introduction to the thesis, at least one fully written paper and the abstracts plus outlines of the other two papers.

Targets for Progress:

Year 1- An introductory chapter outlining the research proposal (approximately 5,000 words); A literature review (approximately 8,000-10,000 words); and a chapter synopsis and timetable for completion (approximately two pages). Alternatively, for a thesis in the format of a series of publishable papers: An extended research proposal (approximately 10,000 words); and a one-page abstract of at least two of the three prospective papers.

Year 2- At least two further (i.e. beyond the introduction and literature review required at the end of the first year) substantive chapters (of approximately 5,000-7,000 words each). Alternatively (for a thesis in the format of a series of publishable papers): A full draft of the introduction to the thesis (approximately 8,000-10,000 words); At least one fully written paper (approximately 10,000 words); and abstracts plus outlines of the other two papers.

Year 3- Completion empirical data collection, including field work if appropriate. First draft of all core chapters and agreed timetable for completion thesis. For a thesis in the format of a series of publishable papers: full drafts of introduction and at least two papers and agreed timetable for completion thesis.

Targets for Completion:

A thesis that is a distinct contribution to knowledge of the subject and affords 'evidence of originality, shown either by the discovery of new facts or by the exercise of independent critical power'. Students are permitted to choose between the standard format of a thesis, typically a monograph of 80,000 - 100,000 words, or an alternative format, consisting of a series of publishable papers, with an introduction, critical discussion and conclusion.

PhD in Finance

The Department has a formally structured PhD programme in Finance, which has received research training recognition from the ESRC. The aim of the programmes is to train students whose research is of the highest international quality. Students are strongly encouraged to participate at an early stage in their research training in appropriate international workshops and colloquia. They are also offered the opportunity to gain teaching experience, with appropriate training, without detracting from their research time. The structure of the PhD programme is designed to provide a broad based training in theoretical and empirical research methods in finance. Student progress is regularly monitored by the departmental Postgraduate Assessment Review Panel, as well as through normal supervisory mechanisms. The Department has a very strong research culture which includes an active seminar programme and a programme of distinguished visitors. It also has close links with the Financial Markets Group.

Programme Director PhD Finance: Dr Amil Dasgupta

The route you take through the PhD Finance programme will depend on your background, and previous masters degree. You are required to do a seminar presentation in your first and second years, and must attend the **Capital Markets Workshop** and **EC501 Research Work in Progress**. You are also encouraged to attend any relevant seminars in related areas. In the second year, the research courses include assessed research papers as part of the assessment requirements.

ROUTE 1

Students from the MSc Accounting and Finance or MSc Management and Regulation of Risk programmes and those from other relevant programmes, either at LSE or elsewhere, will enter in Year 1 and take the courses specified below.

Year 1 You must take the following courses and pass the exams with a mark of at least 65% (pass mark 50%) in the first year to proceed to the second year of registration.

| Paper | Course Title |
|-------|---------------------------------------|
| FM404 | Forecasting Financial Time Series (H) |
| FM437 | Financial Econometrics |
| FM502 | Theories of Finance |
| EC441 | Advanced Microeconomics* |

*Students who intend to do theoretical research are strongly advised to take Advanced Microeconomics in their first year.

Year 2 All courses are examined. Students are required to pass AC503 and the optional course with a mark of at least 65% (pass mark 50%) to proceed to their third year of registration.

Paper Course Title

| | |
|-------|------------------------|
| FM503 | Empirical Finance |
| FM505 | PhD Seminar in Finance |

One full unit equivalent optional course from:

| Paper | Course Title |
|-------|---|
| EC442 | Advanced Microeconomics |
| EC443 | Advanced Econometrics |
| EC512 | Monetary Economics for Research Students** |
| EC516 | Contracts and Organisations for Research Students** |
| EC517 | Advanced Microeconomic Theory for Research Students** |
| EC518 | Topics in Advanced Econometrics for Research Students** |
| | Or any other course approved by the Programme Director |

** With permission from the instructor.

Subsequent Years You will spend the remainder of your PhD registration period carrying out research and thesis writing.

During this time you must continue to attend the Capital Markets Workshop, FM505 PhD Seminar in Finance and you should attend any other seminars closest to your field of study.

ROUTE 2

Students who have taken the MSc Finance and Economics or MSc Finance and Economics (Research) programmes at LSE will be considered for Route 2 entry, subject to the approval of the Programme Director. Under exceptional circumstances, students with adequate background from other relevant programmes, either at LSE or elsewhere, may be considered for Route 2 entry, possibly with additional course requirements, again subject to the approval of the Programme Director.

Year 2 You must take the following research courses and pass the exams with a mark of at least 65% (pass mark 50%).

Paper Course Title

| | |
|-------|------------------------|
| FM502 | Theories of Finance |
| FM503 | Empirical Finance |
| FM505 | PhD Seminar in Finance |

One full unit equivalent optional course from:

| Paper | Course Title |
|-------|---|
| EC442 | Advanced Microeconomics |
| EC443 | Advanced Econometrics |
| EC512 | Monetary Economics for Research Students** |
| EC516 | Contracts and Organisations for Research Students** |
| EC517 | Advanced Microeconomic Theory for Research Students** |
| EC518 | Topics in Advanced Econometrics for Research Students** |
| | Or any other course approved by the Programme Director |

** With the permission of the instructor.

Subsequent Years

You will spend the remainder of your PhD registration period carrying out research and thesis writing. During this time you must continue to attend the Capital Markets Workshop, FM505 PhD Seminar in Finance and you should attend any other seminars closest to your field of study.

Examinations

All PhD students in Accounting and Finance are required to achieve a pass mark of 65% in their examined courses. The examiners may decide under certain conditions to condone a lower pass mark if

there is strength elsewhere. Students failing a paper can, at the examiner's discretion, taking into account overall performance, resit that paper on one occasion only.

Progression to PhD Registration

You will initially be registered for an MPhil. In order to progress to PhD registration, you must have achieved a pass mark of 65% in your taught course exams, and have made satisfactory progress in your research. The Department's Postgraduate Review and Assessment Committee, will review the progress of each research student, and make recommendations for upgrading to PhD on a case-by-case basis.

MPhil/PhD Gender Doctoral Programme in Gender

Programme Director: Dr Clare Hemmings

Aims of Programme:

The aim is to enable students to complete a PhD thesis within three years (full time), or an MPhil thesis in two years.

Required courses and Seminars

In their first year, students attend the core course of MSc Gender: GI400 Gender Theories in the Modern World, and the half unit GI402 Gender, Knowledge and Research Practice. Throughout their registration, students attend a fortnightly training seminar, GI500 Doctoral workshop. The Methodology Institute at the LSE provides a wide range of courses on both quantitative and qualitative research methodologies, and in many cases students will be advised to attend these throughout the period of their registration. Students may also be invited to audit relevant units on other Masters programmes. In addition the Teaching and Learning Centre provide courses and workshops linked to different stages of the research process.

Methodological Training

Research students are exceptionally well catered to at the Gender Institute, and their PhD programme is tailored both to their individual needs and to general needs, such as methodology training and engagement in professional academic life. All research students at the Institute receive core training in their first year to prepare them for their research and writing, and ongoing training across the period of the studies within and outside the Institute. All PhD students attend fortnightly PhD workshops (GI500) from the start of their time at the Institute. These are intended to provide students with continuity across their time at the Institute, build expertise in presenting and evaluating their own and other people's work, and confidence to edit and revise drafts of their work. It also generates a sense of a shared project and cohort identity, particularly since students are encouraged to focus on common problems such as methodological or design problems as well as textual issues.

GI400 Gender Theories in the Modern World: An Interdisciplinary Approach and GI402 Gender, Knowledge and Research Practice Students take a core gender theories and a core epistemology and methodology course in their first year which are intended to build theory and research practice skills over the first year. The core course introduces students to the range of theoretical frameworks available to gender studies experts, and asks what it means to use theory to explore key debates and problems (e.g. human rights) rather than approaching theory in an abstract way. The theory course proves invaluable in training students to think about how theory travels and what it means to take a particular position in theoretical debate. Both courses allow students to think creatively about the how to of research, not just in relation to their own project but as a central feature of all research (thus preparing them for the future). The Gender Institute makes full use of the Methodology Institute courses throughout the life of a PhD.

Progress Reviews and Upgrading to PhD

First year students will be assessed during the first year by means

of a draft chapter and a research proposal that follows ESRC guidelines. The content of the draft chapter will be discussed with and read by the Supervisor. The research proposal will follow a given template and will include the research objectives, the methodology and a short research rationale (maximum 3000 words) to be read by the review panel which will include the Supervisor and Advisor. Progress will be evaluated in the summer term via a viva with a review panel. If unsuccessful, students are permitted to retake this assessment once more at the end of September. This assessment has to be passed before progress to the second year is permitted. Arrangements for part time students will be made on a pro rata basis. The focus of these papers is student's own research project. Full-time research students are expected to have made the transition from the MPhil to PhD (upgrading) within two years of first registration, usually within 15 months. In order to upgrade, students must have passed the viva on the research paper. During the first term of the second year students are required to submit an outline for the thesis (including the anticipated division into chapters), two substantive draft chapters (usually the introduction setting out research hypotheses and methodology, and a second one situating their work within the wider literature), and a timetable for completion. The committee consists of the main supervisor (or advisor if necessary/relevant), the PhD programme director, and one other person who is not familiar with the student's work. Part-timers will go through the same process except in their second year. Expectations for a successful upgrade also include:

- satisfactory completion of chapters as above
- regular attendance at, and contribution of a paper to, the Research Training Seminars
- attendance at the Institute's Research Seminars
- attendance of relevant Methodology Institute courses
- attendance at other LSE or non-LSE courses as advised by Supervisor

Having successfully upgraded from MPhil to PhD, you will then be reviewed annually by your main and advisory supervisor to ensure work is progressing satisfactory.

Targets for Completion

Students are normally expected to complete their PhD thesis within three-four years of registration and an MPhil within two years. Part time students must complete by their eighth year of registration - a deadline which also applies to students who have studied a mixture of full and part time.

MPhil/PhD Geography Doctoral Programme in Geography

Programme Director: Professor Ian Gordon

Aims of Programme:

To provide research training and supportive academic guidance to enable students to carry out doctoral level research in Geographical and Environmental topics. Research at the MPhil/PhD level cannot be reduced to a simple formula and thus a particular candidate's requirements will need to be individually tailored in consultation with, and under guidance from, the supervisor.

Required Courses and Seminars:

Students must agree a programme of study with their supervisor and this must be approved by the Director of Graduate Studies in Geography. Students must achieve a pass in all examined elements (which includes the Methodological courses).

- GY403: Contemporary Debates in Human Geography
- Courses up to the value of 1 course unit from a specialist subject related to their thesis.
- GY502: Students should attend the Staff-Graduate Student Seminar
- GY500: Doctoral Student Research Presentations

Methodological Training:

Students should take courses in quantitative and qualitative methods:

- MI451 Quantitative Analysis I: Description and Inference OR
- MI452: Quantitative Analysis II: The Generalised Linear Model plus
- MI453: Fundamental of Research Design AND
- MI454: Qualitative Social Research: Interview, Text and Image

Progress Reviews and Upgrading to PhD:

All students will be subject to an annual review of progress in every year of registration; at this stage all of the work carried out in the year, plus performance in specified courses, will be taken into consideration.

Students may be required to complete additional courses, as deemed relevant by their supervisor, in later years of registration.

Students are required to be in attendance throughout their period of registration. Absences or fieldwork must be approved by the Director of Graduate Studies in Geography and the Dean of Graduate Studies, LSE.

Targets for Progress:

Please note these are approximate timings but nonetheless students are strongly urged to keep within these guidelines.

Year 1- Completion of all chosen courses including presentation of work in GY500.

Year 2- Moving forward with individual research. Upgrade meeting within 15 months of initial registration. Start fieldwork as necessary.

Year 3- Completion of individual research programme, and writing of draft thesis.

Targets for Completion:

The basic and preferred period is three years but if this is not possible then completion, and viva examination, should take place in fourth year.

MPhil/PhD Government Doctoral Programme in Government

Programme Director: Dr Katrin Flikschuh

Aims of Programme: Completion of PhD.

Required Courses and Seminars:

The Doctoral Programme Seminar (GV500), which is organised and chaired by the Doctoral Programme Director, is compulsory for all first year students. Intended to deepen and broaden students' engagement with political science, it spends the first term on basic advice on research design and methodology, provided by a proportion of the Department's staff. In the Lent and Summer terms the seminar focuses on work-in-progress reports presented by student members of the seminar. Students' attendance and participation is directly taken into account in the review at the end of the first year.

At the start of their second year all research students are required to enrol in at least one workshop, to attend on a regular basis and to present their research for discussion, usually in the presence of their supervisor in addition to the regular workshop members. The content of the workshops varies in detail from year to year, but a typical profile includes workshops in political theory, institutional analysis and political economy, European politics and policy, rational choice, and comparative politics.

- GV500 Doctoral Programme Seminar
- GV501 Doctoral Workshop: Political Theory
- GV503 Political Philosophy Research Seminar
- GV505 Foundations of Political Inquiry
- GV510 Ethnicity and Nationalism Research Workshop
- GV511 Scope and Theory in the Study of Politics
- GV512 Research Design: comparative, case study and historical approaches
- GV513 Qualitative Methods in the Study of Politics
- GV514 Political Science and Political Economy Doctoral Workshop
- GV515 Researching People, Politics and Organisations.
- GV516 Global Politics, Human Security and Governance Doctoral Workshop

Methodological Training:

First year doctoral students can attend the workshop authoring a PhD organised by the teaching and learning centre. A large number of seminars and courses are offered by the School's Methodology Institute and elsewhere in the school. Students take advice from their supervisors at the beginning of their first term and attend those sessions deemed to be of particular relevance to their research.

A full range of courses in research methods and design is available from the School's Methodology Institute. There is also an annual ECPR Summer School in Data Analysis at Essex University, to which the Department can nominate two students.

Progress Reviews and Upgrading to PhD:

Targets for Progress:

Year 1- To be allowed to re-register for the second year, first year students are required to give a satisfactory account of the progress and future direction of their research. This should take the form of:

1. A short prospectus, of approximately 3,000 words, setting out the research question, initial theoretical ideas, how these ideas will be applied in empirical research or theoretical enquiry, and a fully referenced discussion of the location of the proposed thesis in relation to existing research, questions, and controversies.

2. A list of intended chapter headings, giving the hypothetical contents of the thesis, together with a short abstract of one paragraph and no more than a page of A4, which summarises, albeit tentatively, the argument, anticipated or hoped for empirical findings or theoretical conclusions of the prospective thesis.

3. One substantial piece of writing, which would normally be a draft chapter. The draft chapter should not be a literature review: it should be a forward looking piece dealing directly with the planned research.

A student is allowed to re-register if, in the opinion of the panel, there is a strong probability that the student will complete a PhD in the permitted time.

Year 2- The annual review examines the progress made by the student and especially the likelihood of completion of a thesis of sufficient standard within the normal periods (four years for a full-time student and eight for a part-time one).

Year 3- The annual review examines the progress made by the student and especially the likelihood of completion of a thesis of sufficient standard within the normal periods (four years for a full-time student and eight for a part-time one).

Targets for Completion:

PhD thesis should be completed within 3-4 years.

MPhil/PhD Information Systems Doctoral Programme in Information Systems and Innovation

Programme Director: Dr Shirin Madon

Aims of Programme:

The MPhil/PhD programme aims to produce high quality research in the social study of information and communication technologies.

Required Courses and Seminars:

Students are expected to attend IS554 PhD Workshops, one each term and present at least once a year.

Methodological Training:

Students entering our MPhil/PhD programme are expected to have either completed the MSc Information Systems and Organization (Research) degree that we offer or provide evidence of comparable formal research training.

Progress Reviews and Upgrading to PhD:

During the programme students are required to pass an MPhil/PhD upgrade examination. This involves a presentation during the Lent Term PhD workshop, submission of a research proposal for formal

assessment by the faculty, response document to assessor feedback followed by an oral exam attended by a panel of faculty members and an external moderator.

Targets for Progress:

Year 1- Upgrade

Year 2- Presenting at IS554

Year 3- Presenting at IS554/Submission of draft chapters

Targets for Completion:

The School's policy is that PhDs should be completed within a 3-4 year timescale. In the Information Systems and Innovation Group, where students benefit from prior research training, we strongly encourage our doctoral students to complete their thesis in approximately 2-3 years of full-time study.

MPhil/PhD International History Doctoral Programme in International History

Programme Director: Dr. Kirsten E. Schulze

Aims of Programme:

To complete a thesis up to 100,000 words in length based on primary sources. This thesis must be the student's own work, be original, and make a significant contribution to the existing literature and historiography. The thesis must be an integrated whole and form a coherent argument.

Required Courses and Seminars:

HY501 for first year PhD students (both full and part-time)
HY509 and HY510 for second, third and fourth year students if they are not conducting archival research or fieldwork abroad. Research students are also required to attend regularly at least one relevant research seminar at the LSE, the Institute of Historical Research, the Canãda Blanch Centre as well as the School's seminar on authoring a PhD and publishing the results. In addition, they are encouraged to attend the Department's Staff Research Seminar, at which members of staff present papers on their own research, and the seminars held at IDEAS, which is hosted jointly by the Departments of International History and International Relations.

Methodological Training:

In their first year this includes a one-day introduction to research at the Institute of Historical Research, Senate House, and the Research Student Introductory Workshop (HY501) organised by the PhD Programme Director in the Department, which meets at least five times in the Michaelmas term and again in the Lent and Summer terms, the frequency of meetings dependent upon the number of participants. In the Michaelmas term the Workshop serves to introduce students to effective archival research, and issues in the preparation of a thesis. Among the practical subjects addressed are the use of archives, bibliographic preparation, note taking, record keeping, interviewing techniques and writing skills. In the Lent and Summer terms the Workshop provides students with the opportunity to present and discuss their preliminary research results.

Progress Reviews and Upgrading to PhD:

On being admitted, all students are formally registered for an MPhil. By 15 September of their first year (1 March of their second year for part-time students) they are required to submit a dossier containing (1) the provisional title of their thesis, together with the provisional titles of their chapters; (2) a bibliography, setting out as comprehensively as possible the primary published and unpublished sources they intend to use, along with the books, articles, unpublished theses and other sources they will consult; (3) an historiographical essay, evaluating the contributions of other scholars to their subject, and indicating clearly how their own thesis will contribute to it; and (4) a draft chapter of approximately 10,000 words based largely upon primary sources. The dossier will be read by two members of the Department other than the supervisor, who will report on it in writing to the Research Student Progress

Committee. If the Committee deems the dossier satisfactory, the Department will recommend the student for transfer of registration from MPhil to PhD status. If it is less than satisfactory it will be examined by the Committee who will determine whether the student should be allowed to resubmit revised upgrade materials, which may be permitted once. The review process is designed to determine whether the student is likely to meet the requirements of a PhD, and whether the chosen topic is suitable for a doctoral dissertation.

Targets for Progress:

Year 1- To submit the historiographical essay, a chapter based on primary sources, a bibliography and a thesis title and structure for upgrade in September (March of year 2 for part-time students).

Year 2- To conduct archival research or fieldwork and to write at least two more chapters.

Year 3- To conduct further fieldwork or archival research and to work towards completing a first draft of the thesis which should be submitted to the supervisor by the beginning of year 4 to allow for revision.

Targets for Completion:

The Department expects full-time students to complete within four years.

MPhil/PhD International Relations Doctoral Programme in International Relations

Aims of Programme:

To complete a thesis up to 100,000 words in length which is the student's own work and makes a significant contribution to the existing literature in the chosen field. The thesis must be an integrated whole and form a coherent argument.

Required Courses and Seminars:

First-year research students are required to attend the International Relations Research Methods Seminar (IR501) and the International Relations Research Design Workshop (IR509). Second-year students are also strongly advised to attend the IR509 second-year workshops.

All research students, regardless of year, are expected to attend at least one of the subject workshops offered by the International Relations Department. These include international relations theory; foreign policy analysis; security, conflict and peace studies; international institutions; political economy of international finance; European international politics; and North-South relations. Research students are also expected to attend the International Relations Seminar for Staff and Research Students (IR500), together with any other relevant Methodology Institute courses (see below).

Methodological Training:

Students are encouraged to attend the following Methodology Institute courses in their first year of registration: Authoring a PhD and Developing as a Researcher: Getting Started (MI5A1); Information Literacy: tools for research (MI512). Other Methodology Institute courses, which may be of immediate or longer-term interest, include: Seminar on Sampling and Survey Methodology (MI541); Special Topics in Quantitative Analysis (MI456); Computer Packages for Qualitative Analysis (MI555); Authoring a PhD and Developing as a Researcher: The Middle Years (MI5A2); and Authoring a PhD and Developing as a Researcher: The Endgame (MI5A3). Part-time students may attend the Methodology Institute courses over two years.

First-year research students with UK/EU fee status intending to apply for a +3 ESRC Research Studentship should ensure they are eligible, either because they already have an ESRC-recognised research track Master's degree, or by undertaking the necessary research training (MI4M1 or MI4M2 Foundations of Social Research).

Progress Reviews and Upgrading to PhD:

Early in the Summer Term first- and second-year research students will have their progress reviewed by a Research Panel. They

may also be held at the end of the third or subsequent years of registration at the request of a supervisor or student. Supervisors will not attend Research Panels but will provide reports on progress. Panel members may attend student presentations at the Research Design Workshop. Students are expected for the first Panel to submit an outline of their proposed research and one draft chapter. Students who are deemed not to have made satisfactory progress will either be refused permission to re-register or will be required by the Research Panel to produce written work over the summer as a condition for re-registration in the autumn. In the event of conditions to re-registration being set, a further Research Panel may be reconvened in the September prior to re-registration. For the second Panel, which will decide on the question of upgrading from MPhil to PhD, students will be expected to submit two additional draft chapters. The two chapters should be substantially new work, but may include revised material from year one. Students who have not made sufficient progress to be converted from MPhil to PhD registration by the end of their second year will normally have re-registration made conditional on further progress (details to be decided by the Panel) or may, exceptionally, be prohibited from re-registering.

Targets for Progress:

Year One:

By the beginning of the Summer Term first year research students should aim to have a clear and well-defined research theme, hypotheses and plan for future research, a satisfactory outline of their proposed research and completed a first draft chapter.

Year Two:

At the end of their second year students should have completed field research if needed and by the beginning of the Summer Term produced at least two further draft chapters. The chapters should form substantially new work but may include revised material from year one.

Years Three and Year Four:

Students should aim to have a complete first draft of their thesis in years three to four and allow three to six months for revision and submission.

Targets for Completion:

The International Relations Department expects full-time students to complete their theses within four years.

MPhil/PhD Law Doctoral Programme in Law

Programme Director: Alain Pottage

Aims of Programme:

To provide a framework for the development and completion of original legal and interdisciplinary doctoral research projects.

Required Courses and Seminars:

Students are required to take the course LL500 Doctoral Research Seminar.

Methodological Training:

Training is offered in aspects of legal research, with particular emphasis on the development of the research question, and on the introduction of certain substantive research perspectives.

Progress Reviews and Upgrading to PhD:

Upgrade to PhD takes place at the end of the first year, progression being conditional on submission of a satisfactory statement of the research question and a satisfactory sample chapter towards the end of the summer term.

Targets for Progress:

Year 1- The development of a coherent and sustainable research question and one draft chapter.

Year 2- Substantial progress in the implementation of the research

question and the successful completion of at least one further draft chapter.

Year 3- Completion of the draft thesis.

Targets for Completion:

Completion of the programme is expected within four years of registration.

Management

The Interdisciplinary Institute of Management (IIM) was established by the School to bring together staff in a range of disciplines with the objective of developing and applying the best social science methods and theories to problems of management.

The Institute is keen to attract able research students in aspects of management studies close to the staff's research interests, preference being given to research with an interdisciplinary aspect. Applicants must take a GRE test and supply a research proposal, which is as concrete as possible, concerning the ideas to be developed and methodology to be applied.

Evaluation of Progress of Research Students in the Interdisciplinary Institute of Management

Students must register initially for the MPhil Management. During their first year students take examined postgraduate courses to the value of AT LEAST two full units. The choice of courses will depend on the background and intended research area of the student, and should be formally approved by the supervisor. Typically one of the courses will cover some aspect of research methodology. Students must achieve a mark of at least 60% in all examinations.

All research students registered in the IIM are required to attend MN500 (Seminar for Research Students in Management) and give at least one presentation in this seminar each year.

A formal Review Committee assesses the progress of all MPhil/ PhD students on an annual basis. All students are required to provide samples of written work to the committee. Assessment is based on this written work, examination results, a report by the supervisor on research progress, and the quality of the presentation given during the seminar series.

For each student at the end of the year, the Review Committee is asked to make one of three recommendations: (i) that the student cannot be readmitted to the second year; (ii) that the student is permitted to re-register as a candidate for the MPhil Management; or (iii) that the student is upgraded to PhD status.

The cases of students who were not upgraded to PhD status at the end of the first year are considered by the Review Committee again at the end of the student's second year, following the submission of further written work by the student and provision of a second report by the supervisor. Performance in the student's second year presentation is also taken into account. Two decisions are possible at this stage: (i) that the student is upgraded to PhD status; or (ii) that the students cannot be readmitted to the third year and should leave, possibly with an MPhil degree.

MPhil/PhD Mathematics Doctoral Programme in Mathematics

Programme Director: Professor Graham Brightwell

Aims of Programme:

The Department of Mathematics admits students to its MPhil/ PhD Programme whose research interests are aligned with those of the Department: supervision is currently available in: algorithms and computation, combinatorics, combinatorial optimisation, computational learning theory, control theory, financial mathematics, game theory, graph theory, probability theory, search theory, stochastic calculus, and in the applications of mathematics in areas such as telecommunications, finance and economics.

The final aim is to produce a thesis, and publications in mathematics journals, that contribute to the development and understanding of the chosen area of mathematics.

Required Courses and Seminars:

In their first full year, all research students are expected to attend taught courses, chosen in consultation with their lead supervisor. This will normally consist of four courses specifically designed for research students in Mathematics: most students will attend courses organised by the London Taught Course Centre, but there are separate arrangements for students in Financial Mathematics. A further important element of training is participation in the weekly Mathematics seminar (MA500), and the Lunchtime Seminars (MA501). Research students are expected to give talks at the Lunchtime Seminars on a regular basis.

Methodological Training:

Training in established research techniques, and development of a capacity in the student for original research in the chosen field of specialisation, is provided through one-to-one weekly meetings with the supervisor, as well as through directed reading.

Progress Reviews and Upgrading to PhD:

Students are initially registered for the MPhil, and will be able to upgrade to PhD registration during their second year, dependent on satisfactory progress. Progress is assessed regularly by the student's supervisors, in consultation with the Doctoral Programme Director, on the basis of the extent to which the agreed research goals have been achieved. Any upgrade is dependent on the successful completion of a Major Review, the date of which is determined by the Doctoral Programme Director in consultation with the lead supervisor.

Targets for Progress:

Year 1- Successful completion of taught courses

Year 2- Upgrade to PhD

Year 3- Completion of research and writing of thesis

Targets for Completion:

3-4 years.

MPhil/PhD Media and Communications Doctoral Programme in Media and Communications

Programme Directors: Professor Lilie Chouliaraki and
Professor Robin Mansell

Aims of Programme:

The MPhil/PhD Programme in Media and Communications admits students of outstanding quality who wish to undertake interdisciplinary work in media and communications. On admission students are allocated two supervisors and a Thesis Committee, whose Chair will not normally be the supervisor. The Thesis Committee has the principal responsibility for evaluating student progress and recommending up-grading of registration from MPhil to PhD.

The programme involves coursework, which will be formally assessed. This includes a broad training in research methods as well as advanced courses in theory and concepts. In addition students will follow specialised option courses appropriate to their research topic, subject to agreement with their supervisor.

Required Courses and Seminars:

Students are normally required to attend in both first and second years of study, MC500 Research Seminar for Media, Communications and Culture. In addition, students without the requisite background in media and communications theory will be required to attend and pass (by coursework only) MC408/418 Theories and Concepts in Media and Communications I and II. Students are encouraged to attend other graduate seminars and courses relevant to the subject of their research in their first and subsequent years.

Methodological Training:

Students will also normally be required to attend and pass in the first year at least one full unit of advanced research methods training. This involves two options, each offering a number of possibilities. The first option is MC4M2 Advanced Methods of Research in Media and Communications (one unit). The second option is MC4M1 Methods of Research in Media and Communications (0.5 unit) in conjunction with an appropriate 0.5 unit course taught by the Methodology Institute (chosen after consultation with their supervisor and with the approval of the PhD programme director).

Progress Reviews and Upgrading to PhD:

Students will be required to submit a full Thesis Proposal of 10,000 words to their Thesis Committee by 1 June in their first year (Part-time students can submit their Proposal by 1 March in their second year). This paper will include a substantive statement of the aims, theories and methods proposed for the thesis, a tentative chapter outline, an indicative bibliography and a timetable for its completion. Together with the Methods (MC4M1/2) and Theories & Concepts (MC408/418) examinations, this paper will form part of the evaluation process, and, together with an oral examination based on the Thesis Proposal, will determine whether students are permitted to upgrade from MPhil to PhD and continue into their second year.

Targets for Progress:

Year 1 - 10,000 word thesis Proposal and Upgrade to PhD (see above)

Year 2 - Students will submit a further 15,000 word paper to their thesis committee by end May in Year 2, consisting of any combination of theory, research design/methodology and data analysis on which they wish to receive feedback, assessment of which will contribute to annual decision on re-registration.

Year 3 - Students will be expected to complete their PhD or to make very substantial further progress towards completion, assessment of which will contribute to annual decision on re-registration.

Targets for Completion:

All students will be expected to complete their PhD within three years or the equivalent for part-time students.

Methodological Training and Study Skills

The Methodology Institute provides a number of courses for research track PhD programmes. MI4M1 **Foundations of Social Research 1** and MI4M2 **Foundations of Social Research 2** contain modules in quantitative and qualitative analysis and are required for the ESRC 1+3 scheme. In addition the Institute offers courses in specialist options in a range of aspects of social research. All PhD students are welcome to attend any courses offered by the Institute, details of which are in the relevant part of the section on Masters degrees. The Teaching and Learning Centre offers a wide-ranging professional development programme for PhD students, including induction sessions for new students and study skills support.

MPhil/PhD in Social Research Methods Doctoral Programme in Social Research Methods

Programme Director: Dr Jonathan Jackson

Aims of Programme:

There are two aims.

The first aim is to deliver research training to a level appropriate to the submission of a PhD thesis to the standard required by the School within the bounds of a four year programme of study. The second aim is to produce original research which is methodologically innovative and substantively important. This means, at the very least, the application of a technique or methodology not previously applied to a particular body of substantive research, or the improvement of methodology within

a body of substantive research. Apart from the methodological innovation, the research may cover any substantive area of the social sciences. Individuals who receive a PhD in Social Research Methods will therefore have demonstrated strong methodological skills in the social sciences, and have contributed methodologically and/or substantively to a particular research literature. This will enable students to go directly into both academic careers as teachers and researchers, and non-academic careers (e. g. government, the voluntary sector, international organisations, business and media), and to become articulate, clear thinking individuals, able critically and with imagination to analyse complex bodies of material.

Required Courses and Seminars:

In the first year, candidates will spend over half their time taking a range of methods and specialist courses. These are selected in discussion with their supervisor and dependent on their needs. They will take some of the courses taught by the Methodology Institute, which are currently:

MI451 Quantitative Analysis 1: Description and inference
 MI452 Quantitative Analysis 2: The generalized linear model
 MI455 Quantitative Analysis 3: Applied multivariate analysis
 MI456 Special Topics in Quantitative Analysis
 MI453 Fundamentals of research design
 MI454 Qualitative social research: interview, text and image
 A typical selection would be to take MI452, MI455, MI453 and MI454 in the first year, but they may be excused some or all of them if they have previously taken graduate-level courses covering the same material. They are expected to be familiar with introductory statistics up to the level covered on MI451. If they use quantitative methods in their research, they are also encouraged to take MI456 in your first or second year.
 The courses they take may also include ones from other institutes or departments at LSE, dependent on their needs.

Methodological Training:

See above

Progress Reviews and Upgrading to PhD:

In the Summer Term of their first year, candidates will produce a 10,000 word research proposal, outlining the theoretical and conceptual background, the aims and methods of their thesis. They will also give a short oral presentation of their proposal. The proposal will be assessed by the supervisor and two other academics, normally members of MI staff. It has to reach an acceptable standard to enable them to progress to the second year. During their second year of registration they will typically submit three draft chapters of their thesis and a detailed plan for its completion for evaluation by a PhD upgrading committee, who will recommend transferral to PhD registration if their work is judged to be of sufficient quality and quantity. If candidates are pursuing a paper-based thesis, their upgrading documents will include a short introduction, a literature review, and at least two empirical papers. After the first year they will spend more time on independent study under the guidance of your supervisor. This will involve the collection, organization and analysis of data, and writing up the results. Throughout the MPhil/PhD and PhD they will attend the Institute's research seminar and other specialist workshops and seminars related to their interests. They will be expected to make an active contribution to these by presenting papers and joining in the general discussion periods.

Targets for Progress:

Year 1- 10,000 word research proposal and presentation at the MI PhD day

Year 2- typically, upgrading

Year 3- typically, completion

Targets for Completion:

For paper-based theses: a short introduction and conclusion (2,000-4,000 words), a literature (8,000-10,000 words) and somewhere between 3 and 5 empirical papers (8,000-12,000 words). At least two empirical papers must be single-authored. Other papers can be

jointly-authored.

For traditional manuscript theses: please see standard LSE regulations.

MPhil/PhD Philosophy, Logic and Scientific Method Doctoral Programme in Philosophy, Logic and Scientific Method

Programme Director: Professor John Worrall

Aims of Programme:

The MPhil/PhD programme aims to produce high quality research in the social study of Philosophy, Logic and Scientific Method.

Required Courses and Seminars:

The Regulations for the MPhil/PhD divide into two depending on whether you have (case A) or have not (case B) already taken one of the MSc degrees offered by our Department. **All programmes of study for any individual year should be agreed with your supervisor at the very beginning of that year. Successful completion of work required for each year is a necessary condition for re-registration in the following year; and for upgrading from MPhil to PhD status.** (This upgrading will normally take place after the successful completion of year 1 requirements in Case A, and after the successful completion of year 2 requirements in Case B. In both cases once you are registered for the PhD that registration will be backdated to the start of your MPhil/PhD studies.) **These regulations apply only to students registered full-time. Part-time students simply take two years to complete each of the sets of regulations for one year's full-time study.**

Case A

Many students entering the MPhil/PhD programme will have taken one of the MSc degrees offered by the Department beforehand. For these students, we require that they do one further year of coursework as follows:

Year 1

Coursework

1. PH501 Philosophical Problems
2. a. If you have never taken a paper in formal logic at degree level then you must take PH502 Reasoning and Logic (and sit the associated examination).
- b. If you have already taken a formal logic course then you should choose one further MSc course not already taken as part of the MSc degree. (You need not sit the formal examination, but can instead choose to write two assessed essays, one at the end of each of the first two terms; unless you choose PH408 Mathematical Logic, in which case the examination is compulsory.)

3. Either

a further MSc course (again one not taken as part of the MSc course) plus three term units of PhD level seminars* (typically from PH551 Research Seminar in Philosophy of the Natural Sciences, PH555 Research Seminar in Philosophy of Economics and Social Sciences or PH500 Research Methods in Philosophy) with associated coursework;

Or

six term units of PhD level seminars with associated coursework.

*This means that you can either take all three terms of one of these seminars or 'mix and match' by taking different seminars in different terms.

Summer work

4. Literature review of around 40 pages on the area of the dissertation, to be handed in to the Departmental Office by early September.

Year 2

1. Work on a dissertation outline showing relation to the literature review to be handed in to the Departmental Office by the first Monday of the Lent Term.
2. Otherwise work on Dissertation (you are of course encouraged to continue to attend seminars, particularly PH500, PH501, PH551,

PH555, that you think will be useful for your research or for your more general philosophical education).

Years 3 and 4

Work on, and completion of, the Dissertation (again you are of course encouraged to continue to attend any of the seminars, particularly the PH500, PH501, PH551, PH555, that you think will be useful for your research or for your more general philosophical education).

PLEASE NOTE THAT ALL PHD STUDENTS ARE EXPECTED TO HAVE SUBMITTED THEIR THESIS FOR EXAMINATION BY THE END OF THEIR FOURTH YEAR OF STUDY.

Case B

Those students without an MSc in our Department must meet the following regulations:

Year 1

Coursework

1. PH501 Philosophical Problems

2. Either

If you have never taken a paper in formal logic at degree level then you must take:

PH502 Reasoning and Logic (and sit the associated examination)

Or

For those who have already taken an appropriate logic course, one of:

(a) PH408 www.lse.ac.uk/resources/calendar/courseGuides/PH/2009_PH408.htm Mathematical Logic (offered in alternate years)

(b) PH456 Rationality and Choice

These will have associated back-up arrangements including a requirement that students do one paper per term for the first two terms as well as the final three-hour formal examination.

3. One of:

(a) PH400 Philosophy of Science

(b) PH405 Philosophy of the Social Sciences

(c) PH413 Philosophy of Economics

Again, with appropriate back-up arrangements requiring one paper per term for the first two terms and one three-hour examination at the end of the course.

4. Either

Three term units of PhD level seminars* (typically from PH551 Research Seminar in Philosophy of the Natural Sciences, PH555 Research Seminar in Philosophy of Economics and Social Sciences or the PH500 Research Methods in Philosophy) with associated coursework;

Or

One further MSc examination course, with course essays and examination.

*This means that you can either take all three terms of one of these seminars or 'mix and match' by taking different seminars in different terms.

Summer Work

5. A piece of written work of 6,000 words on some topic related to the student's research interests. This is to be handed in to the Departmental Office for assessment by early September.

Year 2

1. A further MSc course. In certain cases this may, with the permission of your supervisor, be a Masters level course from outside the Department or from another College of the University of London. (You need not sit the formal examination, but can instead choose to write two assessed essays, one at the end of each of the first two terms; unless you choose PH408 Mathematical Logic, in which case the examination is compulsory.)

2. Six term units of PhD level seminars (typically from PH551 Research Seminar in Philosophy of the Natural Sciences, PH555 Research Seminar in Philosophy of Economics and Social Sciences or PH500 Research Methods in Philosophy) with associated coursework.

Summer Work

3. Literature review of 40 pages or so in the area of the dissertation, to be handed in to the Departmental Office by early September.

Years 3 and 4

1. Work on dissertation outline, showing relation to the literature

review, to be handed in to the Departmental Office by the first Monday of the Lent term.

2. Otherwise work on, and completion of, the Dissertation (you are of course encouraged to continue to attend any of the seminars, particularly PH500, PH501, PH551, PH555, that you think will be useful for your research or for your more general philosophical education).

Methodological Training:

See 'Required Courses and Seminars'.

Progress Reviews and Upgrading to PhD:

Upgrading will normally take place after the successful completion of year 1 requirements in Case A, and after the successful completion of year 2 requirements in Case B.

Targets for Progress:

For all years, see 'Required Courses and Seminars'.

Targets for Completion:

All PhD students are expected to have submitted their thesis for examination by the end of their fourth year of study.

MPhil/PhD in Regional and Urban Planning Studies Doctoral Programme in Regional and Urban Planning Studies

Programme Director: Professor Andy Thornley

Aims of Programme:

To provide research training and supportive academic guidance to enable students to carry out doctoral level research in Regional and Urban Planning Studies. Research at MPhil/PhD level cannot be reduced to a simple formula and thus a particular candidate's requirements will need to be individually tailored in consultation with, and under guidance from, the supervisor.

Required Courses and Seminars:

Students must agree a programme of study with their supervisor and this must be approved by the Director of Graduate Studies in Regional and Urban Planning Studies.

- GY504: Doctoral Seminar in Regional and Urban Planning Studies (there is a required essay for students in their first year).
- Students will attend any Masters courses that are considered relevant for their research, after discussion with their supervisor.
- Students are encouraged to attend other courses that involve visiting speakers on Planning Study topics, e.g., GY450 Planning Practice and Research. or GY502 Staff-Graduate Student Seminar
- GY500: Doctoral Student Research Presentations

Methodological Training:

Students should take courses in quantitative and qualitative methods.

The exact courses taken will depend upon the student's previous background and will be determined in discussion with their supervisor. Possible courses include:

- MI451 Quantitative Analysis I: Description and Inference OR
- MI452: Quantitative Analysis II: The Generalised Linear Model plus
- MI453: Fundamental of Research Design AND
- MI454: Qualitative Social Research: Interview, Text and Image

Progress Reviews and Upgrading to PhD:

All students will be subject to an annual review of progress in every year of registration; at this stage all of the work carried out in the year, plus performance in specified courses, will be taken into consideration.

All students will initially register as an MPhil and be required to pass through an upgrade process to register for the PhD. This will take the form of a meeting with supervisors when draft chapters will be

presented and discussed. For upgrade this work will need to show potential for full PhD research. All required courses will also have had to be passed.

Students may be required to complete additional courses, as deemed relevant by their supervisor, in later years of registration. Students are required to be in attendance throughout their period of registration. Absences or fieldwork must be approved by the Director of Graduate Studies in Planning and the Dean of Graduate Studies, LSE.

Targets for Progress:

Please note these are approximate timings but nonetheless students are strongly urged to keep within these guidelines.

Year 1- Completion of all chosen courses including presentation of work in GY500.

Year 2- Moving forward with individual research. Upgrade meeting within 15 months of initial registration. Start fieldwork as necessary.

Year 3- Completion of individual research programme, and writing of draft thesis.

Targets for Completion:

The basic and preferred period is three years but if this is not possible then completion, and viva examination, should take place in fourth year.

MPhil/PhD Social Policy Doctoral Programme in Social Policy

**Programme Directors: Professor Anne West and
Professor Jane Lewis**

Aims of Programme:

To provide students with masters degrees or equivalent with the skills, competencies, and a research environment, that will enable them successfully to undertake original primary research in the broad field of social policy.

Required Courses and Seminars:

SA550 Research Student Seminar in first year (first and second year for part-time students)

Methodological Training:

Students are advised to take the following courses if they have not already taken them: SA451: Social Policy Research; MI451: Quantitative Analysis 1: Description and Inference; MI452: Quantitative Analysis 2: The Generalised Linear Model; MI453 Fundamentals of Research Design; and MI454: Qualitative Social Research: Interview, Text, Image.

Students will discuss with their supervisors any other methodological training that may be relevant for the successful completion of the MPhil/PhD programme.

Progress Reviews and Upgrading to PhD:

Each student is required to undertake Major Review in the summer term of their first year (second year for part-time students). For Major Review they must submit a 10,000 word document with a detailed thesis proposal, their research question, a literature review, a description of their methodology, their plans for data collection and a timetable through to completion. They are interviewed on this document by a panel of senior staff who make the decision on upgrading.

Each year post-Major Review, every student is expected to submit a 1,000 to 2,000 word progress report, approved by supervisors, to the Research Students' Programme Director.

Each pre-Major Review student is expected to make a presentation on their proposed research to the SA550 seminar. Each post-Major Review student is expected to make at least one presentation on their research to the SA550 seminar.

The Department provides a PhD Style Guide to assist students with their thesis.

Targets for Progress:

Year 1- Make a presentation to SA550. Submit document to Department for Major Review. Upgrade to PhD status

Year 2- Undertake field work and/or other forms of data collection

Year 3- Analyse data. Make SA550 presentation. Completion and submission (end year 3)

Year 4- Completion and submission (beginning of year 4)

Targets for Completion:

Students to complete by the end of Year 3/beginning of year 4 of registration on the MPhil or PhD programme.

MPhil/PhD Programme in Social Psychology Doctoral Programme in Social Psychology

Programme Director: Professor Catherine Campbell

Aims of Programme:

Provide research training and supportive academic guidance to enable students to carry out original research and to submit a thesis that meets the requirements for the award of either an MPhil or PhD degree.

As part of the process graduates of the programme gain a number of transferable understandings and skills: They are able to frame questions about complex problems and conduct independent research at a high level to answer those questions. They know how to gather evidence; to make use of qualitative and/or quantitative methods of analysis; to make arguments that are consistent with such evidence; to present their research findings in both oral and written presentations; to offer critical appraisals of other research in the field of social psychology, and to play a role in the social psychology research community.

Graduates will usually gain some teaching experience and have had the opportunity to develop teaching skills.

Required Courses and Seminars:

- PS950 Current Research in Social Psychology
- Core course from the Masters Programme linked to the student's particular doctoral stream (Contemporary Social and Cultural Psychology - PS400; Health, Community and Development - PS461; Organisational Social Psychology - PS404; Social and Public Communication - PS429)
- At least one half-unit option, appropriate to the student's topic, decided in consultation between student and supervisor.

Methodological Training:

Qualitative and/or quantitative courses offered by the Methodology Institute - to be decided in consultation between student and supervisor on a case by case basis.

Progress Reviews and Upgrading to PhD:

The first year Extended Essay and the second year Upgrade chapters (see below) are examined by a three-person thesis committee, which includes the student's supervisor, as well as two other academic colleagues.

Targets for Progress:

Year 1- Extended Essay of 6000 words, submitted on first day of Lent Term.

Year 2- Upgrade viva. Two draft chapters of 10 000 words each (total of 20 000 words), submitted on first day of Lent Term. These chapters form the basis of an oral examination by three person thesis committee usually four to six weeks after submission. Success in this examination results in upgrade from MPhil to PhD status.

Year 3- Completed first draft by end of three years.

Targets for Completion:

Students are encouraged to complete their research within three years of full-time study. In exceptional circumstances, students will be given an extra year, in consultation with their supervisor and the doctoral Programme Director.

MPhil/PhD Sociology Doctoral Programme in Sociology

Programme Director: Dr Don Slater

Aims of Programme:

To complete a thesis up to 100,000 words in length which is the student's own work and makes a significant contribution to the existing literature in the chosen field. The thesis must be an integrated whole and form a coherent argument.

Required Courses and Seminars:

Students are required to attend and pass the 'Aims and Methods' assessment for SO500 Research Class for 1st Year MPhil Students. They may also be asked to attend and pass the assessment for up to one further course unit (or two half units) chosen with their supervisor on the basis of an assessment of their research training needs.

Methodological Training:

Students may attend the following courses offered by the Methodology Institute (details of these course are available under the entry for the Methodology Institute in this Calendar): MI451 Quantitative Analysis I: Description and Inference (half unit), MI452 Quantitative Analysis 2: The Generalized Linear Model (half unit), MI453 Fundamentals of Research Design (half unit), MI454 Qualitative Social Research (half unit).

Other courses from Sociology Masters programmes, or specialist research courses (e.g., SO502 Research Seminar on the Sociology of Crime and Deviance, SO507 Theory and Methods in Qualitative Research: Narrative, SO511 Research Seminar in Political Sociology, SO521 Research Seminar on Cities and Space and SO401 Social Research Methods) may be taken with the agreement of the student's supervisor.

First year students are also strongly advised to follow some non-assessed courses including MI555 Computing Packages for Qualitative Analysis and MI512 Information Literacy sessions.

Progress Reviews and Upgrading to PhD:

In the Summer term of each year the progress of each student registered in the Department is discussed at the MPhil/PhD Board, which is a general meeting of all research student supervisors. This Board decides whether to recommend to the School that students be permitted to proceed to the next year of study. If progress is unsatisfactory, a course of action to assist students to reach performance standards deemed appropriate by supervisors may be required, or a recommendation may be made that the student not be allowed to re-register.

All full-time research students are expected to have made the transition from the MPhil to PhD (upgrading) within two years of first registration and to have submitted their PhD thesis within four years. Part-time students are expected to be upgraded to PhD by the end of their third year, and to submit their thesis within six years. The decision to upgrade from MPhil to PhD is taken by a panel consisting of two academics from the Department or the School, with the supervisor(s) in attendance and available to be consulted by the panel. For upgrade, students submit three draft chapters of their thesis, plus thesis abstract and outline schedule for completion. This material is then assessed by viva voce and a written report is made by the panel.

Targets for Progress:

Year 1- By Summer Term, students should have clearly formulated research questions and should have made decisions as to appropriate methodologies. This should be written up in a 5,000 word 'Aims and Methods' paper, examined by viva voce. Part-time students will be expected to have completed the equivalent of the full-time students first year programme over a two-year period.

Year 2- By the end of year 2, students are expected to have completed their fieldwork, and to be ready to submit three draft chapters for upgrade.

Year 3 and 4- Students should aim to have a complete first draft of

their thesis in years three to four and allow three to six months for revision and submission.

Targets for Completion:

As above.

MPhil/PhD Statistics Doctoral Programme in Statistics

Programme Director: Dr Pauline Barrieu

Aims of Programme:

To produce professional social scientists, well versed in a range of advanced statistical techniques and methods, in addition to having an in-depth knowledge of a particular area.

Required Courses and Seminars:

In the first 12 months students are able to attend various MSc and research training courses at LSE and other London colleges to enhance their background knowledge and research skills.

First year students are encouraged to attend courses offered by the London Graduate School in Mathematical Finance and the London Taught Course Centre (LTCC). Courses appropriate to individual students are agreed in consultation with their supervisors.

All research students are encouraged to attend the seminar series' on offer at LSE. The department hosts its own seminar series, as well as contributing to the Joint Econometrics and Statistics Workshops with the Department of Economics. A seminar/workshop on Risk and Stochastics runs regularly throughout the year, with speakers from academia and industry.

The department encourages students to attend and, where the opportunity arises, speak at conferences throughout their PhD programme in relation to their particular research topic.

Methodological Training:

All PhD students have the opportunity to take advantage of research methodology courses provided by the Methodology Institute.

Progress Reviews and Upgrading to PhD:

Formal assessment is made towards the end of each summer term. This assessment is based on statements made by the student and the supervisors in the progress report form. Students are also required to complete a supplementary report of 1-2 pages (A4), providing in more detail an outline of their current research.

The review to upgrade to the PhD normally takes place within two years of full time registration. Progress is assessed by the first and/or second supervisor in consultation with the PhD programme director and another expert in the field of the research undertaken by the student. If satisfactory progress has been made, the programme director will recommend that registration be upgraded to PhD status. The department's research committee also monitors the progress of PhD students.

Targets for Progress:

Year 1- Students are expected to attend courses suggested to them by their supervisors and do well in any mandatory summer examinations. They should also complete any necessary training in research techniques and/or computing. Students perform literature searches and become more familiar with their chosen research topic. By the end of the year they are expected to have written up an introductory chapter for their thesis, as well as any new results they may have obtained. Assessment by the supervisors is based on these. Students will present their initial results at an internal seminar.

Year 2- Students become more deeply involved with their research topic, producing and writing up new results. They are required to meet with their supervisors on a regular basis to discuss their academic development. Students should also be able to present their current research at one or more of the departmental seminars. At some stage during the year the department will formally review progress and following the successful assessment of their work,

students may be recommended to register for the PhD.

Year 3- The third year demands considerable and rapid progress with research and a substantial part of the year should be spent consolidating material, which students have already assembled. Towards the end of the year students should consider submitting their thesis.

Targets for Completion:

It is recommended that students allow a period of approximately six to nine months to write up their thesis, but each student's progress is assessed separately to allow appropriate flexibility in individual cases. An introductory chapter should have been written by the end of the first year.

Research Course Guides

Research Course Guides

AC500

Accounting, Organisations and Society

This information is for the 2009/10 session.

Teachers responsible: Professor P Miller, A342 and Professor M Power, G314

Availability: Research students in the Department of Accounting, and other students with the permission of Professor Miller.

Course content: This is an advanced course for doctoral and postdoctoral students focusing on the institutional and organizational context of accounting practices in their broadest sense. The seminars are generally based on key readings at the interface between accounting, organization studies and management. Discussions will be focused on the analysis of accounting and calculative practices in context drawing on a wide range of approaches.

Teaching: 20 meetings arranged by the Department (AC500).

Indicative reading: There is no single text for this course and the seminars will be based on pre-distributed readings. Students are advised to read the following: Hopwood and Miller (Eds.)

Accounting as Social and Institutional Practice (Cambridge, 1994)

Assessment: Assessment will be based on written work as agreed with the Course Director.

AC501

Seminar in Accounting Research Methods

This information is for the 2009/10 session.

Teachers responsible: Professor P Miller, A342 and Professor M Power, G314

Availability: Research students in the Department of Accounting, and other students with the permission of Professor Miller should attend.

Course content: This is a readings based course dealing with advanced issues in accounting research methods.

Teaching: 20 meetings arranged by the Department (AC501).

AC550

Quantitative Methods in Accounting & Finance

This information is for the 2009/10 session.

Teachers responsible: Dr Ana Simpson, A340 and Mr Dimitrios P. Tsomocos.

Availability: The course is offered for MSc Accounting and Finance, MSc Law and Accounting and MSc Management and Regulation of Risk students.

Course content: The Accounting part of the course reviews major features of contemporary GAAP under International Financial Reporting Standards (IFRS), and the formal structure of, and interrelationships between, published accounting statements. Given the formal structure of financial statement articulation, it indicates some properties of the behaviour of accounting numbers, including the impact of alternative accounting policies and the relationship between “book value” and market value of firms. This framework underpins the treatment of current problems of, and developments in, financial accounting, reporting and analysis, which forms a substantial element of the course AC420 Corporate Financial Reporting. The course also provides comparison with US GAAP in the context of the ongoing convergence with IFRS. AC550 also includes useful background for AC444 Valuation and Security Analysis. It introduces some basic models for business analysis and valuation, and the financial statements supporting the analysis. The Finance part of the course provides the basic quantitative tools needed for the technical MSc courses. It consists of an introduction to Basic Calculus, Probability and Statistics.

Teaching: 9 full days of teaching before the start of MT

Indicative reading: A detailed reading list will be provided at the beginning of the course.

Assessment: This course is not assessed. However, students will be given a number of application exercises to complete on their own or in groups.

AN500

Seminar on Anthropological Research

This information is for the 2009/10 session.

Teachers responsible: Dr Catherine Allerton (MT), Professor Martha Mundy (LT), Dr Fenella Cannell (ST)

Availability: For MPhil/PhD Anthropology

Teaching: Weekly seminars in MT, LT, ST

Assessment: This course is not assessed.

AN501

Field Research Seminar

This information is for the 2009/10 session.

Teacher responsible

Professor Deborah James, A506

Availability: This seminar is for MPhil/PhD students preparing their detailed research proposal prior to embarking on fieldwork and other forms of empirical research.

Course content: The course aims to give you a thorough understanding of what is involved in carrying out ethnographic fieldwork, and what kinds of knowledge it can and cannot generate. It focuses both on the classic fieldwork methods used by anthropologists in the first half of the 20th century, and on more recent methodological developments and techniques that correspond to transformations in the nature of the social. It also engages you with the realities of turning research ideas into realistic plans, in the context of your chosen area of fieldwork.

The first half of the course deals with general ethnographic methods. These include participant observation; field notes and the organization of data; visual methods; ethics and anthropological ‘codes of ethics’; interviews; written ethnography, ethnographic knowledge, and problems of representation; critical approaches to existing ethnographic texts; place, multi-sited ethnography, the local and the global; research into family, kinship and the genealogical method; archives and how to use documentary material; fieldwork methodology and the research proposal. In the second half of the course, students present drafts of their projects and think through associated methodological and ethical issues.

Teaching: 20 two-hour seminars over MT and LT.

Formative work: Students are required to prepare seminar presentations.

Indicative reading: P. Caplan (ed), *The Ethics of Anthropology: Debates and Dilemmas* (Routledge, 2003); M Banks & H Morphy (Eds), *Rethinking visual anthropology*, (Yale UP, 1999); R Ellen, *Ethnographic Research: a guide to general conduct*, (Academic Press, 1985); A Gupta & J Ferguson (Eds), *Culture, Power, Place: explorations in critical anthropology*, (Duke University Press, 1997); M Jackson, *Paths Towards a Clearing*, (Indiana UP 1989); G Marcus, *Ethnography Through Thick and Thin*, (Princeton, 1998); K Narayan, ‘How Native is a “Native” Anthropologist?’ *American Anthropologist*, 95(3), 1993; P Steven Sangren, ‘Rhetoric and the authority of ethnography’ *Current Anthropology*, 29(3), 405-435, 1988; R Sanjek (Ed), *Fieldnotes: the Makings of Anthropology* (Cornell, 1990); Bernard H Russell, *Research Methods in Cultural Anthropology*, (Sage, 1990); N Shepherd-Hughes, ‘The Primacy of the Ethical. Propositions for a Militant Anthropology’ *Current Anthropology* 36(3), 409-420, 1995; M. Bloch *How We Think They Think* (Westview, 1998); ASA Ethical Guidelines <http://www.theasa.org/ethics.htm>

Assessment: Students’ progress is monitored throughout the course by the teachers responsible. The work undertaken for this course is expected to feed directly into the preparation of your Research Proposal (AN443); the formal examination of the Proposal constitutes the assessment of the course.

AN503**Thesis Writing Seminar**

This information is for the 2009/10 session.

Teachers responsible: Professor Charles Stafford (MT), Dr Mathijs Pelkmans (LT), Dr Laura Bear (ST)

Availability: This seminar is for 3rd and 4th year MPhil/PhD post-fieldwork students.

Course content: Students present draft dissertation chapters in their cohort.

Assessment: This course is not assessed.

AN507**Theoretical Issues in Anthropology: Precepts and Practice II**

This information is for the 2009/10 session.

Teachers responsible: Dr Michael Scott, A616 and TBA.

Availability: This seminar is for 3rd and 4th year MPhil/PhD post-fieldwork students.

Course content: The course examines key theoretical concepts and approaches in anthropology. It focuses on a number of areas, including post-structuralist and post-modernist theory; theories of the person and the body; theories of gender; theories of social change; theories of distribution and consumption; theories of religion and ritual; and such theoretical issues as are determined from time to time to be relevant to the course participants.

Assessment: This is a non-examinable course.

Teaching: Fortnightly seminars in each of the MT, LT and ST.

Assessment: This course is not assessed.

AN900**A Programme of Ethnographic Films**

This information is for the 2009/10 session.

Teachers responsible: To be announced.

Availability: Open to all

Course content: There will usually be 10 films in each of the MT and LT. Titles will be announced at the beginning of each term.

Assessment: This course is not assessed.

DV500**Research Seminar in Development Studies**

This information is for the 2009/10 session.

Teacher responsible

Dr Ken Shadlen, V401

Availability: For MPhil and PhD students in Development Studies, but other members of the School's research community are very welcome to attend.

Course content: This seminar is designed as a forum for discussing theoretical and methodological issues in Development Studies research. Modules are organized around broad methodological issues (e.g. research design, case studies, causal inference) and presentations of research, with the former featuring heavily in the MT and the latter in the LT and ST. Research presentations at the seminar are made by DESTIN research students and also by staff, with some invited speakers from outside.

All research students are expected to attend the seminar while in residence in London. First year students are required to present a draft of their research proposal to the seminar during the LT or ST. Continuing students are invited to make presentations based on a report of their research, draft chapters or even their final draft of the dissertation. In making their presentations students are asked to provide (a) background material about the particular issue at hand, (b) a clear statement of the research questions and/or hypotheses that are being addressed, and (c) discussion of the research methods to be employed. Students should inform their supervisor(s) of the date when they are scheduled to make a presentation.

Teaching: The seminar meets through the MT and LT and ST for 90 minutes.

Assessment: This course is not assessed.

EC501**Work in Progress Seminars**

This information is for the 2009/10 session.

Teachers responsible: Professor S Pischke (PhD Programme Director), R448 with others

Availability: This course is for MRes and PhD students in Economics in the second and later years. Also available for PhD Finance.

Course content: Research students present their work to faculty and peers in the designated field. Outside speakers are also invited from time to time.

Teaching: Seminars EC501: eight seminar groups covering the major field options. The frequency of meetings to be determined according to the number of students in each specialism, but generally each group will meet weekly throughout the session.

Assessment: This course is not examinable.

EC518**Topics in Advanced Econometrics for Research Students**

This information is for the 2009/10 session.

Teachers responsible: Professor J Hidalgo, S587 and others.

Availability: This course is for MRes/PhD students in Economics.

Course content: See course content for EC485. Additionally, this course will examine more advanced theories and applications in Econometric Theory. Recent developments in the field will be discussed, giving students an insight into the process by which research is conducted, and suggesting fruitful areas for research.

Teaching: Students are required to attend (i) EC485 **Topics in Advanced Econometrics**, and (ii) EC518 lectures (20 hours).

Indicative reading: See reading list for EC485. Additional readings will be recommended at the start of the course.

Assessment: A three-hour written examination in the ST.

EC532**International Economics for Research Students**

This information is for the 2009/10 session.

Teachers responsible: Professor S Redding, R432, Dr G Benigno, R426, Dr D Sturm, V810 and Dr K Jin.

Availability: MRes/PhD students in Economics

Course content: This course is concerned with the latest developments in international economics. The course builds on techniques introduced in MSc International Economics (EC421) to take students to the research frontier. One term covers international trade and the other term covers international macroeconomics. The course is based around research papers. Topics covered vary from year as the research frontier expands. A list of representative topics in international trade includes: micro-econometric studies of international trade, theories of heterogeneous firms and trade, theories of incomplete contracts and trade, and the political economy of trade policy. A list of representative topics in international macroeconomics includes monetary and fiscal policy in open economies, theoretical and empirical work on the real exchange rate and international financial crises (e.g., currency attacks and sovereign defaults).

Teaching: 60 hours of lectures, MT & LT

Formative coursework: One piece of work per term will be required and feedback given by teachers.

Indicative reading: Readings will be from journal articles; a list will be supplied at the start of term.

Assessment: A three-hour written examination in the ST

EC533**Labour Economics for Research Students**

This information is for the 2009/10 session.

Teachers responsible: Professor S Pischke, R448, Dr R Iyengar, R425, Dr B Petrongolo, R435 and Dr G Michaels, R438

Availability: MRes/PhD students in Economics

Course content: The aim of the course is to familiarise students with main theoretical and empirical issues in current labour economics, to provide them with the tools for carrying out independent research in the field, and to provide a perspective on areas of ongoing research. The course has a strong applied focus.

For each major topic covered we will investigate the main available theories in light of their testable implications, and discuss the advantages and limitations of existing empirical work and assess policy options. Topics include:

- Labour supply, household behaviour, and the allocation of time
- Labour demand and monopsony
- Search, matching, labour market frictions, unions, and unemployment
- Wage determination, compensating differentials, race and gender gaps, and wage inequality
- Human capital, returns to schooling, and training
- Contracts and incentives in the labour market

Teaching: 60 hours of lectures, MT & LT

Formative coursework: One piece of work per term will be required and feedback given by teachers.

Indicative reading: Readings will be mainly from journal articles; a list will be supplied at the start of term.

Assessment: A three-hour written examination in the ST

EC534

Public Economics for Research Students

This information is for the 2009/10 session.

Teachers responsible: Dr H Kleven, R518, Dr J Spinnewijn, Professor T Besley, R527, Professor G Levy, S479 and Dr R Razin, S480

Availability: MRes/PhD students in Economics

Course content: The course will cover the economics of the public sector, including material on taxation, public expenditures and political economics. The course, which covers both theory and empirics, aims to give students a broad overview of this growing field and bring them to the research frontier. The specific topics covered may vary from year to year, but the following general areas would typically be included: behavioural responses to taxes and transfers, optimal taxation, dynamic taxation, behavioural public economics, social insurance, federalism, privatization and regulation, voting, the role of communication in politics, special-interest politics, political institutions, and political accountability.

Teaching: 60 hours of lectures, MT & LT

Formative coursework: One piece of work per term will be required and feedback given by teachers.

Indicative reading: Readings will be mainly from journal articles; a list will be supplied at the start of the term. Although the course will not be based on a textbook as such, it will make extensive use of the *Handbook of Public Economics Vol. 1-4* (A.J. Auerbach and M. Feldstein, eds.) and of T Persson and G. Tabellini, *Political Economy*, MIT Press, 2002.

Assessment: A three-hour written examination in the ST

EC535

Development Economics for Research Students

This information is for the 2009/10 session.

Teachers responsible: Dr O Bandiera, R526, Professor T Besley, R527, Professor R Burgess, R524 Dr G Fischer, R537, Professor M Ghatak, R530 and Dr G Padro i Miquel, R521.

Availability: MRes/PhD students in Economics

Course content: The course will cover advanced topics in development economics where current research is active. It is intended to introduce research students in economics to the latest research in development economics and to serve as an input into the research work of these students.

Teaching: 60 hours of lectures, MT & LT

Formative coursework: One piece of work per term will be required and feedback will be given by teachers.

Indicative reading: Readings will be mainly from journal articles; a list will be supplied at the start of term.

Assessment: A three-hour written examination in the ST

EC536

Economics of Industry for Research Students

This information is for the 2009/10 session.

Teachers responsible: Professor M Pesendorfer, S878, Dr Pasquale Schiraldi, S680, Professor J Sutton, R519, Dr P Schmidt-Dengler, S686

Availability: MRes/PhD students in Economics

Course content: The main goal is to familiarize students with selected theoretical and empirical topics in industrial organization and to put students in a position to do their own research. Classical IO theory, well established empirical techniques including estimation of demand, production and models of strategic interaction and topics at the forefront of current IO research will be covered.

Teaching: 60 hours of lectures, MT & LT

Formative coursework: One piece of work per term will be required and feedback given by teachers.

Indicative reading: Readings will be mainly from journal articles; a list will be supplied at the start of term.

Assessment: A three-hour written examination in the ST

EC537

Microeconomic Theory for Research Students

This information is for the 2009/10 session.

Teachers responsible: Dr E Eyster, S475, Professor M Piccione, S477, Professor L Felli, S478 and Professor B Szentes, S464

Availability: MRes/PhD students in Economics

Pre-requisites: EC441 Microeconomics for MRes students

Course content: The objective of this course is to provide students with a graduate level introduction to advanced topics and contemporary developments in Microeconomic Theory. Topics will include classic static and dynamic game theory, contract theory, bounded rationality and psychology and economics.

Teaching: 60 hours of lectures, MT & LT

Formative coursework: One piece of work per term will be required and assessed by teachers.

Indicative reading: Osborne M, and Rubinstein A, *A Course in Game Theory*, MIT Press, 1994. Fudenberg D, and Tirole J, *Game Theory*, MIT Press, 1991; *Behavioral Game Theory*, Princeton University Press, 2003.

Assessment: A three-hour written examination in the ST

EC539

Macroeconomics for Research Students

This information is for the 2009/10 session.

Teachers responsible: Dr R Ngai, S675, Dr K Sheedy, S682 and Dr E Ilzetzki

Availability: MRes/PhD students in Economics

Course content: Surveys the most recent development in macroeconomics, with an emphasis on technical detail and directions for further research opened up by the material. The goal is to put the students on the research path by bringing them to the research frontier.

Teaching: 60 hours of lectures, MT & LT

Formative coursework: One piece of work per term will be required and feedback given by teachers.

Indicative reading: Readings will be mainly from journal articles; a list will be supplied at the start of term.

Assessment: A three-hour written examination in the ST

EC599

Research Paper in Economics

This information is for the 2009/10 session.

Availability: For MRes/PhD students in Economics.

Content and Assessment: A research paper, between 5,000 and 10,000 words, related to the student's designated major field, to be submitted at the beginning of the summer term.

EH510

Seminar on Modern Economic History

This information is for the 2009/10 session.

Teacher responsible: Dr Gerben Bakker, C214

Availability: For research students. Also open to other EH graduate students and attended by LSE and other faculty.

Course content: The seminar provides a context in which research students can discuss with a range of seminar presenters from inside and outside LSE presentations of different aspects of economic development during the modern period.

Teaching: Fortnightly seminars, in the MT, LT and ST.

EH518

Seminar on Comparative Economic History

This information is for the 2009/10 session.

Teachers responsible: TBA

Availability: For research students. Also open to other EH graduate students and attended by LSE and other faculty.

Course content: The seminar provides a context in which research students can discuss with a range of seminar presenters from inside and outside LSE presentations of different aspects of economic development. Presentations in this seminar relate particularly to economic development issues beyond the N American-European area, including aspects of global economic history.

Teaching: Fortnightly seminars in the MT, LT and ST.

EH520

Approaches to Economic and Social History

This information is for the 2009/10 session.

Teacher responsible: Dr Max Schulze, C515

Availability: This course is restricted to 1st year MPhil students in the Department of Economic History, for whom attendance is compulsory.

Teaching: Weekly two-hour seminars (EH520) during the MT and LT.

Assessment: Assessment is by two pieces of written work, each approximately 1,500 words, on nominated topics to be submitted by the end of the Lent Term.

EH590

Thesis Workshop in Economic History

This information is for the 2009/10 session.

Teachers responsible: Dr Chris Minns, C319, Dr Max Schulze, C515 and Dr Oliver Volckart, C215

Availability: For MPhil, PhD and Research Fee students. There is a formal attendance requirement for MPhil/PhD students in the Department of Economic History.

Course content: The course is intended to provide a comparative study of research techniques in current economic history, as exemplified by research currently being conducted by staff and students in the Department. Its primary purpose is research training. Some presentations will also be given by outside speakers.

Teaching: Two-hours weekly.

Assessment: This course is not examined but all MPhil and PhD candidates are expected to present papers for discussion and reports are made to Research Councils etc on the basis of their work. It is intended to provide a forum for those writing theses to discuss their research.

EU550

Research Workshop in European Studies

This information is for the 2009/10 session.

Teachers responsible: Professor W Buiter, J103, Dr S Glendinning, J107 and Professor H Wallace, J216.

Availability: This course is compulsory for all second and third year European Institute PhD students. The course is recommended for those second and third year PhD students in the Government Department whose research focuses on 'European' topics.

Course content: Presentation and detailed discussion of thesis outlines, chapters and related work. Discussion of research design and methodology. A detailed syllabus is fixed at the start of each term.

Teaching: 20 weekly one-and-a-half hour seminars (MT and LT).

Assessment: There is *no* examination for this course. Regular attendance and active participation is required. At least one presentation from all students is also required.

EU553 Not available in 2009/10

European Political Economy Research Seminar

This information is for the 2009/10 session.

Teachers responsible: Dr W Schelkle, J210 and Dr V Monastiriotis, J205.

Availability: This course is highly recommended for first and second year European Institute MPhil/PhD students focussing on Political Economy. Research students from other departments may

attend with the permission of the teachers responsible.

Course content: In this research workshop, we will discuss major theories of political economy and how they still inform studies of European integration. We also discuss seminal contributions that deal with fundamental questions of the statics ('order') and dynamics ('change') of the European political economy which include both cognitive ('why is it?') and normative ('how should it be?') issues. The workshop is made up of presentation and discussion of relevant political economy issues in participants' ongoing research.

Teaching: 20 one-and-a-half hour seminars, (MT and LT).

Indicative reading: Essential reading is J A Caporaso & D P Levine, *Theories of Political Economy*, Cambridge University Press, 1998.

Assessment: There is *no* examination for this course.

EU554

Research Methods and Design in European Studies

This information is for the 2009/10 session.

Teachers responsible: Dr S Hagemann, J103, Dr R Hancké, J209 and Dr J White, J109

Availability: This course is the compulsory Research Methods and Design course for MSc European Studies (Research) students and first year MPhil students in the European Institute.

Course content: The course provides training in methods and research design tailored to European studies. Students are encouraged to discuss the distinctive problems of their own research in the light of the methodological and design issues raised. The last section of the course is taken up with student presentations and the development of research proposals in the run up to the first year assessment process in May/June.

Teaching: Weekly one-and-a-half hour seminars during the MT, LT and ST.

Assessment: For MSc European Studies (Research) students: a take home examination in which one out of five questions has to be answered. For MPhil students: there is no assessment.

EU555 Not available in 2009/10

Political Economy and Public Policy Workshop

This information is for the 2009/10 session.

Course code: It should be noted that this course has three course codes – EU555, GV504 and IR515

Teachers responsible: Dr J Chwioroth, D415, Dr Duckenfield, D707, Dr W Schelkle, J106 and Professor M Thatcher, H410

Availability: This workshop is jointly organised by the European Institute, the Government Department and the International Relations Department for research students of these departments working in the general area of political economy and public policy. Research students from other departments wishing to attend should contact the teachers responsible.

Course content: Presentation and intense discussion of thesis chapters and related work. A detailed syllabus is fixed at the start of the year.

Teaching: Ten two-hour, fortnightly meetings in MT and LT, commencing in week two of MT.

Assessment: There is no examination for this course. Regular attendance and active participation by all students is required. Each attending student has to give at least one presentation.

FM502

Theories of Finance

This information is for the 2009/10 session.

Teachers responsible: Professor Mike Burkart, Professor Bruno Biais, Dr Amil Dasgupta, Professor Dimitri Vayanos, Professor Raman Uppal

Availability: Research students in the Department of Accounting and Finance, Economics Department and other students with the permission of Dr Rohit Rahi.

Course content: The first half of this course will focus on the theory of corporate finance, looking at the determinants of the pledgeable income; the design of inside securities; the design of outside securities; financial intermediation and the macroeconomic implications of corporate finance imperfections. The second half

will cover theories of asset pricing, considering static models of frictionless markets; dynamic discrete-time models; dynamic continuous-time models and frictions.

Teaching: 60 hours of seminars in MT and LT.

Indicative reading: Readings will be mainly based on the books and journal articles including: Tirole, Jean *Advanced Topics in Corporate Finance* (forthcoming); Freixas, X. and Rochet, J.C., *The Microeconomics of Banking*, 1997, MIT Press; and de Matos, J.A. *Theoretical Foundations of Corporate Finance*, 2001, Princeton University Press.

Assessment: Three-hour examination in ST (100%).

FM503

Empirical Finance

This information is for the 2009/10 session.

Teachers responsible: Dr Y Nosbusch, Dr D Thesmar, Dr K Yuan and Dr V Hajivassiliou

Availability: Research students in the Departments of Finance and Economics, others by permission of Dr Y Nosbusch.

Course content: This course will cover some topical applied questions in Finance. The material will be presented in a way that will allow students to perfect their empirical skills and/or help them identify recent exciting research questions. The course is divided into two parts relating to empirical asset pricing and two parts relating to empirical corporate finance. The first part of empirical asset pricing will deal with topics in macro-finance and household finance, while the second part will cover cross-sectional returns and mutual fund performance. The first part of empirical corporate finance will focus on issues of firm financing and investment, while the second part will concentrate on corporate governance, the corporate finance of investment funds, and the effects of finance on growth.

Teaching: 40 lecture hours sessional.

Assessment: Three-hour examination in ST (100%).

FM505

PhD Seminar in Finance

This information is for the 2009/10 session.

Teacher responsible: Dr Amil Dasgupta, A353

Availability: This seminar is intended for PhD Finance students from the second year of registration for Route 1 students, and the first year of registration for Route 2 students.

Course content: This is a seminar course for PhD students in the early stages of their research to present their work in progress. Outside speakers may also be invited from time to time.

Teaching: Weekly seminars during MT and LT. Other meetings to be arranged as necessary.

Assessment: A 10,000 word essay on a topic to be agreed with the student's supervisor. This essay is to be submitted by the end of the LT of the second year of registration for Route 1 students, and the MT of the second year of registration for Route 2 students.

GI500

Doctoral Workshop: Gender Institute

This information is for the 2009/10 session.

Teachers responsible: Dr Clare Hemmings, B505 with Professor Diane Perrons

Availability: For Gender Institute PhD students only. This seminar is a formally required component of the GI PhD programme, and all fully registered students are expected to participate.

Course content: The aim of this course is to give students experience and practice in presenting chapters or papers related to their current research for critical discussion. The focus of the seminar is on the research process and research students should be expected to present at least once per year. Summer term sessions are given over to professional training, such as CB preparation, conference participation, publishing and teaching organisation.

Teaching: 15 x one-and-a-half hour seminars held fortnightly in the MT, LT and ST. First year students must also audit weeks 1-10 of GI400 and GI402. All students are expected to participate in Methodology Institute courses as advised by their supervisors.

Indicative reading: PhD chapters and articles suggested by

students relevant to their topic.

Assessment: First year students will be assessed by means of a draft chapter relating to their thesis (usually a literature review or methodology chapter), and a proposal following ESRC guidelines, in which the thesis prospectus is revised. The chapter and proposal are read by the main and advisory supervisors, and a third person if necessary. The candidate is evaluated in a viva context, and either asked to resubmit the materials or passed through to the following year. This assessment has to be passed before progress to the second year is permitted. Arrangements for part time students will be made on a pro rata basis. After the first year there is no assessment on this course but students are expected to upgrade from MPhil to PhD within 4 terms of registration (pro-rata for part-time students). Students are permitted to resubmit material for the upgrade on one further occasion within two terms of the first attempt, similarly on a pro-rata basis for part-time students. After this students are reviewed on an annual basis until the thesis is complete.

GV500

Doctoral Programme Seminar

This information is for the 2009/10 session.

Teacher responsible: Dr Katrin Flikschuh

Availability: For 1st year Government Department MPhil/PhD students.

Course content: In the Michaelmas Term, a representative section of the Government Department's members of staff introduce methods and theories available within political science. In the Lent and Summer Terms, the seminar discusses the work-in-progress reports presented by student members of the seminar.

Teaching: Four to six two-hour seminars in the MT, ten two-hour weekly seminars in the LT, four two-hour seminars in the ST, and a one-day workshop on research methods. Students will be required to attend MI5A1 **Authoring a PhD and Developing as a Researcher: Getting Started**, organised by the Teaching and Learning Centre.

Assessment: Attendance of this course is obligatory for first year Government Department MPhil/PhD students and will be taken into account in the review process at the end of the first year. All student members of the seminar are required to give a presentation outlining their research in the LT or ST.

GV501

Doctoral Workshop: Political Theory

This information is for the 2009/10 session.

Teachers responsible: Professor Chandran Kukathas, Dr Kai Spiekermann and Dr James Gledhill.

Availability: Compulsory for second and subsequent year research students in Government specialising in political theory. First year students may attend if numbers permit.

Course content: An opportunity for students to present chapters or papers related to their current research for critical discussion.

Teaching: 15 two-hour seminars held fortnightly in the MT, LT and ST.

GV503

Political Philosophy Research Seminar

This information is for the 2009/10 session.

Teacher responsible: Professor Chandran Kukathas

Availability: Research students in Political Theory. Also MSc Political Theory students. Other interested students are welcome to attend, if numbers permit.

Course content: Guest speakers present papers and initiate discussion at seminars.

Teaching: 15 two-hour seminars held fortnightly in the MT, LT and ST.

GV505 Half Unit

Research Design in Political Science

This information is for the 2009/10 session.

Teachers responsible: Dr Paul Mitchell and Professor Simon Hix

Availability: This course is only available for students on the MRes/PhD in Political Science in the Government Department.

Course content: The aim of the course is to provide students on the MRes/PhD programme with some basic 'foundations' for

undertaking advanced research in political science. Students will learn how to critically evaluate existing research, how to identify an interesting research question, how to develop and implement a method for answering the question, and how to present the results of the research. There is an emphasis on linking theory and methods and on different types of descriptive and causal inference both in large scale quantitative and small-N comparative work. The focus of the course is on designing research projects, and there will be plenty of opportunity to critique and evaluate excellent published journal articles and books, and also to critique on-going work by the seminar participants. Students will also present their own initial research designs.

Teaching: 10 two-hour seminars in the LT.

Indicative reading: G King, R O Keohane & S Verba, *Designing Social Inquiry: Scientific Inference in Qualitative Research*, Princeton University Press, 1994; Barbara Geddes, *Paradigms and Sand Castles: Theory Building and Research Design in Comparative Politics*, Ann Arbor: The University of Michigan Press, 2003; Henry Brady & David Collier, *Rethinking Social Inquiry: Diverse Tools, Shared Standards*, Rowman & Littlefield, 2004; John Gerring, *Social Science Methodology: A Critical Framework*, Cambridge University Press, 2001; John Geering, *Case Study Research: Principles and Practices*, Cambridge University Press, 2007; John D Robertson & Robert Perry, *Comparative Analysis of Nations: Quantitative Approaches*, Westview Press, 2001; Gary Goertz, *Social Science Concepts: A User's Guide*, Princeton University Press, 2006.

Assessment: Students will be required to complete two assignments:

- 1) 33% of the grade – a 2,000-2,500 word paper, in which you critique the research design of a recent article in a top political science journal (eg APSR, BJPS etc). Your choice of article must be approved by CL or PM. This paper must be submitted in week 8.
- 2) 67% of the grade – a 4,000-5,000 (maximum) word paper, in which you evaluate the existing research in a particular area of political science, and suggest how the research agenda can be taken forward (i.e. this could be used as a draft of some of the elements of your Research Prospectus). This paper must be submitted at the end of the first week of the ST.

GV510

Ethnicity and Nationalism Research Workshop

This information is for the 2009/10 session.

Teachers responsible: Professor John Breuilly and Dr John Hutchinson

Availability: For MPhil/PhD students specialising in Ethnicity and Nationalism, who have attended an LSE Undergraduate or Master's course in this or a related field, or equivalent at another University. By permission, Visiting Students and others may also participate.

Course content: Critical analysis of recent theories and research in the fields of Ethnicity and Nationalism.

Teaching: Students may also attend the lectures in GV479

Theories and Problems of Nationalism and participate in the seminars in this course.

Assessment: There is no examination for this course.

GV511 Half Unit

Scope and Theory in the Study of Politics

This information is for the 2009/10 session.

Teachers responsible: Professor John Breuilly and Professor Simon Hix

Availability: This course is only available for students on the MRes/PhD in Political Science

Course content: The purpose of this course is to introduce students to a range of ways of constructing “politics” as a subject of academic inquiry. The course will cover the following topics: what is ‘politics’ as a subject for research; the historiography of political science as a discipline; the study of politics as a ‘science’; and some of the main contemporary theoretical approaches in the discipline, including historical-institutionalism, rational choice, and constructivism.

Teaching: 10 two-hour seminars in the MT.

Indicative reading: P. Winch, *The Idea of a Social Science and its Relation to Philosophy*, 1963; R.G Collingwood, *The Idea of History*,

1978; special 100th anniversary issue of *American Political Science Review*; J. Friedman, ed., *The Rational Choice Controversy*, 1996; I. Katznelson & B. Weingast, *Preferences and Situations: Points of Intersection Between Historical and Rational Choice Institutionalism*, 2005; A. F Chalmers, *What Is This Thing Called Science?*, 3rd edn, 1999; R. Goodin & H-D Klingemann, eds, *The New Handbook of Political Science*, 1996.

Assessment: Students will be required to complete two assignments:

- a) 3-4,000 word essay evaluating how far knowledge in a particular area of political science has accumulated over the past few decades;
- b) 3-4,000 word essay critically evaluating one of the theoretical approaches to political science covered by the course.

GV512 Half Unit

Research Design: Comparative, Case Study and Historical Approaches

This information is for the 2009/10 session.

Teacher responsible: Dr John Hutchinson

Availability: MRes Political Science Stream B (compulsory); also MPhil/PhD Government Department and other PhD students with permission of class teacher and subject to capacity.

Content: Designing qualitative case study, comparative and historical research in political science. Case study research design; cross-national and cross-unit and within unit comparative research design; process tracing; historical research design. Students will then present their own research design for their doctoral research.

Teaching: Six sessions on different forms of research design; four sessions of research student presentations of their proposed PhD research design.

Formative coursework: Students will complete an unassessed essay to prepare them for the two assessed essays.

Indicative reading: George, A.L. and Bennett, A. (2005). *Case studies and theory development in the social sciences*. Cambridge, Mass.: MIT Press; Yin, Robert (2003). *Case Study Research: Design and Methods*. 3rd ed. Thousand Oaks, CA: Sage; Mahoney, J. and Rueschemeyer, D. (2003). *Comparative Historical Analysis in the Social Sciences*. Cambridge: Cambridge University Press; King, Gary, Robert Keohane, and Sidney Verba (1994). *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton, NJ: Princeton University Press. Marsh, D and Stoker, G (eds) (2002) *Theory and Methods in Political Science*, Basingstoke : Palgrave Macmillan, 2nd ed. 2002; Henry Brady and David Collier, eds., *Rethinking Social Inquiry: Diverse Tools, Shared Standards* (Lanham: Rowman and Littlefield, 2004); Ira Katznelson and Helen Milner (eds.) (2002) *Political Science: State of the Discipline*. New York: Norton; Kopstein, J and Lichbach, M (eds) (2006). *Comparative politics* NY: CUP; Gerring, J (2001) *Social Science Methodology: A Critical Framework* (Cambridge: Cambridge University Press); Geddes, B. (2003) *Paradigms and Sandcastles: Theory Building and Research Design in Comparative Politics* (Ann Arbor: University of Michigan); Pierson, P (2004) *Politics in Time: History, Institutions, and Social Analysis*, Princeton University Press; Charles C. Ragin, *Fuzzy-Set Social Science* (Chicago: University of Chicago Press, 2000); Evans, RJ (1997) *In Defence of History* (Granta Books, London); Carr, EH (2001[1964]) *What is history?* Basingstoke: Palgrave; Charles Ragin, *The Comparative Method: Moving Beyond Qualitative and Quantitative Strategies* (Univ. of California Press, 1987).

Assessment: Two assessed essays on research design, one on a major research design literature (3000 words) and the other specifically on the research design proposed for the student's doctorate, showing how it relates to the relevant literature on research design.

GV513 Half Unit

Qualitative Methods in the Study of Politics

This information is for the 2009/10 session.

Teachers responsible: Ms Kyriaki Nanou & Dr Daphne Halikiopoulou

Availability: MRes Political Science Stream B (compulsory); also MPhil/PhD Government (optional) and other PhD students with permission of class teacher and subject to capacity.

Course content: This course introduces and critically evaluates,

at the advanced postgraduate level, a key range of qualitative techniques and methods in political science, in order to provide a powerful resource for students to evaluate qualitative methods for themselves, and to select, reject, and deploy them in research theory, design and practice.

The course begins with debates over the place of qualitative methods in political science, and the question of how to match ideas to methods. The rest of the course is devoted to exploring a range of qualitative techniques, including questionnaires, case studies, interviews, reading texts, ethnography, contents analysis, and the use of popular culture.

Teaching: Ten two-hour seminars in the MT. Note that MI454 is available for auditing: contact course organiser.

Formative coursework: Critiques of articles or books that use the various methodologies discussed in the course.

Indicative reading: Alan Bryman, *Social Research Methods*, latest/3rd edition (Oxford University Press, 2007); George Steinmetz, ed., *The Politics of Method in the Human Sciences: positivism and its epistemological others* (Durham/London: Duke University Press, 2005). G. King, R. Keohane, and S. Verba, *Designing Social Inquiry: Scientific inference in qualitative research* (Princeton, 1994). Antoinette Burton ed., *Archive Stories: Facts, Fictions, and the Writing of History* (Duke University Press, 2006). Paul Rabinow, *Reflections on Fieldwork in Morocco*, first published 1977 (University of California Press, 2007). Shahid Amin, *Event, Memory, Metaphor: Chauri-Chaura 1922-1992* (Oxford University Press, 1995).

Assessment: EITHER (1a) A thorough critique of an article which uses one of the methods discussed in the course (1500 words) OR (1b) A short project related using one of the methods discussed in the course, focused on how to analyse and present qualitative findings (e.g. a short content analysis, a set of interviews around a particular topic, etc) (1500 words) AND FOR ALL STUDENTS (2) A complete "mock" research design, preferably (although not necessarily) on their own research question (2500 words).

GV514

Political Science and Political Economy Doctoral Workshop

This information is for the 2009/10 session.

Teacher responsible: Professor Simon Hix

Availability: Mainly for second and subsequent year research students and staff in Government and elsewhere in the School involved in research in political science and/or political economy. First year research students may also attend if they wish.

Course content: Participants, both research students and faculty, will present papers that are either close to submission or are work in progress. There will also be several "brainstorming sessions", where we discuss research ideas at an early stage. And, several sessions will be set aside for research students to practice their "job talk" presentations.

Teaching: The workshop will meet every second week in the MT, LT and ST.

GV515

Researching People, Politics and Organisations

This information is for the 2009/10 session.

Teachers responsible: Edward Page, Michael Bruter and Martin Lodge

Availability: Optional for second and subsequent year research students in Government and elsewhere in the School involved in researching political science topics. First year students may attend if numbers permit.

Course content: The workshop is for all PhD students doing empirical work in political science, whether quantitative, qualitative or mixed, and whatever theoretical approach they take. Around six of the twelve regular sessions are to be devoted to PhD student presentations and concentrate on setting the problems faced and choices made in approaching the empirical research. In the remaining four sessions we will arrange workshops involving outside speakers dealing with crosscutting issues for which we have experienced substantial demand including issues closely related to the empirical analysis of government such as interviewing

techniques and the availability and use of international data banks as well as sessions of more general appeal including on how the UK and US job market works, the journal publishing process and presenting at academic conferences and job interviews. If numbers of students mean that we need more than 10 sessions, we will arrange extra late afternoon sessions, up to five throughout the year, to accommodate the crosscutting issues.

Teaching: 10 two-hour seminars held fortnightly in the MT and LT.

Indicative reading: Workshops will tailor reading to the research of the participants.

GV516

Global Politics, Human Security and Governance Doctoral Workshop

This information is for the 2009/10 session.

Teachers responsible: Professor David Held, with Professor Mary Kaldor taking some of the seminars.

Availability: Optional for second and subsequent year research students and staff in Government and elsewhere in the School involved in research on globalization, global governance, global civil society and global security issues. First year students may attend if numbers permit.

Course content: Participants, both research students and faculty, will present papers that constitute work in progress or pieces of work close to submission for publication. There will also be several "brainstorming sessions", where we discuss research ideas at an early stage. And some sessions will be set aside for research students to practice their "job talk" presentations.

Teaching: 24 one-hour seminars held fortnightly in the MT, LT and ST.

Indicative reading: Seminars will tailor reading to the research of the participants.

GV555 Not available in 2009/10

Political Economy and Public Policy Workshop

This information is for the 2009/10 session.

Teachers responsible: Dr J Chwieroth, D415, Dr Duckenfield, D707, Dr W Schelkle, J106 and Professor M Thatcher, H410

Availability: This workshop is jointly organised by the International Relations Department, Government Department and the European Institute for research students of these departments working in the general area of political economy and public policy. Research students from other Departments wishing to attend should contact the course convenors.

Course content: Presentation and intense discussion of thesis chapters and related work. A detailed syllabus is fixed at the start of the year.

Teaching: 10 two-hour, fortnightly meetings in the MT and LT, commencing in week two of MT.

Assessment: There is no examination for this course. Regular attendance and active participation by all students is required. Each attending student has to give at least one presentation.

Course code: Please note this course has three codes: EU555, GV555 and IR515

GY500

Geographical Project Seminar

This information is for the 2009/10 session.

Teacher responsible: Professor Ian Gordon, S505A

Availability: For Geography and Regional and Urban Planning Studies Research Students (MPhil and PhD) throughout their period of registration.

Course content: Presentations by research students of aspects of their own research, stressing problems of theory, methodology and techniques.

Teaching: Two half-day or one-day workshops, one each in the MT and LT, organised by research clusters in the Department.

Written work: All students attending this course will be required to present their own research once each year.

Assessment: This course is not intended as preparation for any particular examination.

GY502**Research Students – Staff/ Student Seminar****This information is for the 2009/10 session.****Teacher responsible:** Professor Ian Gordon, S505A**Availability:** For all MPhil/PhD students registered in the Department of Geography and Environment and staff. Other interested students may attend.**Course content:** Three series organised by the Department's research clusters, in conjunction with the Spatial Economics Research Centre, Grantham Climate Change Institute and Urban Research Centre. Each involve presentations by speakers from both inside and outside of the Department on aspects of their own research.**Teaching:** Eight x one-and-a-half hour seminars in the MT and eight x one-and-a-half hour seminars in the LT.**Assessment:** This course is not intended as preparation for any particular examination. But, students will find it useful in increasing their awareness of current research and the application of research methods across the discipline. Attendance is strongly recommended.**GY504****PhD Seminar in Regional and Urban Planning****This information is for the 2009/10 session.****Teacher responsible:** Dr A Thornley, S420**Availability:** For MPhil and PhD students in Regional and Urban Planning Studies. Other research students interested in the subject area would be welcome.**Course content:** A detailed syllabus is fixed at the start of each term. This course of seminars provides students with an opportunity to discuss their own research in the context of contemporary debates and research in the subject area. The discussions will take a number of forms. Students will present their own work for discussion in the seminar during the first year of their programme and again at a later date. Staff involved in supervising Regional and Urban Planning research students will attend these sessions. A second form of discussion will be based upon presentations by invited speakers who will present their research work. The emphasis will be on research method and will explore any difficulties faced in the work and the manner in which these were overcome. The third form of discussion will be oriented around critical evaluations of key contemporary debates, texts or research reports in the field.**Teaching:** Two half-day workshops, one in the MT and one in the LT, when students present aspects of their research work; plus eight two-hour seminars over the MT and LT.**Assessment:** Students in their first year are required to submit two short papers on contemporary issues in the field which will form part of their review at the end of the first year. Students will also be required to make two presentations on their own research during their period of registration.**HY501****International History Research Student Workshop****This information is for the 2009/10 session.****Teachers responsible:** Professor Dominic Lieven and Dr Erica Ward**Availability:** Compulsory for students registered for the MPhil/PhD in International History.**Course content:** The workshop aims to introduce students to effective archival research, issues in the preparation of a thesis and means of launching a career in academic or related fields; and the opportunity to present research in progress.

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

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

Assessment: This course is not assessed.**HY505 Not available in 2009/10****International History Research Workshop****This information is for the 2009/10 session.****Teacher responsible:** Dr A Sked**HY507****Research Seminar: History of Contemporary Spain****This information is for the 2009/10 session.****Teacher responsible:** Professor P Preston**Course content:** Research seminar hosts sessions by international experts on a various subjects concerning the history, politics, sociology and economics of Spain from 1898 to the present day. It is open to all members of the LSE and also to students from outside.**Teaching:** Wednesday at 6.00 p.m. in J114 in Cowdray House.**HY509****International History Research Seminar****This information is for the 2009/10 session.****Teacher responsible:** Dr Antony Best, E405**Availability:** Compulsory for second, third and fourth year PhD students.**Pre-requisite:** Students need to have passed their upgrade to PhD.**Course content:** Second, third and fourth year PhD students will present their research for discussion. There will also be seminars by staff from within and outside the department on their own research with relevance for PhD students either in terms of subject and/or methodology.**Teaching:** Ten two-hour sessions during MT, LT and ST.**Assessment:** This course is not assessed.**HY510****Cold War History Research Seminar****This information is for the 2009/10 session.****Teacher responsible:** Professor OA Westad**Availability:** Primarily for second and third year PhD students in International History, but also open to students from other departments. MSc/MA students may audit the course with the participation of the course convenor.**Course content:** Second and third year PhD students will present their research for discussion. There will also be seminars by staff from within and outside the department on their own research with relevance for PhD students either in terms of subject and/or methodology.**Teaching:** Four hour sessions every second week of MT, LT and ST.**Indicative reading:** See the webpage for the course for further details.**Assessment:** The course is not assessed.**ID500****Employment Relations and Organisational Behaviour Seminar****This information is for the 2009/10 session.****Teachers responsible:** Dr. David Henderson, Dr. Connson Locke, Dr. Fei Qin**Availability:** For research students in Employment Relations & Organisational Behaviour Group and those students studying MSc Employment Relations and Organisational Behaviour (Research).**Course content:** The aim of this forum is to provide a context for doctoral researchers to discuss issues in the organisation of research in industrial relations and organisational behavior, and in particular to present their own developing ideas in a sympathetic environment. The seminar is a formal component of the PhD programme. Fully registered students are expected to participate, and part time students as far as possible.

There are four main elements in the programme:

1. The Programme Tutors present a small number of introductory sessions for new students, to complement those offered by the School's Methodology Institute
2. One purpose of the seminars is to enable students themselves to obtain constructive feedback on their work. All post-upgrade students are expected to present a paper or model based on

their theses. Pre-upgrade students are expected to contribute shorter presentations based upon their areas of interest. These presentations can include working papers or models based upon their primary research questions driving their Ph.D. work. None of these contributions is expected to require polished presentations: rather, the aim of the forum is to permit helpful if critical comment on emergent ideas and arguments.

3. The Programme Tutors will offer specialized and interactive sessions in methodological topics. These sessions are aimed at acquainting students with research methods that are not covered in other courses.

4. The forum is also available to invite speakers from within the Department or outside to discuss questions of interest, or to discuss current issues, relevant literature etc.

Teaching: Seminars; (ID500), Sessional.

Assessment: None.

IR500

International Relations Seminar for Staff and Research Students

This information is for the 2009/10 session.

Teachers responsible: Dr Katerina Dalacoura, D412 (MT 2009), and Dr Jurgen Haacke, D709 (LT and ST 2010).

Availability: Course intended for International Relations Department staff and research students.

Teaching: Up to 12 sessions each of one-and-a-half hour's duration, (IR500). A detailed programme will be advertised early in the MT.

IR501

International Relations Research Methods

This information is for the 2009/10 session.

Teachers responsible: Professor Kimberly Hutchings, D409 (Michaelmas Term) and Dr Federica Bicchì, D413 (Michaelmas and Lent Terms)

Availability: Course intended for first-year International Relations Department research students.

Course content: This course provides an introduction to methodology and research methods relevant to undertaking a research degree in International Relations. The principal approaches to contemporary research in the main branches of International Relations will be addressed. These include: formal analysis, behaviouralism; quantitative and qualitative methods; comparative case study approaches; documentary and discourse analysis; and different modes of theoretical argument. In addition the course will introduce students to the background debates in philosophy of social science that underpin different methodological approaches. The purpose of the course is to help students identify the appropriate methodological approach for their project; it is not intended as a training in research techniques as such. Students are advised to attend School-based inter-disciplinary seminars on statistical techniques, survey methods, interviewing and any other relevant courses offered by the Methodology Institute. All students not already familiar with IBM PCs, should register on the Computer Service induction courses early in MT and complete the sessions 'Introduction to PCs', 'Word 2000', and 'EndNote'.

Teaching: The course will consist of 18 seminars in MT and LT (IR501). In addition, all students must participate in the Research Design Workshop (IR509), the International Relations Seminar for Staff and Research Students (IR500) and at least one of the Department's several workshops where staff and research students present preliminary papers and discuss common problems of current research. Details of individual meetings and detailed readings will be provided at the beginning of the course.

Indicative reading: Alexander L. George and Andrew Bennett, *Case Studies and Theory Development in the Social Sciences* (MIT Press, 2005); Frank P. Harvey and Michael Brecher (Eds.), *Evaluating Methodology in International Studies* (University of Michigan Press, 2002); Gary King, Robert O. Keohane and Sidney Verba, *Designing Social Enquiry: Scientific Inference in Qualitative Research* (Princeton University Press, 1994); David Marsh and Gerry Stoker (Eds.), *Theory and Methods in Political Science* (Macmillan, 1995); Peter Burnham,

Karin Gilland, Wyn Grant & Zig Layton-Henry, *Research Methods in Politics* (Palgrave Macmillan, 2008); Detlef F. Sprinz Yael & Wolinsky-Nahmias (Eds.) *Models, Numbers and Cases: methods for studying International Relations* (University of Michigan Press, 2004); Stephen Van Evera, *Guide to Methods for Students of Political Science* (Cornell University Press, 1997).

IR502

International Theory Workshop

This information is for the 2009/10 session.

Teachers responsible: Dr K Ainley, D709 and Dr G Lawson, D512

Availability: IR502 is part of the research training programme for all new research students working in the area of international theory, broadly defined to include critical and post-modern as well as traditional and classical theory, IR502 is open to all interested staff and research students.

Course content: The workshop is based around papers in international theory, circulated in advance, and presented by LSE staff, research students and occasional invited external speakers.

Teaching: 18 weekly seminars, each of one-and-a-half hour's duration, commencing in week six of MT.

IR504

Foreign Policy Workshop

This information is for the 2009/10 session.

Teacher responsible: Dr C Alden, D608

Availability: Course intended primarily for research students. All those working in the general area of foreign policy studies in the International Relations Department should attend. Others who may wish to attend should contact the course organisers in person.

Content: Students present work in progress and obtain feedback. This enables them to assess how they respond to common challenges in doctoral research on foreign policy issues.

Teaching: Seven meetings: weeks 3 and 5 and 9 of MT, and weeks 3, 5, 7 and 9 LT.

IR505 Not available in 2009/10

European International Politics Workshop

This information is for the 2009/10 session.

Teacher responsible: Dr K Smith, D411

Availability: Course intended for research students. All those working on international relations topics regarding the European region should attend. Others who wish to attend should contact the course organizers in person.

Teaching: Three meetings in MT, three meetings in LT and three meetings in ST.

IR506

North-South Relations Research Workshop

This information is for the 2009/10 session.

Teacher responsible: Dr J C Alden, D608

Availability: All interested research students involved in area studies.

Teaching: Seven meetings, in weeks 2, 4 and 8 of MT and weeks 2, 4, 6 and 8 of LT.

IR507

Research Seminar: International Institutions

This information is for the 2009/10 session.

Teacher responsible: Mr NA Sims, D609

Availability: Course intended primarily for academic staff and research students.

Course content: The purpose of this Research Seminar is to enable research students and staff with interests in International Institutions, whether global or regional, to share their ideas and findings and gain mutual encouragement through regular meetings.

Teaching: Up to 10 meetings, each of one-and-a-half hour's duration.

IR509**International Relations Research Design Seminar**
This information is for the 2009/10 session.**Teachers responsible:** Professor M Cox, B208 (for first year research students)

Professor M Light (for second year research students)

Availability: This workshop is *compulsory* for all first-year and strongly recommended for second year International Relations Department (IRD) research students and open to other interested IRD research students.**Course content:** In the first year, this workshop will address issues concerning the formulation and design of the PhD research project. Its principal objective is to assist first year research students in designing a well-thought out and manageable thesis. It seeks to do so by providing a forum in which first year students discuss their research topic, the particular set of questions they intend to address and the methods they wish to use with other members of the workshop. Its aim is to provide students with constructively critical observations about their research project and the problems they may confront. It also seeks to promote an *esprit d'corps* amongst the first-year research students by familiarising them with the work of their peers.In the second year, the focus will be on preparing students for their upgrade Research Panel in the summer. Exactly how the workshop will proceed will be decided by the members in their first session, but the aim is to give students the opportunity to update and refine their research proposals, get peer reactions to the draft chapters on which the decision to upgrade will be based, and also to talk to each other about the common problems they face. There will also be some sessions to consider such 'professional concerns' as the balance to be struck between teaching and research, the role of presentations at conferences, seminars and similar professional gatherings. The workshop seeks to sustain the *esprit d'corps* research students developed during their first year.**Teaching:** In the first year, the workshop will meet for 15 two-hour sessions starting in week six of the MT. All first-year students are required to give a presentation outlining their research to the seminar in the LT, a copy of their research proposal (of no more than 5,000 word) being circulated in advance to the workshop participants. There will be two or three presentations per meeting. Students must also attend IR500 **International Relations Seminar for Staff and Research Students** and IR501 **Research Methods Training Seminar** and participate in at least one of the Department's other research workshops.In the second year, the workshop will meet for 13 two-hour sessions starting in week five of the MT. All members of the workshop are required to present one or more draft chapters of their theses. They will need to provide a copy of the chapter for prior circulation to the workshop participants. Students must also attend IR500 **International Relations Seminar for Staff and Research Students** and participate in at least one of the Department's other research workshops.**IR512****Research Workshop: Security, Conflict & Peace Studies**
This information is for the 2009/10 session.**Teacher responsible:** Mr M Hoffman, A201**Availability:** Course is open only to MPhil, PhD and research fee students who are writing theses on relevant topics.**Course content:** The workshop will provide a forum in which research students can present reports on their work and discuss the theoretical and methodological problems involved. The scope of the workshop is: international security including the threat and use of force and its avoidance or amelioration; conflict analysis and conflict resolution; peacemaking, peace-building and reconciliation.**Teaching:** Up to 17 seminars of one-and-a-half hours, meeting fortnightly throughout the session, commencing in week four of MT.**IR514****Middle East workshop for PhD students**
This information is for the 2009/10 session.**Teacher responsible:** Professor Fawaz Gerges, D408**Pre requisites:** Writing a PhD on issues related to the Middle East at LSE.**Course content:** Nine meetings in which PhD students present papers on issues related to the Middle East.**Teaching:** MT and LT starting week 2 on a fortnightly basis.**Formative work:** Each PhD student is required to present one paper during the course.**Indicative reading:** The course does not have a reading list as it is based on papers generated by PhD students and guest speakers.**Assessment:** The course is not assessed.**IR555****Political Economy and Public Policy Workshop**
This information is for the 2009/10 session.**Course Code:** It should be noted that this course has three course codes – EU555, GV555 and IR555.**Teachers responsible:** Dr J Chwieroth, D512 and Dr M Manager, B806**Availability:** This workshop is jointly organised by the International Relations Department, the Government Department and the European Institute for research students of these departments working in the general area of political economy and public policy. Research students from other Departments wishing to attend should contact the course convenors.**Course content:** Presentation and intense discussion of thesis chapters and related work. A detailed syllabus is fixed at the start of the year.**Teaching:** Ten two-hour, fortnightly meetings in MT and LT, commencing in week two of MT.**Assessment:** There is no examination for this course. Regular attendance and active participation by all students is required. Each attending students has to give at least one presentation.**IS554****Information Systems PhD Workshops****This information is for the 2009/10 session.****Content:** The group holds a series of workshops at which PhD students present their work in progress. Details of these workshops are listed on the ISIG News and Events page www.lse.ac.uk/collections/informationSystems/newsAndEvents/Default.htm as they are arranged.**LL500****Doctoral Research Seminar****This information is for the 2009/10 session.****Teacher responsible:** Mr Alain Pottage**Availability:** For MPhil and PhD research students.**Course content:** The first and second terms will consist of seminars addressing questions of doctoral research method and theoretical paradigms in legal research. In the third term, the sessions will include presentations by currently registered research students on aspects of their own research.**Teaching:** 15 two-hour seminars (LL500) in MT and LT (subject to number of currently registered research students).**Assessment:** There are no examination arrangements. However, attendance in compulsory for first year research students and research students in other years are encouraged to attend.**MA500****Mathematics: CDAM Seminar****This information is for the 2009/10 session.****Teachers responsible:** Professor Bernhard von Stengel, B412, Professor Jan van den Heuvel, B304, Professor Oliver Gossner, B309 and Dr Tugkan Batu, B405 and other members of the Mathematics Department.**Availability:** For MPhil and PhD Students in Mathematics, but other members of the research community are welcome to attend.**Course content:** The seminar ranges over many areas of pure and applied mathematics. The emphasis is on topics in discrete mathematics and game theory.See www.cdam.lse.ac.uk/Seminar/**Teaching:** 30 meetings throughout the MT, LT and ST.

MA501**CDAM Student Seminar**

This information is for the 2009/10 session.

Teachers responsible: Dr Konrad Swanepoel and Professor Mihail Zervos, B402 and other members of the Mathematics Department and Mathematics MPhil/PhD students

Availability: For MPhil/PhD students in Mathematics, but other members of the research community are welcome to attend.

Course content: The informal seminar ranges over many areas of pure and applied mathematics. The emphasis is on topics in discrete mathematics, financial mathematics, algorithms and game theory. The seminar is regarded as an important part of the research students' formal training and they will all be expected to attend and to make presentations.

See www.cdam.lse.ac.uk/Seminar/noon-sem.html

There will also be additional research sessions for academic members of the Department covering a wide range of pure and applied mathematics. These will be aimed at Mathematics MPhil/PhD students but maybe available to other students with the approval of the organizer.

Teaching: Approximately 50 meetings throughout the MT, LT and ST, dependent on speakers. See <http://www.cdam.lse.ac.uk/Seminar/noon-sem.html> for schedule and more details.

MC500**Research Seminar for Media, Communications and Culture**

This information is for the 2009/10 session.

Teachers responsible: Professors Lilie Chouliaraki (S102) and Robin Mansell (S107).

Availability: For Research Students. The course is compulsory for students in the first and second years of the Department of Media and Communications Doctoral Programme. All Research Students in the Department are welcome and encouraged to attend.

Course content: The aim of the course is to raise awareness of theoretical, conceptual and methodological issues in media, communication and cultural studies research and to develop students skills with respect to theory building, research design and implementation.

Analytical and interpretative strategies in media and communication research with special reference to globalization, consumption and production in the changing media and communication environment. Conceptual issues in media, communication and cultural theory are addressed together with strategies for formulating research questions and establishing a conceptual framework.

Teaching: Seminar (MC500) (two hours) x 10 MT and x 10 LT. Compulsory for first and second year students and open to others. There may be additional seminars or workshops in ST.

Indicative reading: Lilie Chouliaraki, *The Spectatorship of Suffering*, Sage 2006; Jensen K.B. (ed) *A Handbook of Media and Communication Research* Routledge, 2002; Leah A Lievrouw and Sonia Livingstone (eds.) *The Handbook of New Media* (updated edition), Sage, 2006; Robin Mansell, Chrisanthi Avgerou, Danny Quah and Roger Silverstone (eds.), *Oxford Handbook of Information and Communication Technologies*, Oxford 2007; Roger Silverstone, *Media and Morality: The Rise of the Mediapolis*, Polity 2006; John B Thompson *Media and Modernity*, Polity, 1995.

Other reading will be given as appropriate during the course.

Assessment: This course is based predominantly on student presentations on their work in progress. Students are expected to use MC500 seminars as a key resource towards their Upgrade document at the end of their 1st year of study and towards the submission of their formative assessment document at the end of their 2nd year of study.

MI512**Information Literacy: Tools for Research**

This information is for the 2009/10 session.

Course leaders: Rowena Macrae-Gibson, Assistant Librarian, Library, Maria Bell, Assistant Librarian, Library, Dr Jane Secker, CLT Librarian, Centre for Learning Technology and Clive Wilson, Senior

Assistant Librarian, Library.

Availability: First and second year research students and MSc Social Research Methods students.

Course content: The aim of MI512 is to provide a complete course, with weekly teaching sessions that build on each other to achieve a series of learning objectives by the end of the term. MI512 will introduce students to essential sources and tools when undertaking research, and the skills required to use them. It should help them take full advantage of the wealth of material in LSE Library and available on the internet. Students will be encouraged to work on activities available in Moodle each week to provide evidence of their development as a researcher.

Six classes will be held:

- 1. Introduction & Literature searching:** Course overview, introduction to the tutors & overview of students research areas. Will then proceed to a session on literature searching principles, tips and techniques covering both general keyword & author searching. Find out how to search the electronic library effectively, how to select resources for your subject and how to link through to full text materials via LSE Article Finder
- 2. Getting the most out of the internet/Going beyond Google:** Learn how to find and evaluate quality internet resources, with tips on searching, using internet gateways and getting the most out of Google.

- 3. Finding theses, conference papers & newspaper materials:** Discover how to search beyond journal articles, and how to make the most of institutional repositories such as LSE Research Online to find free copies of key research.

- 4. Citing references and creating a bibliography:** What is the Harvard method of citation? How does it differ from using footnotes? Should you include websites in your research and if so how do you cite them in your bibliography? This seminar will enable you to cite bibliographic information in your research using the Harvard method and to create a bibliography according to the accepted standards of academic research.

- 5. Using EndNote:** Save time by learning how to use Endnote bibliographic referencing software to store your references and to create instant consistently formatted bibliographies in Word.

- 6. Next Steps and Keeping Up to Date with your research/ Wrap up session:** Your initial literature review is only the start. Find out more about Citation searching. Learn how to keep up to date with new research and new publications by using RSS feeds, email alerts and email discussion lists.

This session wraps up the course and allows you to think about the future structure of your research.

Teaching: Six two hour classes will be held weekly, and students are expected to attend all sessions. MI512 will run in both the Autumn and Lent terms and will run in the Summer term subject to demand. Dates and times will be advertised at the start of each term. Note that not all sessions will last for 2 hours but this will allow for individual contact time at the end of classes with class tutors. Places on the entire programme must be booked via Library.Information.Desk@lse.ac.uk A Moodle class for this programme is available.

Assessment: This course is non-examinable.

MI530 Not available in 2009/10**Spatial Analysis using Geographical Information Systems This information is for the 2009/10 session.**

Teacher responsible: TBC

Availability: Research Students, Research Officers and members of staff.

Course content: This course aims to provide an introduction to the rapidly growing field of Geographical Information Systems (GIS), for students and staff interested in applying it within their research. GIS are computer systems that can handle spatially referenced information in a far greater variety of ways than was ever possible with paper maps. By capturing, checking, manipulating, integrating and displaying spatial data quickly and accurately a wide range of different analyses can be carried out and questions addressed. Everything from social research – from the relationship between health, disease and the standard of living, to the environmental analysis of road building in Area of Outstanding Natural Beauty –

can be included.

During the course the students will be made aware of the potential uses of GIS, as well as its application within various fields of study. An introduction to the principles of GIS as well as the main state-of-the-art issues (from spatial data sources to 3D GIS) will be covered in the theoretical lectures. In combination with the lectures, a series of practical workshop sessions will introduce students to one of the many GIS software packages available at the LSE: ArcGIS. This will provide an understanding of the software, how to input data from a variety of sources, as well as the functionality of GIS towards a specific field of research – developing some of the skills necessary for individual application.

Teaching: TBC

Indicative reading: A comprehensive reading list will be given by the course teacher but the following are important texts that are referred to during the course: P Longley, M Goodchild, D Maguire & D Rhind, *Geographical Information Systems and Science*, Wiley, 2001; P Burrough & R McDonnell, *Principles of Geographical Information Systems*, OUP 1998; I Heywood, S Cornelius & S Carver, *An Introduction to Geographical Information Systems*, Longman 1998; P Longley, M Goodchild, D Maguire & D Rhind, *GIS: Principles, Technical Issues, Management Issues and Applications*, Wiley, 1999; D Martin, *Geographic Information Systems: Socio-Economic Applications*, Routledge 1996; J Pickles (Ed), *Ground Truth: the Social Implications of Geographic Information Systems*, Guilford Press, 1995.

Assessment: This course is non-examinable but the students will be given support and feedback on the practical work done during the course.

MI541 Half Unit

Seminar on Sampling and Survey Methodology

This information is for the 2009/10 session.

Teacher responsible: Dr Patten Smith, c/o B811

Availability: Research students, research fee students in all departments of the School.

Content: The course will provide an introduction to the methodology of social surveys. It will cover all stages involved in designing and implementing a social survey, and will make frequent reference to major social surveys carried out in the UK. Important recent developments in survey methodology will also be covered.

Teaching: The seminar series will run for 10 weeks in the LT.

Assessment: There will be no formal assessment associated with the course.

MI550

Methodology Institute Seminar

This information is for the 2009/10 session.

Teacher responsible

Dr Piero Stanig, B810

Availability: Open to all.

Course content: Papers on topics of methodological interest will be presented by staff and visitors.

Teaching: Meetings arranged as needed, taking place in B813 unless otherwise stated. Seminar dates, venues and speakers will be advertised on the Methodology Institute webpage.

Assessment: This course is non-examinable.

MI554 Not available in 2009/10

Advanced Qualitative Analysis Seminars

This information is for the 2009/10 session.

Teacher responsible: Professor Martin W Bauer, B804

Availability: Research Students that have taken MI453 and MI454 undertaking projects using qualitative methods.

Course content: The seminars will address advanced problems in qualitative social research. The programme will (a) bring together software developers and researchers, (b) will present examples of researchers who put computer tools to creative use and (c) provide a forum for discussing key papers in qualitative research. The workshop will be a forum for open discussion on philosophical and technical issues that arise in qualitative research practice.

Teaching: Sessions to be held during MT, LT and ST.

Indicative reading: B Pfaffenberger, *Microcomputer Applications in Qualitative Research* (1988); R Tesch, *Qualitative Research; Analysis Types and Software Tools* (1990); N G Fielding & R M Lee, *Using Computers in Qualitative Research* (1993); N K Denzin & Y S Lincoln, *Handbook of Qualitative Research* (1994); U Kelle, *Computer-Aided Qualitative Data Analysis* (1995); E A Weitzmann & M B Miler, *Computer Programs for Qualitative Data Analysis* (Sage, 1995); M Bauer & G Gaskell, *Qualitative Researching with Text, Image and Sound* (Sage, 2000).

Assessment: This course is non-examinable.

MI555

Computing Packages for Qualitative Analysis

This information is for the 2009/10 session.

Teacher responsible: Dr Kavita Abraham

Availability: For MSc Social Research Methods and research students who intend to use qualitative computer packages in their research. Students also attending MI454.

Content: It is intended to provide research students with an appreciation of various computer packages for qualitative analysis through introduction courses and hands-on training in the use of these tools.

Indicative reading: B Pfaffenberger, *Microcomputer Applications in Qualitative Research* (1988); R Tesch, *Qualitative Research; Analysis Types and Software Tools* (1990); N G Fielding & R M Lee, *Computer Analysis & Qualitative Research* (Sage, 1998); E A Weitzman & M B Miles, *Computer Programs for Qualitative Data Analysis* (Sage, 1995).

Teaching: Two half-day introductory training courses on computer packages such as NUD*ist, Nvivo, TEXTSMART, ATLAS/ti and ALCESTE during the MT and LT.

Assessment: This course is non-examinable.

MI5A1

Authoring a PhD and Developing as a Researcher: Getting Started

This information is for the 2009/10 session.

Teachers responsible: Dr Gita Subrahmanyam. Other teachers: Professor Patrick Dunleavy, Dr Liz Barnett and Frances Meegan, Dr Rhiannon Thompson, Garrick Jones and Cliff Dennett.

Availability: This course is aimed at first year students registered for the MPhil/PhD. It offers you the opportunity to reflect on your research plans in a series of thematic workshops, suitable for colleagues across all disciplines. It covers key topics in defining a central research question; achieving or improving the originality of your research; planning the macro-structure of your PhD; managing your supervisor; and communicating about your research with the outside world.

Pre-requisites: Booking is essential for each individual workshop that you wish to attend, and should be done online via the link at: www.lse.ac.uk/collections/TLCPhD. Most workshops are offered more than once during the year so that you can select the time when it is most convenient for you to attend.

Content: Except in the most technical social sciences, the process of authoring your PhD is key for developing your thought and can account for up to 50% of your success in doctoral work. Authoring includes all the stages of conceiving a topic, planning the organization of the thesis, writing and improving drafts, and producing a final version. How you do authoring will powerfully determine how speedily and effectively your research develops to doctoral standards. This course aims to assist first year research students at all these stages, leading up to a successful departmental Review at the end of the first year.

Subsequent courses cover topics relevant for later years, MI5A2 handles common middle-years issues, and MI5A3 covers topics relevant for finishing the PhD, achieving publications and future career progression. These are professional-level workshops for groups of around 30 participants. Workshops use a mixture of group and individual work and are led by teams of skilled facilitators and experienced academics. Since places in each workshop are limited, early booking is advised. Once registered you are expected to fill your place. Please let TLC know immediately if you cannot take up a place since there will be

other students on the waiting list for each session.

Teaching: The workshops offered will be:

Doing Creative and Original Research – explores the distinct requirements of an LSE doctorate; how to be more creative in research; what doing original work means; and how to pick your central research question and delimit your topic appropriately. This workshop also includes a chance to hear from and speak to representatives of all the central academic and professional support services at the School. Held early in Michaelmas Term – there will be repeat sessions but early sign-up is advised.

Communicating About Your Research – a practical introduction to some of the most useful techniques for communicating information about you and research, right from the start of your project.

Managing Your Supervisor(s) – the relationship between supervisor and PhD students is critical for your academic and professional development. This session covers making the most of your supervisor(s), common pitfalls and shows how to manage your relationship as effectively as possible.

The Macro-Structure of the Thesis – covers how to structure your thesis in terms of sequencing chapters and materials in ways that best facilitate speedy completion and an efficient research process.

Project Management for your PhD – explores how the most commonly deployed techniques of project management in business and government are equally applicable to completing your doctorate. The course shows how to identify the critical path so that you complete within the new and demanding 4 year limit for PhD registration.

Career and Professional Development – explores the opportunities available to PhD students completing their first year for broadening and developing their professional skills, including teaching, volunteering and internships. The core concept behind this is about helping you to identify ways of adding maximum value to your CV during your PhD whether you plan a career within or outside of academia.

Indicative reading: Patrick Dunleavy, *Authoring a PhD: How to Plan, Draft, Write and Finish Your Doctoral Thesis or Dissertation* (Palgrave-Macmillan, 2003), Chapters 1-4. To get maximum value from the workshops, participants should read relevant chapters of the core text *before* attending the session. There are multiple copies in the Library's Course Collection.

Other reading: Rowena Murray, *How to Write a Thesis* (2002); D. Sternberg, *How to Complete and Survive a Doctoral Dissertation* (1981), Ch 5.

Assessment: This course is non-examinable.

MI5A2

Authoring a PhD and Developing as a Researcher: The Middle Years

This information is for the 2009/10 session.

Teachers responsible: Dr Gita Subrahmanyam. Other teachers: Professor Patrick Dunleavy, Dr Liz Barnett, Frances Meegan and Dr Rhiannon Thompson.

Availability: This course is intended for second and third year students registered for the PhD and embarking on the main body of their research. It covers key topics in developing as an academic writer; writing papers and going to conferences; managing and balancing research and other academic activities; and acquiring relevant career skills for academic life or doctoral-level positions in business, the public sector and other sectors. All sessions of the course are suitable for colleagues across all disciplines in the School.

Pre requisites: Booking is essential for each individual workshop that you wish to attend, and should be done online via the link at www.lse.ac.uk/collections/TLCPhD. Most workshops are offered more than once during the year so that you can select the time when it is most convenient for you to attend.

Content: In most of the social sciences, writing is constitutive of thought, not just a stylistic afterthought. Developing as a researcher is also a 'whole person' process that can be strongly influenced by other experiences, such as teaching, publishing papers, consultancy and career preparation. Doing a PhD is a unique opportunity to acquire high level authoring, communication, research, teaching and other career skills that are critical for your later professional development. Finally, the middle years of your thesis require careful management to maintain focus and momentum when faced with

the often disillusioning development of research in practice.

This course aims to assist second and third year research students with all these elements of their academic and professional development, leading up to a speedy completion of the doctorate and a smooth transition into academia or top-flight professional opportunities outside universities.

The related courses cover topics relevant for earlier and later stages of the PhD process. MI5A3 covers topics specifically relevant for finishing the PhD, achieving publications and future career progression. The earlier course MI5A1 handles common issues with defining central research questions and getting started on research.

These are professional-level workshops for groups of around 30 participants. Workshops use a mixture of group and individual work and are led by teams of skilled facilitators and experienced academics. Since places in each workshop are limited, early booking is advised. Once registered you are expected to fill your place. Please let TLC know immediately if you cannot take up a place since there will be other students on the waiting list for each session.

Teaching: The workshops offered will be:

Developing as an Academic Writer – covers becoming a speedy, dedicated and stylish academic writer, including: planning writing sessions for maximum impact; upgrading text and re-planning problem text; achieving good style; and referencing issues.

Developing and Managing a Portfolio of Projects and Activities – covers techniques for refocusing your work and regaining momentum in the notorious mid-term slump. Also explores how you can manage the demands of a varied academic portfolio, balancing research, teaching and other commitments.

Writing Papers and Going to Conferences – covers the process of developing a paper for seminars and academic conferences, and then progressing the paper to journals for publication. The writing demands of professional papers for conferences and journals are distinctive and require a refocusing of skills from ordinary doctoral work. This session also explores effective techniques for the presentation of visual material in a seminar or conference context.

Presentation Skills – a brief introduction to effective oral presentation techniques in a variety of different contexts, including conference papers, poster presentations and job market presentations. Follow-up sessions will be organized where participants can practice their presentation skills and receive feedback (this workshop is also offered in both MI5A2 and MI5A3).

Exploring career options- What You Have to Offer and What Recruiters Want – this session is aimed at students who are either considering developing a career outside academia or would like to take the opportunity to explore whether or not they should consider this option. It will focus on helping participants to analyse their skills, values and personality needs in order to help with decision-making (this workshop is offered in both MI5A2 and MI5A3).

Indicative reading: Patrick Dunleavy, *Authoring a PhD: How to Plan, Draft, Write and Finish Your Doctoral Thesis or Dissertation* (Palgrave-Macmillan, 2003), Chapters 5-6, 9. To get maximum value from the workshops, participants should read relevant chapters of the core text *before* attending the session. There are multiple copies in the Library's Course Collection.

Other reading: Howard S Becker, *Writing for Social Scientists: How to Start and Finish your Thesis, Book or Article* (1986); Howard S. Becker, *Tricks of the Trade: How To Think About Your Research While You're Doing It* (1998); Eviatar Zerubavel, *The Clockwork Muse* (1999).

Assessment: This course is non-examinable.

MI5A3

Authoring a PhD and Developing as a Researcher: The Endgame

This information is for the 2009/10 session.

Teachers responsible: Dr Gita Subrahmanyam. Other teachers: Professor Patrick Dunleavy, Dr Liz Barnett, Frances Meegan and Dr Rhiannon Thompson.

Availability: This course is intended for students who are within a year to six months of completing the doctorate. It covers: moving from a rough first draft to a full final draft; submission requirements and the timetable for speedy submission and examination; the

selection of examiners; how to prepare for your viva; publishing your PhD; and career management and development for doctoral-level people, in academic life or in professional positions in business, government or elsewhere. All sessions of the course are suitable for colleagues across all disciplines in the School.

Pre requisites: Booking is essential for each individual workshop that you wish to attend, and should be done online via the link at www.lse.ac.uk/collections/TLCPhD. Most workshops are offered more than once during the year so that you can select the time when it is most convenient for you to attend.

Content: Finishing the PhD is an especially intensive and creative phase of the research project, with new and distinct project management and authoring challenges. The key task is to complete an 'industrial standard' text with all requisite components and written in the most integrated and effective way. This phase normally requires intense application and rewriting. But it is important to avoid perfectionism and displacement processes that can postpone completion unnecessarily. Equally it is important to publish as much as possible of the PhD as a book or in journal articles. You also need to have an overall CV and an accompanying skills set that will place you optimally for getting academic jobs or in moving to top research or professional career track positions elsewhere. This course aims to assist third and fourth year research students with all these elements of their academic and professional development.

Previous courses cover topics relevant for earlier years: MI5A1 handles common issues with defining central research questions and getting started on research; MI5A2 covers topics relevant for the middle years of the PhD, such as developing as an academic writer. These are professional-level workshops for groups of around 30 participants. Workshops use a mixture of group and individual work and are led by teams of skilled facilitators and experienced academics. Since places in each workshop are limited, early booking is advised. Once registered you are expected to fill your place. Please let us know immediately if you cannot take up a place since there will be other students on the waiting list for each session.

Teaching: The workshops offered will be:

- Half-Day Conference on *The Thesis Endgame: Achieving a Final Draft and Submitting Speedily* – explores the distinctive authoring difficulties and opportunities of going from a first complete draft to an integrated final draft and the critical path for getting to submission. To gain maximum advantage participants should ideally be around a year away from submission. Held in mid MT – there will also be repeat sessions but early sign-up is advised.
- *Preparing for and Handling the Viva* – covers long-run and short-run things to do in preparation for the final oral examination; what to expect in the viva itself; the top ten most asked viva questions; and using a 'defence in depth' approach to minimize any revisions or rewriting.
- *Publishing Your Thesis as a Book or Journal Articles* – a detailed session on the scope for publishing some theses as research monographs, and the more general chances of 'paperizing' chapters and submitting them successfully to journals. The concept of a 'publication production line' and project management to go with it are introduced. Strategies for targeting appropriate journals are discussed. Doctoral work that only goes into the Library and never gets published is just 'shelf-bending research' and we aim to minimize the proportion of this kind of work at LSE.
- *Career Development for Finishing PhD Students* – covers the expectations that academic and non-academic employers want to see in your CV. It is vital to think ahead to ensure that you have acquired all the necessary skills and if necessary qualifications in good time before your final push.

Indicative reading: Course text: Patrick Dunleavy, *Authoring a PhD: How to Plan, Draft, Write and Finish Your Doctoral Thesis or Dissertation* (Palgrave-Macmillan, 2003), Chapters 8 and 9. To get maximum value from the workshops, participants should read relevant chapters of the core text *before* attending the session. There are multiple copies in the Library's Course Collection.

Other reading: Rowena Murray, *How to Survive your Viva* (Open University Press, 2003).

Assessment: This course is non-examinable.

MN500

Seminar for Research Students in Management

This information is for the 2009/10 session.

Teacher responsible: Professor David de Meza, G512

Availability: This course is compulsory for MPhil and PhD students in the Managerial Economics and Strategy Group.

Course content: This seminar series provides a forum for research students in management to present work in progress. Outside speakers may be invited from time to time.

Teaching: Monthly one-hour seminars.

Assessment: The seminar presentation will be an element in the decision to transfer a student from MPhil to PhD status.

PH500

Research Methods in Philosophy

This information is for the 2009/10 session.

Teacher responsible: Dr Richard Bradley (T301A)

Availability: The course is primarily intended for MPhil/PhD students. MSc students may attend with permission of the seminar teacher.

Course content: Topics in contemporary philosophy.

Teaching: Seminars PH500 15 x two-hour (MT, LT, ST). Different members of the department will lead the seminar in each of the three terms.

Assessment: This course is non-examinable.

PH501

Philosophical Problems Seminar

This information is for the 2009/10 session.

Teacher responsible: Dr. Matthew Parker, T301B

Availability: The course is a compulsory component of the first year of MPhil/PhD graduate programme in Philosophy. First year research students are obliged to attend. Second year research students may take this option as part of their seminar requirements (option 2) *only* if the course content is substantially different between the two years.

Content: Central Topics in Contemporary Analytic Philosophy. The idea of the course is to read and carefully discuss together a range of "classic papers" in modern analytic philosophy which might not otherwise be covered in LSE Philosophy Department courses. Authors covered may include Kripke, Quine, Putnam, Parfit, Nozick, Lewis, Davidson, Dummett, etc.

Teaching: Seminars PH501 20 x one-and-a-half hour (MT and LT). Each week we will consider one paper – one member of the seminar will be responsible for leading the discussion, but everyone must of course have read the article in advance. All students are expected to attend **PH221 Problems of Analytic Philosophy**. Any students who have relatively little philosophy background (or philosophy background from a different tradition) are also advised to attend the introductory lecture course, **PH103 Reason, Knowledge and Values: An Introduction to Philosophy**.

Indicative reading: To be announced before the course commences.

Assessment: Four essays of 2,500-3,500 words each over the course of the two terms.

PH502

Reasoning and Logic

This information is for the 2009/10 session.

Teacher responsible: TBC

Availability: Purely for first year MPhil/PhD students in the Department of Philosophy, Logic and Scientific Method.

Content: The course aims to give a precise formulation of correct deductive reasoning- of what it means for a sentence to follow from a set of other sentences taken as premises- and to investigate on this basis other important logical notions such as that of consistency. The course will also investigate how these formal principles are of use in analysing informal argumentation.

Mathematicians lay down certain axioms and establish theorems by *deducing* them as consequences of the axioms; scientists postulate certain theories and test them by *deducing* certain consequences from them that can be checked experimentally; ordinary reasoners try to win (intellectual) arguments by showing that some position that they favour

follows deductively from assumptions that everyone accepts. This course studies what exactly is involved in correct deductive reasoning. It begins by considering certain very simple inferences that can be formalized in a system called *propositional logic*. The semantic notion of deductive *validity* is developed for this system and the truth table, “no counterexample” and tree methods for establishing validity in propositional logic are introduced. The connections between validity and other important logical notions such as equivalence, consistency and independence are precisely detailed. Some simple results *about* propositional logic are proved. More complex inferences require a system called (first order) predicate logic. The course shows how to formalize some ordinary informal sentences (and therefore ordinary informal inferences) in predicate logic; and introduces methods for establishing the validity or invalidity of predicate logic inferences: both a system based on rules of proof and one based on the tree method will be studied. Again the relationships between validity of inference, on the one hand, and the notions of the logical equivalence of two sentences, the consistency of a set of sentences or the independence of one sentence from a set of sentences, on the other, are investigated for the more powerful system of predicate logic. Both the systems that we shall study – of propositional and predicate logic – are entirely formal. Although we shall emphasize how some especially simple ordinary arguments can be ‘captured’ within such systems, it is of course true that ‘ordinary reasoners’ do not explicitly employ such formal techniques. How then, if at all, can formal logic help in assessing ordinary deductive reasoning in science, social science and elsewhere?

Teaching: Seminars: PH502 x 20 (MT and LT); Lectures: PH101 x 30 (MT and LT).

Written work: Regular exercises will be set on the basis of the material covered in lectures; students are required to complete these exercises and to be ready to present and discuss answers in the associated seminar, where applications of formal logic to informal reasoning will also be investigated.

Indicative reading: Extensive lecture notes will be provided covering all aspects of the course. Students will however find it useful to consult C Howson, *Logic with Trees*. This text concentrates exclusively on the method of trees, while the lecture also introduces other equivalent methods.

Assessment: Three-hour written examination in the ST.

PH551

Research Seminar in the Philosophy of Natural Sciences This information is for the 2009/10 session.

Teacher responsible: Dr Roman Frigg, T501a

Availability: The course is primarily intended for MPhil/PhD students. MSc students are also welcome to attend but should consult with the teacher responsible first.

Course content: Topics in the philosophy and history of modern science, with a special focus on the natural sciences. The seminar incorporates the regular meeting of the British Society for the Philosophy of Science (BSPS) and the Sigma Club. Details regarding BSPS and Sigma can be found on their respective websites (www.thebps.org/ and www.lse.ac.uk/collections/CPNSS/projects/SigmaClub/Default.htm). Together these take up about 5 meetings each term. The remaining meetings are run as a research seminar, meaning that research students and members of the department present recent research which will then be discussed. In the summer term five seminars are run jointly with the Department of Science and Technology Studies at UCL. The topic of the seminar will be chosen so that it covers aspects of both the history and the philosophy of science. The topic is to be chosen by seminar participants.

Teaching: The seminar takes place on Monday evenings from 5.15 to 7pm in T206.

PH555

Research Seminar in the Philosophy of Economics and Social Sciences

This information is for the 2009/10 session.

Teacher responsible: Professor Richard Bradley

Availability: The course is intended for MPhil/PhD students in Philosophy and MRes/PhD students in Economics taking PH413.

Content: Philosophical issues in economics and the social sciences. Topics to be chosen by seminar leader.

Teaching: Seminars PH555 15 x two-hours (MT, LT, ST).

Written work: Students will be expected to write one essay per term and to give seminar presentations.

PS940

Psychology (Seminar)

This information is for the 2009/10 session.

Teachers responsible: Dr Sandra Jovchelovitch, S307 and Dr Derek Hook S308

Availability: Open to staff and graduate students in the Institute.

Teaching: Fortnightly seminars (PS940) Sessional. Papers will be presented by outside speakers.

Assessment: Non-examinable.

PS950

Current Research in Social Psychology

This information is for the 2009/10 session.

Teacher responsible: Professor Catherine Campbell, S387

Availability: Academic staff and research students only.

Teaching: Weekly seminars (PS950) Michaelmas Term, Lent Term and Summer Term. Seminars for research students in: Health, Community and Development; Social and Cultural Psychology; Organisational and Social Psychology; Social and Public Communication throughout the academic session.

Assessment: Non-examinable.

PS960

Classical Texts in Social Psychology

This information is for the 2009/10 session.

Teachers responsible: Dr Martin Bauer, B804, and Dr Sandra Jovchelovitch, S307, and others

Course content: To maintain awareness of classical monographical studies of social psychology, its psychological as well as its sociological tradition. To provide a forum for entire textual reading and contextual discussions of contributions by J Vygotsky, K Piaget, Lewin, G H Mead, LeBon, McDougall, F Bartlett, S Freud, E Goffman, Ichheiser, Buehler and others.

Teaching: A series of discussion seminars centring on key texts and authors. Lent Term and Summer Term.

Indicative reading: R M Farr, *The Roots of Modern Social Psychology*, Blackwell, 1996. Further readings will be suggested at the start of the seminar.

Assessment: Non-examinable.

SA550

Research Student Seminar

This information is for the 2009/10 session.

Teachers responsible: Professor J Lewis, A137 and Professor A West, A139

Availability: For all MPhil/PhD students in the Department of Social Policy.

Course content: This course is intended to address issues of relevant research to MPhil students undertaking their major review, as well as PhD students in their later years of study. It is a research seminar series with content covering research topics, literature reviews, research methods and the practical aspects of undertaking PhD based research. Students are also expected to present their own work. The seminars are aimed at preparing students for the future development of their MPhil/PhD thesis.

Teaching: MT, LT and ST.

Indicative reading: Relevant reading at individual seminars.

SO500

Research Class for MPhil Students

This information is for the 2009/10 session.

Teachers responsible: Dr Paddy Rawlinson, S279 and Dr Nigel Dodd, S275

Availability: This course is compulsory for first-year research students in Sociology.

Course content: The research seminar aims to provide students with a conceptual and practical framework within which to think through planning their research. This includes devising research questions, how to do a literature review, selecting appropriate methods for research, linking theory and practices, ethical issues and writing. The course will comprise workshops and student presentations. By the end of the course students should be able to formulate clear aims and methods for their own research. All first year MPhil students must attend.

Teaching: 20 seminars in the MT and LT, each of two-hours' duration.

Assessment: 5,000 word paper on the 'Aims and Methods' of the thesis, and a viva voce examination. For full-time students, three copies of this typed and paginated essay must be submitted to the Sociology Administration Office, Room S219a, by the end of the first week of May. Satisfactory completion of the 'Aims and Methods' paper, and the viva are necessary in order to proceed to the next stage of the course. Part-time students may elect to be evaluated in May or September of their first year or May of their second year.

SO501

Research Students Seminar

This information is for the 2009/10 session.

Teacher responsible: Dr Don Slater, S218a

Availability: For second year research students in Sociology.

Course content: The course will consist of papers given by second year research students and specialists in areas relating to social research. The focus of the seminar is on the research process and practical, ethical and analytical issues that arise in sociological research. The seminar is oriented towards preparing students for the next stage in the PhD process, the upgrade, which usually happens at the end of the second year of registration.

Teaching: 20 seminars in the MT and LT each of two-hours duration.

SO502

Research Seminar on Sociology of Crime Control and Globalisation

This information is for the 2009/10 session.

Teacher responsible: Dr Paddy Rawlinson, S279

Availability: For students preparing dissertations on the Sociology of Deviance, Crime, Social Control and allied areas for the MPhil and PhD degrees.

Course content: Designed to encourage public discussion of evolving work, the seminar will enable participants to review their own, others', and general problems encountered in the process of exploring crime, deviance, social control and allied subjects.

Teaching: Twenty-five seminars of 90 minutes duration in the MT, LT and ST.

Assessment: Students are expected to deliver an oral report each year on the design, methods and development of their research before an audience of fellow students and academic teachers specializing in the discipline.

SO507

Theory & Methods in Qualitative Research

This information is for the 2009/10 session.

Teacher responsible: Professor Richard Sennett, V912

Availability: This course is aimed at students preparing dissertations. Numbers are limited, and prospective students must apply in November. Seminars will be held fortnightly in the LT and ST.

Course content: The core syllabus will consist of research papers written by members of the course, as well as selected readings. The workshop aims to connect research and theory. In the past five years, it has sought particularly to connect ethnographic and in-depth interviewing to theories of narrative; as we now expand, we are interested in adding members who do qualitative research of other kinds, and whose interests in theory encompass politics and philosophy. The social sciences are now moving toward more integration across disciplinary boundaries, a movement we want to assist.

More particularly, we want to provide a forum in which beginning researchers can discuss directly how to make this move in their own work. Our aim is to create a community of scholars whose future professional lives are likely to intertwine.

After an initial introductory session, the format is the presentation of work in progress. Discussions focus on feedback and advice on submitted material from other seminar members. This project has ties with a similar group in New York, based at New York University, and conducts an annual conference with our colleagues in New York.

Teaching: Ten two-hour seminars in LT and ten two-hour seminars in ST.

Assessment: Each student will be asked to write an analytic paper.

SO509

Research Seminar on Modern Theory

This information is for the 2009/10 session.

Teacher responsible: Professor Ulrich Beck, S204

Availability: For MSc and MPhil students, although numbers will be limited. If space is available, other graduate students may apply.

Teaching: Two four-hour seminars in the LT. Check timetable for exact dates and times.

SO511

Research Seminar in Political Sociology

This information is for the 2009/10 session.

Teacher responsible: Dr Robin Archer, S283

Availability: MPhil/PhD students whose research is in the field of political sociology. Students from all departments are welcome.

Course content: Political sociologists seek to understand fundamental political phenomenon by studying them in their social context. This seminar provides a forum in which research students can discuss important recent publications in this field. It also provides an opportunity to develop individual research projects and to discuss each other's work. In each seminar, a twenty or thirty minute presentation will be followed by discussion.

Teaching: Fortnightly in MT and LT; three meetings in the ST.

Indicative reading: A short list of some important recent books and articles that will be discussed in the seminar will be suggested at the beginning of the year, and the seminar is always open to suggestions from participants. Readings continually change, but, for the purposes of illustration, recent seminars have discussed global anti-capitalism, suicide missions, human rights and the new imperialism, Christianity and American democracy, the welfare state, the politics of free markets, labour protest in China, street politics in Egypt, boycotts, and the crisis of capitalism.

Assessment: There is no formal assessment but participants are asked to present papers, contribute to discussion and read the work of selected scholars in the course of the session.

SO521

Research Seminar on Cities and Space

This information is for the 2009/10 session.

Teachers responsible: Professor Robert Tavernor, Y308; Dr Ayona Datta, Y310

Availability: For MPhil/PhD students doing research on urban and spatial issues in the Cities Programme/Department of Sociology. If space is available, other graduate students may apply.

Course content: This graduate seminar is based on discussion of key readings in the fields of urban social theory and spatial analysis. It also provides a forum for discussion of research issues relating to the study of cities and space.

Teaching: One two-hour seminar every two weeks in the MT and LT in Room Y309.

Assessment: This course is not assessed

ST504 Not available in 2009/10

Statistics Workshops for Research Students

This information is for the 2009/10 session.

Teacher responsible: To be announced

Availability: These sessions are intended primarily for research students, PhD, MPhil and research fee and MSc students in all

departments of the School whose research or project work involves the use of or appreciation of statistical techniques and methodology, and the use of computer packages for statistical analyses.

Content: The sessions will deal with the practicalities of statistical data analysis in research within the social sciences. No formal syllabus is used, but each meeting will recommend readings according to need.

Teaching: One two-hour meeting per week in the MT and LT, starting in week two of the MT and week two of the LT. The schedule of topics can be obtained from the Statistical Advisory, Room B713, by emailing statistical-advisory@lse.ac.uk or from the Statistics Departmental notice boards.

Indicative reading: Not applicable.

Assessment: There will be no formal assessment associate.

Other information: The Statistical Advisory also provides a Helpdesk in Applied Statistics to research students and staff members of the School who email statistical-advisory@lse.ac.uk or call 020 7955 6717 to request an appointment.

Language Centre Courses

Language Centre Courses

Modern Foreign Language Certificate Courses

LN701

Arabic: Level One (Standard)

This information is for the 2009/10 session.

Teacher responsible: Lourdes Hernández-Martin

Pre-requisites: No previous knowledge of Modern Standard Arabic is required.

All students welcome but they should:

- (1) Demonstrate commitment to regular attendance, completion of homework, completion of the dossier and all assessments
- (2) Dedicate at least two hours per week for coursework in addition to classes

Admission to the course upon tutor's approval during the information sessions.

Course content:

- (1) To develop the ability to use Arabic effectively for purposes of practical communication at survival level
- (2) The course introduces the students to the Arabic writing system and enables them to read and write basic words and sentences. They will learn also how to use the Arabic dictionary.
- (3) To deal with a range of predictable simple language tasks using a limited range of language
- (4) To establish the skills, language and attitudes required to promote and facilitate further study of Arabic
- (5) To bring the students to level A1 of Common European Framework.

Teaching: Twenty weeks of 2-hour weekly classes. Starting week 5 in MT (6 weeks), LT (10 weeks), ST (4 weeks).

Assessment: Students will be awarded an LSE certificate of proficiency on completion of the course and after passing the following elements:

- (1) Continuous Assessment (50%) consisting of 10 pieces of coursework set by the class teacher to be handed in, either electronically or as hardcopy, at set deadlines.
- (2) Final Oral Assessment (30%) to take place from week 1 in the Summer Term.
- (3) Final Written Assessment (20%) to take place in week 9 or 10 of the Lent Term.

LN702

Arabic: Level One (Fast Track for Learners Familiar with Arabic Script)

This information is for the 2009/10 session.

Teacher responsible: Lourdes Hernández-Martin

Pre-requisites: (1) Students who have familiarity with Arabic script
(2) Students should demonstrate commitment to regular attendance, completion of homework, completion of the dossier and all assessments

(3) Students should dedicate at least two hours per week for coursework in addition to classes.

(4) Admission to the course upon tutor's approval during the information sessions.

Course content:

- (1) To develop the ability to use Arabic effectively for purposes of practical communication at survival level
- (2) The course enable students to read and write basic words and sentences
- (3) To deal with a range of predictable simple language tasks using a limited range of language
- (4) To establish the skills, language and attitudes required to promote and facilitate further study of Arabic
- (5) To bring the students to level A1+ of Common European Framework.

Teaching: Twenty weeks of 2-hour weekly classes. Starting week 5 in MT (6 weeks), LT (10 weeks), ST (4 weeks).

Assessment: Students will be awarded an LSE certificate of proficiency on completion of the course and after passing the following elements:

- (1) Continuous Assessment (50%) consisting of 10 pieces of coursework set by the class teacher to be handed in, either electronically or as hardcopy, at set deadlines.
- (2) Final Oral Assessment (30%) to take place from week 1 in the Summer Term.
- (3) Final Written Assessment (20%) to take place in week 9 or 10 of the Lent Term.

LN703

Arabic: Level Two (Standard)

This information is for the 2009/10 session.

Teacher responsible: Lourdes Hernández-Martin

Pre-requisites: (1) Students who have previously learnt the 'Communicative Content' and 'Structural Content of Level 1 Standard (LN701), see Language Centre website.

(2) Students should demonstrate commitment to regular attendance, completion of homework, completion of the dossier and all assessments

(3) Students should dedicate at least two hours per week for coursework in addition to classes.

(4) Admission to the course upon completion of level test and tutor's approval.

Course content:

- (1) To use Arabic effectively for purposes of practical communication and reading comprehension in familiar work and social contexts
- (2) To establish the skills, language and attitudes required to promote and facilitate further study of Arabic
- (5) To bring the students to level A2 of Common European Framework.

Teaching: Twenty weeks of 2-hour weekly classes. Starting week 5 in MT (6 weeks), LT (10 weeks), ST (4 weeks).

Assessment: Students will be awarded an LSE certificate of proficiency on completion of the course and after passing the following elements:

- (1) Continuous Assessment (50%) consisting of 10 pieces of coursework set by the class teacher to be handed in, either electronically or as hardcopy, at set deadlines.
- (2) Final Oral Assessment (30%) to take place from week 1 in the Summer Term.
- (3) Final Written Assessment (20%) to take place in week 9 or 10 of the Lent Term.

LN705

Arabic: Level Three (Standard)

This information is for the 2009/10 session.

Teacher responsible: Lourdes Hernández-Martin

Pre-requisites: (1) Students who have previously learnt the 'Communicative Content' and 'Structural Content of Level 2 Standard (LN702), see Language Centre website.

(2) Students should demonstrate commitment to regular attendance, completion of homework, completion of the dossier and all assessments

(3) Students should dedicate at least two hours per week for coursework in addition to classes.

(4) Admission to the course upon completion of level test and tutor's approval.

Course content:

- (1) To use Arabic effectively for purposes of practical communication and reading comprehension in familiar work and social contexts
- (2) To establish the skills, language and attitudes required to promote and facilitate further study of Arabic

(5) To bring the students to level B1 of Common European Framework.

Teaching: Twenty weeks of 2-hour weekly classes. Starting week 5 in MT (6 weeks), LT (10 weeks), ST (4 weeks).

Assessment: Students will be awarded an LSE certificate of proficiency on completion of the course and after passing the following elements:

- (1) Continuous Assessment (50%) consisting of 10 pieces of coursework set by the class teacher to be handed in, either electronically or as hardcopy, at set deadlines.
- (2) Final Oral Assessment (30%) to take place from week 1 in the Summer Term.
- (3) Final Written Assessment (20%) to take place in week 9 or 10 of the Lent Term.

LN707

Arabic: Level Four (Standard)

This information is for the 2009/10 session.

Teacher responsible: Lourdes Hernández-Martin

Pre-requisites: Students who have previously learnt the 'Communicative Content' and 'Structural Content of Level 3 Standard (LN705), see Language Centre website. Admission to the course upon completion of level test and tutor's approval.

Course content:

To extend the ability to use Arabic effectively for purposes of general communication.

To establish the skills, language and attitudes required to promote and facilitate further study of Arabic.

Teaching: Twenty weeks of 2-hour weekly classes. Starting week 5 in MT (6 weeks), LT (10 weeks), ST (4 weeks).

Assessment: Students will be awarded an LSE certificate of proficiency on completion of the course and after passing the following elements:

- (1) Continuous Assessment (50%) consisting of 10 pieces of coursework set by the class teacher to be handed in, either electronically or as hardcopy, at set deadlines.
- (2) Final Oral Assessment (30%) to take place from week 1 in the Summer Term.
- (3) Final Written Assessment (20%) to take place in week 9 or 10 of the Lent Term.

LN804

Arabic: Level One (Fast Track for Learners Familiar with Spoken Arabic)

This information is for the 2009/10 session.

Teacher responsible: Lourdes Hernández-Martin

Pre-requisites: (1) Students who have familiarity with spoken Arabic because they grew up in an Arabic context or other reasons
(2) Students should demonstrate commitment to regular attendance, completion of homework, completion of the dossier and all assessments
(3) Students should dedicate at least two hours per week for coursework in addition to classes.
(4) Admission to the course upon tutor's approval during the information sessions.

Course content:

- (1) To develop the ability to use Arabic effectively for purposes of practical communication at survival level
- (2) The course enable students to read and write basic words and sentences
- (3) To deal with a range of predictable simple language tasks using a limited range of language
- (4) To establish the skills, language and attitudes required to promote and facilitate further study of Arabic
- (5) To bring the students to level A1+ of Common European Framework.

Teaching: Twenty weeks of 2-hour weekly classes. Starting week 5 in MT (6 weeks), LT (10 weeks), ST (4 weeks).

Assessment: Students will be awarded an LSE certificate of proficiency on completion of the course and after passing the

following elements:

- (1) Continuous Assessment (50%) consisting of 10 pieces of coursework set by the class teacher to be handed in, either electronically or as hardcopy, at set deadlines.
- (2) Final Oral Assessment (30%) to take place from week 1 in the Summer Term.
- (3) Final Written Assessment (20%) to take place in week 9 or 10 of the Lent Term.

LN721

French: Level One (Standard)

This information is for the 2009/10 session.

Teacher responsible: Halim Benzine

Pre-requisites: No previously knowledge required.

All students welcome but they should:

- (1) Demonstrate commitment to regular attendance, completion of homework, completion of the dossier and all assessments
- (2) Dedicate at least one hour per week for coursework in addition to classes

Admission to the course upon tutor's approval during the information sessions..

Course content:

- (1) To develop the ability to use French effectively for purposes of practical communication and reading comprehension.
- (2) To establish the skills, language and attitudes required to promote and facilitate further study of French.
- (3) To bring students to level A1 of CEFR

Teaching: Twenty weeks of 2-hour weekly classes. Starting week 5 in MT (6 weeks), LT (10 weeks), ST (4 weeks).

Assessment: Students will be awarded an LSE certificate of proficiency on completion of the course and after passing the following elements:

- (1) Continuous Assessment (50%) consisting of 10 pieces of coursework set by the class teacher to be handed in, either electronically or as hardcopy, at set deadlines.
- (2) Final Oral Assessment (30%) to take place in the Summer Term.
- (3) Final Written Assessment (20%) to take place in week 9 or 10 of the Lent Term

LN722

French: Level One (Fast Track)

This information is for the 2009/10 session.

Teacher responsible: Halim Benzine

Pre-requisites: (1) No previously knowledge required. It may be suitable for re-starters.

- (2) Demonstrate commitment to regular attendance, completion of homework, completion of the dossier and all assessments
- (3) Dedicate at least two hours per week for coursework in addition to classes

Admission to the course upon tutor's approval during the information sessions.

Course content:

- (1) To develop the ability to use French effectively for purposes of practical communication and reading comprehension.
- (2) To establish the skills, language and attitudes required to promote and facilitate further study of French.
- (3) To bring students to level A1-A2 of CEFR

Teaching: Twenty weeks of 2-hour weekly classes. Starting week 5 in MT (6 weeks), LT (10 weeks), ST (4 weeks).

Assessment: Students will be awarded an LSE certificate of proficiency on completion of the course and after passing the following elements:

- (1) Continuous Assessment (50%) consisting of 10 pieces of coursework set by the class teacher to be handed in, either electronically or as hardcopy, at set deadlines.
- (2) Final Oral Assessment (30%) to take place in the Summer Term.
- (3) Final Written Assessment (20%) to take place in week 9 or 10 of the Lent Term

LN723**French: Level Two (Standard)**

This information is for the 2009/10 session.

Teacher responsible: Halim Benzine

Pre-requisites: Forty to 60 hours including self-study, or 2, 3 years at secondary school (under 16) and students should:

- (1) Demonstrate commitment to regular attendance, completion of homework, completion of dossier of evidence and all assessments.
- (2) Have both an awareness of grammatical structures and an ability to use them.
- (3) Dedicate at least one hour per week for coursework in addition to classes.

Admission into the course upon completion of online level test and tutor's approval during needs analysis.

Course content:

Speaking: Use a series of phrases and sentences to describe in simple terms family and other people, living conditions, educational background and present or most recent work. Produce talks on simple topics relating to the Social Sciences.

Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics. **Writing:** Write simple notes, messages and e-mails relating to matters in areas of immediate need or paragraphs or short essays in areas of interest relating to the Social Sciences. **Listening:** Understand phrases and the highest frequency vocabulary related not only to areas of most immediate personal relevance (e.g., personal and familiar information, shopping, local geography, and employment), but also to topic areas relating to Social Sciences. **Reading:** Read short, simple texts, find specific, predictable information in everyday material such as advertisements, prospectuses, menus and timetables, and understand items of both personal and professional written communication e.g., E-mail and web-based material + social science related articles.

To bring students to level A2-B1 of CEFR.

Teaching: Twenty weeks of 2-hour weekly classes. Starting week 5 in MT (6 weeks), LT (10 weeks), ST (4 weeks).

Assessment: Students will be awarded an LSE certificate of proficiency on completion of the course and after passing the following elements:

- (1) Continuous Assessment (50%) consisting of 10 pieces of coursework set by the class teacher to be handed in, either electronically or as hardcopy, at set deadlines.
- (2) Final Oral Assessment (30%) to take place in the Summer Term.
- (3) Final Written Assessment (20%) to take place in week 9 or 10 of the Lent Term

LN724**French: Level Two (Fast Track)**

This information is for the 2009/10 session.

Teacher responsible: Halim Benzine

Pre-requisites: Forty to 60 hours including self-study, or 2, 3 years at secondary school (under 16) and students should be willing to express themselves orally and:

- (1) Demonstrate commitment to regular attendance, completion of homework, completion of dossier of evidence and all assessments.
- (2) Have both an awareness of grammatical structures and an ability to use them.
- (3) Dedicate at least two hours per week for coursework in addition to classes.

Admission into the course upon completion of online level test and tutor's approval during needs analysis.

Course content:

Speaking: Use a series of phrases and sentences to describe in simple terms family and other people, living conditions, educational background and present or most recent work. Produce talks on simple topics relating to the Social Sciences.

Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics. **Writing:** Write simple notes, messages and e-mails relating to matters in areas of immediate need or paragraphs or short essays in areas of interest relating to the Social Sciences. **Listening:** Understand phrases and the highest

frequency vocabulary related not only to areas of most immediate personal relevance (e.g., personal and familiar information, shopping, local geography, and employment), but also to topic areas relating to Social Sciences. **Reading:** Read short, simple texts, find specific, predictable information in everyday material such as advertisements, prospectuses, menus and timetables, and understand items of both personal and professional written communication e.g., E-mail and web-based material + social science related articles.

To bring students to level A2-B1 of CEFR.

Teaching: Twenty weeks of 2-hour weekly classes. Starting week 5 in MT (6 weeks), LT (10 weeks), ST (4 weeks).

Assessment: Students will be awarded an LSE certificate of proficiency on completion of the course and after passing the following elements:

- (1) Continuous Assessment (50%) consisting of 10 pieces of coursework set by the class teacher to be handed in, either electronically or as hardcopy, at set deadlines.
- (2) Final Oral Assessment (30%) to take place in the Summer Term.
- (3) Final Written Assessment (20%) to take place in week 9 or 10 of the Lent Term

LN726**French: Level Three (CIA)**

This information is for the 2009/10 session.

Teacher responsible: Christophe Millart

Pre-requisites: This level is suitable for students from the Courtauld Institute of Arts who learnt French for some time (a few years) a long time ago (secondary school). A good foundation but finds it difficult to express themselves mostly orally. This level can also be taken by GCSE students from LSE.

Admission to the course upon completion of online level test and tutor's approval during needs analysis.

Course content:

- (1) Consolidation of major grammatical points (direct, indirect pronouns y & en...)
- (2) Perfect, past tenses, conditional
- (3) Present tense irregular verbs consolidation
- (4) Question formation with a wide range of tenses
- (5) Adjectives, place, agreement
- (6) Express duration (depuis, pendant, pour)
- (7) Use of relative pronouns qui/ que and ce qui/ ce que.

Teaching: Twenty-four weeks of 2-hour weekly classes. Starting week 1 in MT (10 weeks), LT (10 weeks), ST (4 weeks).

Assessment: Students will be awarded an LSE certificate of proficiency on completion of the course and after passing the following elements:

- (a) Continuous Assessment (50%) consisting of 10 pieces of coursework set by the class teacher to be handed in, either electronically or as hardcopy, at set deadlines.
- (b) Final Oral Assessment (30%) to take place in the Summer Term.
- (c) Final Written Assessment (20%) to take place in week 9 or 10 of the Lent Term.

LN727**French: Level Three (Standard)**

This information is for the 2009/10 session.

Teacher responsible: Christophe Millart

Pre-requisites: This level is suitable for students who learnt French for some time (a few years) a long time ago (secondary school). A good foundation but finds it difficult to express themselves mostly orally. This level can also be taken by GCSE students.

Speaking: Use simple phrases and sentences to describe where they live and people they know. Speak about what they study, and be able to function within a range of basic activities relating to work, study or time spent in the country. **Writing:** Write short, simple greetings. Fill in forms with personal details, basic communication in e-mails, or short descriptions or paragraphs relating to an area of interest in the Social Sciences. **Listening:** Recognise familiar words and very basic phrases concerning self, family and immediate concrete surroundings when people speak slowly and clearly. Understand short excerpts from current affairs,

programmes or news items on TV and Radio. **Reading:** Understand the gist of and some details of original text extracts, for example on notices, posters, in newspapers, adverts and on the web, and in simple articles relating to the Social Sciences.

Admission to the course upon completion of online level test and tutor's approval during needs analysis.

Course content:

Speaking and spoken interaction: Use a series of phrases and sentences to describe in simple terms family and other people, living conditions, educational background and present or most recent work. Produce talks on simple topics relating to the Social Sciences. Communicate in simple and routine tasks

requiring a simple and direct exchange of information on familiar topics and express

opinions in discussion of familiar topics.

Writing: Write short simple notes, messages and e-mails relating to matters in areas of immediate need or paragraphs or short essays in areas of interest relating to the Social Sciences. **Listening:**

Understand phrases and the highest frequency vocabulary related not only to areas of most immediate personal relevance (e.g., personal and familiar information, shopping, local geography,

and employment), but also to topic areas relating to the Social Sciences. **Reading:** Read short and simple texts related to news

and current issues, find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables, and understand items of both personal and professional written communication e.g., Email and web-based material + social science related articles.

To bring students to level B1 of CEFR

Teaching: Twenty weeks of 2-hour weekly classes. Starting week 5 in MT (6 weeks), LT (10 weeks), ST (4 weeks).

Assessment: Students will be awarded an LSE certificate of proficiency on completion of the course and after passing the following elements:

- (1) Continuous Assessment (50%) consisting of 10 pieces of coursework set by the class teacher to be handed in, either electronically or as hardcopy, at set deadlines.
- (2) Final Oral Assessment (30%) to take place in the Summer Term.
- (3) Final Written Assessment (20%) to take place in week 9 or 10 of the Lent Term

LN728

French: Level Three (Fast Track)

This information is for the 2009/10 session.

Teacher responsible: Christophe Millart

Pre-requisites: This level is suitable for students who learnt French for some time (a few years) a long time ago (secondary school).

A good foundation in the target language. Students express themselves with confidence or at least are willing to try. This level can also be taken by GCSE students.

Speaking: Use simple phrases and sentences to describe where they live and people they know. Speak about what they study, and be able to function within a range of basic activities relating to work, study or time spent in the country.

Writing: Write short, simple greetings. Fill in forms with personal details, basic communication in e-mails, or short descriptions or paragraphs relating to an area of interest in the Social Sciences.

Listening: Recognise familiar words and very basic phrases concerning self, family and immediate concrete surroundings when people speak slowly and clearly. Understand short excerpts from current affairs, programmes or news items on TV and Radio.

Reading: Understand the gist of and some details of original text extracts, for example on notices, posters, in newspapers, adverts and on the web, and in simple articles relating to the Social Sciences.

Admission to the course upon completion of online level test and tutor's approval during needs analysis.

Course content:

Speaking and spoken interaction: Use a series of phrases and sentences to describe in simple terms family and other people, living conditions, educational background and present or most recent

work. Produce talks on simple

topics relating to the Social Sciences. Communicate in simple and routine tasks

requiring a simple and direct exchange of information on familiar topics and express

opinions in discussion of familiar topics.

Writing: Write short simple notes, messages and e-mails relating to matters in areas of immediate need or paragraphs or short essays in areas of interest relating to the Social Sciences.

Listening: Understand phrases and the highest frequency vocabulary related not only to areas of most immediate personal relevance (e.g., personal and familiar information, shopping, local geography, and employment), but also to topic areas relating to the Social Sciences.

Reading: Read short and simple texts related to news and current issues, find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables, and understand items of both personal and professional written communication e.g., Email and web-based material + social science related articles.

To bring students to level B1 of CEFR

Teaching: Twenty weeks of 2-hour weekly classes. Starting week 5 in MT (6 weeks), LT (10 weeks), ST (4 weeks).

Assessment: Students will be awarded an LSE certificate of proficiency on completion of the course and after passing the following elements:

- (1) Continuous Assessment (50%) consisting of 10 pieces of coursework set by the class teacher to be handed in, either electronically or as hardcopy, at set deadlines.
- (2) Final Oral Assessment (30%) to take place in the Summer Term.
- (3) Final Written Assessment (20%) to take place in week 9 or 10 of the Lent Term

LN729

French: Level Four (Standard)

This information is for the 2009/10 session.

Teacher responsible: Christophe Millart

Pre-requisites: Two hundred and fifty hours including self-study (16+), AS-level or

six/seven years at school level. Low pass mark at A-level.

Speaking and spoken interaction: Use a series of phrases and sentences to describe in simple terms family and other people, living conditions, educational background and present or most recent work. Produce talks on simple topics relating to the Social Sciences.

Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics.

Writing: Write short simple notes, messages and e-mails relating to matters in areas of immediate need or paragraphs or short essays in areas of interest relating to the Social Sciences.

Listening: Understand phrases and the highest frequency vocabulary related not only to areas of most immediate personal relevance (e.g., personal and familiar information, shopping, local geography, and employment), but also to topic areas relating to the Social Sciences.

Reading: Read very short, simple texts, find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables, and understand items of both personal and professional written communication e.g., Email and web-based material.

Admission to the course upon completion of online level test and tutor's approval during needs analysis.

Course content:

Speaking and spoken interaction: Connect phrases adequately in order to describe experiences events, hopes and ambitions. Briefly give reasons and explanations for opinions and plans relating to study or areas of interest relating to the Social Sciences. Deal with most situations likely to arise whilst travelling in an area where the language is spoken. Enter unprepared into a conversation on topics that are familiar.

Writing: Write simple connected text on topics that are familiar or of personal interest. Write longer texts, which describe experiences and impressions, and write on areas of interest, which relate to the Social Sciences.

Listening: Understand the main points of clear standard speech on familiar matters regularly encountered in work, university, leisure, etc., understand the main point of many radio or TV programs on current affairs or topics of personal or professional interest when the delivery is relatively paced and clear.

Reading: Understand texts that consist of high frequency everyday or job-related language, understand the description of events, feelings and wishes in personal communication. In areas relating to the Social Sciences, gist comprehension should be feasible in a variety of topics taken from a variety of authentic sources.

To bring students to level B1-B2 of CER

Teaching: Twenty weeks of 2-hour weekly classes. Starting week 5 in MT (6 weeks), LT (10 weeks), ST (4 weeks).

Assessment: Students will be awarded an LSE certificate of proficiency on completion of the course and after passing the following elements:

- (1) Continuous Assessment (50%) consisting of 10 pieces of coursework set by the class teacher to be handed in, either electronically or as hardcopy, at set deadlines.
- (2) Final Oral Assessment (30%) to take place in the Summer Term.
- (3) Final Written Assessment (20%) to take place in week 9 or 10 of the Lent Term

LN730

French: Level Four (Fast Track)

This information is for the 2009/10 session.

Teacher responsible: Christophe Millart

Pre-requisites: Two hundred and fifty hours including self-study (16+), AS-level or six/seven years at school level. Low pass mark at A-level.

Speaking and spoken interaction: Use a series of phrases and sentences to describe in simple terms family and other people, living conditions, educational background and present or most recent work. Produce talks on simple topics relating to the Social Sciences.

Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics.

Writing: Write short simple notes, messages and e-mails relating to matters in areas of immediate need or paragraphs or short essays in areas of interest relating to the Social Sciences.

Listening: Understand phrases and the highest frequency vocabulary related not only to areas of most immediate personal relevance (e.g., personal and familiar information, shopping, local geography, and employment), but also to topic areas relating to the Social Sciences.

Reading: Read very short, simple texts, find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables, and understand items of both personal and professional written communication e.g., Email and web-based material.

Admission to the course upon completion of online level test and tutor's approval during needs analysis.

Course content:

Speaking and spoken interaction: Connect phrases adequately in order to describe experiences events, hopes and ambitions. Briefly give reasons and explanations for opinions and plans relating to study or areas of interest relating to the Social Sciences. Deal with most situations

likely to arise whilst travelling in an area where the language is spoken. Enter unprepared into a conversation on topics that are familiar.

Writing: Write simple connected text on topics that are familiar or of personal interest. Write longer texts, which describe experiences and impressions, and write on areas of interest, which relate to the Social Sciences.

Listening: Understand the main points of clear standard speech on familiar matters regularly encountered in work, university, leisure,

etc., understand the main point of many radio or TV programs on current affairs or topics of personal or professional interest when the delivery is relatively paced and clear.

Reading: Understand texts that consist of high frequency everyday or job-related language, understand the description of events, feelings and wishes in personal communication. In areas relating to the Social Sciences, gist comprehension should be feasible in a variety of topics taken from a variety of authentic sources.

To bring students to level B2-C1 of CER

Teaching: Twenty weeks of 2-hour weekly classes. Starting week 5 in MT (6 weeks), LT (10 weeks), ST (4 weeks).

Assessment: Students will be awarded an LSE certificate of proficiency on completion of the course and after passing the following elements:

- (1) Continuous Assessment (50%) consisting of 10 pieces of coursework set by the class teacher to be handed in, either electronically or as hardcopy, at set deadlines.
- (2) Final Oral Assessment (30%) to take place in the Summer Term.
- (3) Final Written Assessment (20%) to take place in week 9 or 10 of the Lent Term

LN731

French: Level Four (Grammar)

This information is for the 2009/10 session.

Teacher responsible: Christophe Millart

Pre-requisites: One hundred and fifty to two hundred hours including self-study (16+), good GCSE or four/five years at school level. Admission to the course upon completion of online level test and tutor's approval during needs analysis.

Course content:

To establish the grammar awareness required to promote and facilitate further study of French.

To bring students to Level B2-C1 of CEFR.

Teaching: Twenty weeks of one hour weekly classes. Starting week 5 in MT (6 weeks), LT (10 weeks), ST (4 weeks).

Assessment: Students will be awarded an LSE certificate of proficiency on completion of the course and after passing the following elements:

- (1) Continuous Assessment (50%) consisting of 5 pieces of coursework set by the class teacher to be handed in, either electronically or as hardcopy, at set deadlines.
- (2) Final Oral Assessment (30%) to take place in the Summer Term.
- (3) Final Written Assessment (20%) to take place in week 9 or 10 of the Lent Term.

LN801

French: Level Four (Cinema and Society)

This information is for the 2009/10 session.

Teacher responsible: Christophe Millart

Pre-requisites: This is a HIGHER INTERMEDIATE course. Regarding what students should have previously learnt 'Communicative Content' and 'Structural Content' of Level 4 Standard (LN729), please see the Language Centre website.

Students should have done 250 hours including self-study (16+), AS-level or six/seven years at school level. Low pass mark at A-level. Candidates to this

course should be able to:

- (1) Read articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.
- (2) Understand texts of a more generalist nature relating to relevant areas of the Social Sciences.
- (3) Understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar.
- (4) Understand most TV news, business and current affairs programmes. Understand the majority of films in standard dialect.
- (5) Present clear, detailed descriptions on a wide range of subjects related to their field of interest. They can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
- (6) Interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. They can

take an active part in discussion in familiar contexts, accounting for and sustaining their views.

(7) Write clear, detailed text on a wide range of subjects related to their interests. Write an essay or report, passing on information or giving reasons in support or against a particular point of view. Writing letters highlighting the relevance of events and experience relating to business or other relevant Social Science topics.

Admission to the course upon completion of online level test and tutor's approval during needs analysis.

Course content:

To develop the ability to use French effectively for purposes of dealing with complex work tasks.

Including the following:

- (1) Understanding long and complex factual texts and films. Understanding with few serious problems other texts relating to social issues (Identity, Race, Gender, Power...) and other associated areas.
- (2) Understanding extended speech at conferences or lectures, and interactive speech during meetings or seminars.
- (3) Following film documentaries about film making and directing and recorded material without great effort in a wide range of both general and subject specific areas.
- (4) Presenting clear, detailed descriptions of a wide range of subjects in the field of cinema and social issues, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.
- (5) Expressing themselves fluently and spontaneously without much need for obvious searching. During presentations they will be able to argue, counter-argue and interact effectively. Relate to other speakers and link various strands of discussion.
- (6) Expressing themselves in a clear, well structured text, expressing points of view at some length.
- (7) Writing detailed expositions of complex subjects in an essay or report, underlining what they consider to be the salient issues.
- (8) Writing different kinds of texts in an assured, personal style, appropriate to the reader in mind.
- (9) To bring students to Level B2- C1 of CEFR

COMMUNICATIVE

Teaching: Twenty weeks of 2-hour weekly classes. Starting week 5 in MT (6 weeks), LT (10 weeks), ST (4 weeks).

Assessment: Students will be awarded an LSE certificate of proficiency on completion of the course and after passing the following elements:

- (1) Continuous Assessment (50%) consisting of 10 pieces of coursework set by the class teacher to be handed in, either electronically or as hardcopy, at set deadlines.
- (2) Final Oral Assessment (30%) to take place in the Summer Term.
- (3) Final Written Assessment (20%) to take place in week 9 or 10 of the Lent Term.

LN734

French: Level Five (Management and Business)

This information is for the 2009/10 session.

Teacher responsible: Hervé Didiot-Cook

Pre-requisites: Four hundred hours including self study (16+) Good A-Level pass. More than eight years at secondary school level. High level of ORAL fluency in the language.

Admission to the course upon completion of online level test and tutor's approval during needs analysis.

Course content:

- (1) To develop the ability to speak and interact confidently in French in the formal context of a company and in situations related to business and management
- (2) To develop the necessary intercultural skills which are needed in multicultural environments such as multinational companies
- (3) To develop transferable skills to interact in meetings and social events.
- (4) To bring students to level C2 of CEFR.

COMMUNICATIVE

Teaching: Ten weeks of 2-hour weekly classes. Starting week 5 in MT (6 weeks) and LT (4 weeks).

Assessment: Students will be awarded an LSE certificate of

proficiency on completion of the course and after passing the following elements:

- (1) Continuous Assessment (50%) consisting of 5 pieces of coursework set by the class teacher to be handed in, either electronically or as hardcopy, at set deadlines.
- (2) Final Oral Assessment (30%) to take place in the Summer Term.
- (3) Final Written Assessment (20%) to take place in week 9 or 10 of the Lent Term.

LN735

French: Level Five (Grammar Advanced)

This information is for the 2009/10 session.

Teacher responsible: Hervé Didiot-Cook

Pre-requisites: Two hundred and fifty hours including self study (16+), AS Level or six/seven years at school level. High mark at A-Level

Admission to the course upon completion of online level test and tutor's approval during needs analysis.

Course content:

To establish the grammar awareness required to promote and facilitate further study in French.

To bring students to level C1 of CEFR.

Teaching: Twenty weeks of one hour weekly classes. Starting week 5 in MT (6 weeks) and LT (4 weeks).

Assessment: Students will be awarded an LSE certificate of proficiency on completion of the course and after passing the following elements:

- (1) Continuous Assessment (50%) consisting of 5 pieces of coursework set by the class teacher to be handed in, either electronically or as hardcopy, at set deadlines.
- (2) Final Oral Assessment (30%) to take place in the Summer Term.
- (3) Final Written Assessment (20%) to take place in week 9 or 10 of the Lent Term.

LN737

French: Level Five (Legal Issues)

This information is for the 2009/10 session.

Teacher responsible: Hervé Didiot-Cook

Pre-requisites: Four hundred hours including self study (16+). Good A-Level pass. More than eight years at secondary school level. High level of ORAL fluency in the language.

Admission to the course upon completion of online level test and tutor's approval during needs analysis.

Course content:

- (1) To be able to read and understand French specialised press, news and articles. You will also be able to discuss current topics and their effects on the French Legal system.
- (2) To learn how to express logical argumentation in French
- (3) To improve pronunciation by recording your voice via Wimba (Moodle).
- (4) To find it helpful to discuss views with other French students and exchange documents using Moodle, should collaboration arise with French University.
- (5) To bring students to level C2 of CEFR

Teaching: Ten weeks of 2-hour weekly classes. Starting week 5 in MT (6 weeks) and LT (4 weeks).

Assessment: Students will be awarded an LSE certificate of proficiency on completion of the course and after passing the following elements:

- (1) Continuous Assessment (50%) consisting of 5 pieces of coursework set by the class teacher to be handed in, either electronically or as hardcopy, at set deadlines.
- (2) Final Oral Assessment (30%) to take place in the Summer Term.
- (3) Final Written Assessment (20%) to take place in week 9 or 10 of the Lent Term.

LN738

French: Level Five (European Issues)

This information is for the 2009/10 session.

Teacher responsible: Hervé Didiot-Cook

Pre-requisites: Four hundred hours including self study (16+).

Good A-Level pass. More than eight years at secondary school level.
High level of ORAL fluency in the language.
Admission to the course upon completion of online level test and tutor's approval during needs analysis.

Course content:

To develop the ability to use French effectively for purposes of practical communication and reading/listening comprehension with an understanding of the major social and political issues in France/Francophone countries from a European point of view.

To bring students to level C2 of CEFR.

Teaching: Ten weeks of 2-hour weekly classes. Starting week 5 in MT (6 weeks) and LT (4 weeks).

Assessment: Students will be awarded an LSE certificate of proficiency on completion of the course and after passing the following elements:

- (1) Continuous Assessment (50%) consisting of 5 pieces of coursework set by the class teacher to be handed in, either electronically or as hardcopy, at set deadlines.
- (2) Final Oral Assessment (30%) to take place in the Lent Term.
- (3) Final Written Assessment (20%) to take place in week 2 or 3 of the Lent Term.

LN739

French: Level Five (Media)

This information is for the 2009/10 session.

Teacher responsible: Hervé Didiot-Cook

Pre-requisites: Four hundred hours including self study (16+).

Good A-Level pass. More than eight years at school level.

High level of ORAL fluency in the language.

Admission to the course upon completion of online level test and tutor's approval during needs analysis.

Course content:

This is a proficiency course with a focus on current issues through a variety of media, especially visual.

- (1) To develop the ability to speak and interact confidently in French in a wide range of an social contexts and situations and present clear, detailed descriptions of a wide range of subjects in the field of Social Sciences, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.
- (2) To develop the necessary intercultural skills which are needed in multicultural environments.
- (3) To develop transferable skills to interact in debates and meetings.
- (4) To read articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints and understand texts of a more generalist nature relating to relevant areas of the Social Sciences.
- (5) To understand more complex factual texts relating to Politics, International History, Economics and other associated areas.
- (6) To follow TV programs and recorded material in both general and subject specific areas.
- (7) To bring students to level C2 of CEFR.

Teaching: Twenty weeks of one hour weekly classes. Starting week 5 in MT (6 weeks), LT (10 weeks) and ST (4 weeks).

Assessment: Students will be awarded an LSE certificate of proficiency on completion of the course and after passing the following elements:

- (1) Continuous Assessment (50%) consisting of 5 pieces of coursework set by the class teacher to be handed in, either electronically or as hardcopy, at set deadlines.
- (2) Final Oral Assessment (30%) to take place in the Summer Term.
- (3) Final Written Assessment (20%) to take place in week 9 or 10 of the Lent Term.

LN741

French: Level Five (Current Issues)

This information is for the 2009/10 session.

Teacher responsible: Hervé Didiot-Cook

Pre-requisites: Four hundred hours including self study (16+).

Good A-Level pass. More than eight years at school level.

High level of ORAL fluency in the language.

Admission to the course upon completion of online level test and

tutor's approval during needs analysis.

Course content:

This is a proficiency course with a focus on current issues through a variety of media, especially visual.

- (1) To develop the ability to speak and interact confidently in French in a wide range of an social contexts and situations and present clear, detailed descriptions of a wide range of subjects in the field of Social Sciences, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.
- (2) To develop the necessary intercultural skills which are needed in multicultural environments.
- (3) To develop transferable skills to interact in debates and meetings.
- (4) To read articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints and understand texts of a more generalist nature relating to relevant areas of the Social Sciences.
- (5) To understand more complex factual texts relating to Politics, International History, Economics and other associated areas.
- (6) To follow TV programs and recorded material in both general and subject specific areas.
- (7) To bring students to level C1 of CEFR.

Teaching: Ten weeks of two hour weekly classes. Starting week 5 in MT (6 weeks) and LT (4 weeks).

OR

Twenty weeks of one hour weekly classes. Starting week 5 in MT (6 weeks), LT (10 weeks) and ST (4 weeks).

Assessment: Students will be awarded an LSE certificate of proficiency on completion of the course and after passing the following elements:

- (1) Continuous Assessment (50%) consisting of 5 pieces of coursework set by the class teacher to be handed in, either electronically or as hardcopy, at set deadlines.
- (2) Final Oral Assessment (30%) to take place in the Summer Term (20 week course) or at the beginning of the Lent Term (10 week course).
- (3) Final Written Assessment (20%) to take place in week 9 or 10 of the Lent Term (20 week course) or in week 2 or 3 of the Lent Term (10 week course).

LN742

German: Level One (Standard)

This information is for the 2009/10 session.

Teacher responsible: Astrid Küllman-Lee

Pre-requisites: All students welcome but they should:

- (1) demonstrate commitment to regular attendance, completion of homework and all assessments
- (2) dedicate at least two hours per week for coursework in addition to classes

Admission into the course upon tutor's approval during the information sessions.

Course content:

- (1) To develop the ability to use German effectively for purposes of practical communication at survival level in familiar work and social contexts.
- (2) To establish the skills, language and attitudes required to promote and facilitate further study of German.
- (3) To acquire basic literacy.
- (4) To master the pronunciation of German sounds
- (5) To have basic knowledge of grammatical gender, word-formation, word-order in the sentence
- (6) To deal with a range of predictable simple language tasks using a limited range of language to meet the needs of differing but familiar situations and topics.
- (7) To familiarise students with the background to German speaking countries, including culture and civil societies.
- (8) To bring students to level A1 CEFR

Teaching: Twenty weeks of 2-hour weekly classes. Starting week 5 in MT (6 weeks), LT (10 weeks) and ST (4 weeks).

Assessment: Students will be awarded an LSE certificate of proficiency in German on completion of the course and after

passing the following elements:

- (1) Continuous Assessment (50%) consisting of 10 pieces of coursework set by the class teacher to be handed in, either electronically or as hardcopy, at set deadlines.
- (2) Final Oral Assessment (30%) to take place from week 1 in the Summer Term.
- (3) Final Written Assessment (20%) to take place in week 9 or 10 of the Lent Term.

LN744

German: Level One (Fast Track)

This information is for the 2009/10 session.

Teacher responsible: Astrid Küllman-Lee

Pre-requisites: No previous knowledge of German required but students should:

- (1) demonstrate commitment to regular attendance, completion of homework and all assessments
- (2) dedicate at least two hours per week for coursework in addition to classes

Admission into the course upon tutor's approval during the information sessions.

Course content:

- (1) To develop the ability to use German effectively for purposes of practical communication at survival level in familiar work and social contexts.
- (2) To establish the skills, language and attitudes required to promote and facilitate further study of German.
- (3) To acquire basic literacy.
- (4) To master the pronunciation of German sounds
- (5) To have basic knowledge of grammatical gender, word-formation, word-order in the sentence
- (6) To deal with a range of predictable simple language tasks using a limited range of language to meet the needs of differing but familiar situations and topics.
- (7) To familiarise students with the background to German speaking countries, including culture and civil societies.
- (8) To bring students to level A1 CEFR

Teaching: Twenty weeks of 2-hour weekly classes. Starting week 5 in MT (6 weeks), LT (10 weeks) and ST (4 weeks).

Assessment: Students will be awarded an LSE certificate of proficiency on completion of the course and after passing the following elements:

- (1) Continuous Assessment (50%) consisting of 10 pieces of coursework set by the class teacher to be handed in, either electronically or as hardcopy, at set deadlines.
- (2) Final Oral Assessment (30%) to take place from week 1 in the Summer Term.
- (3) Final Written Assessment (20%) to take place in weeks 9 or 10 of the Lent Term.

LN745

German: Level One (Super Fast Track)

This information is for the 2009/10 session.

Teacher responsible: Astrid Küllman-Lee

Pre-requisites: No previous knowledge of German required but students need to demonstrate full commitment to:

- (1) regular attendance
- (2) completion of homework
- (3) completion of ten pieces of Assessment
- (4) have both an awareness of grammatical structures and an ability to use them
- (5) dedicate at least two hours per week for coursework in addition to classes

Course content:

- (1) To develop the ability to use German effectively for purposes of practical communication at survival level in familiar work and social contexts.
- (2) To deal with a range of predictable simple language tasks using a limited range of language to meet the needs of differing but familiar situations and topics.

- (3) To establish the skills, language and attitudes required to promote and facilitate further study of German
- (4) To bring students to level A2 CEFR

Teaching: Twenty weeks of two 2-hour weekly classes. Starting week 5 in MT (6 weeks), LT (10 weeks) and ST (4 weeks).

Assessment: Students will be awarded an LSE certificate of proficiency on completion of the course and after passing the following elements:

- (1) Student dossier (30%) Continuous Assessment consisting of 10 pieces of coursework set by the class teacher to be handed in, either electronically or as hardcopy, at set deadlines.
- (2) Class participation (10%)
- (3) Formal assessment (60%)

Written test to take place in weeks 9 or 10 of the Lent Term

Oral communication test to take place from week 5 of the Lent Term.

LN746

German: Level Two (Standard)

This information is for the 2009/10 session.

Teacher responsible: Astrid Küllman-Lee

Pre-requisites: Some previous knowledge of German required but students should:

- (1) demonstrate commitment to regular attendance, completion of homework and all assessments
- (2) dedicate at least two hours per week for coursework in addition to classes

Admission into the course upon tutor's approval during the information sessions.

Course content:

- (1) To develop the ability to use German effectively for purposes of practical communication at survival level in familiar work and social contexts.
- (2) To establish the skills, language and attitudes required to promote and facilitate further study of German.
- (3) To acquire basic literacy.
- (4) To improve the sentence intonation.
- (5) To improve basic knowledge of grammatical gender, word-formation and word-order.
- (6) To deal with a range of predictable simple language tasks using a limited range of language to meet the needs of differing but familiar situations and topics.
- (7) To familiarise students with the background to German speaking countries, including culture.
- (8) To bring students to level A1 CEFR

Teaching: Twenty weeks of 2-hour weekly classes. Starting week 5 in MT (6 weeks), LT (10 weeks) and ST (4 weeks).

Assessment: Students will be awarded an LSE certificate of proficiency in German on completion of the course and after passing the following elements:

- (1) Continuous Assessment (50%) consisting of 10 pieces of coursework set by the class teacher to be handed in, either electronically or as hardcopy, at set deadlines.
- (2) Final Oral Assessment (30%) to take place from week 1 in the Summer Term.
- (3) Final Written Assessment (20%) to take place in weeks 9 or 10 of the Lent Term.

LN748

German: Level Two (Fast Track)

This information is for the 2009/10 session.

Teacher responsible: Astrid Küllman-Lee

Pre-requisites: Some basic knowledge of German required but students should:

- (1) demonstrate commitment to regular attendance, completion of homework and all assessments
- (2) dedicate at least two hours per week for coursework in addition to classes

Admission into the course upon tutor's approval during the information sessions.

Course content:

- (1) To develop the ability to use German effectively for purposes of practical communication in familiar contexts.
- (2) To establish the skills, language and attitudes required to promote and facilitate further study of German.
- (3) To improve literacy.
- (4) To improve the pronunciation of German sounds and sentence intonation.
- (5) To improve accuracy in using inflexions, gender and word-order in the sentence.
- (6) To improve basic knowledge of grammatical gender, word-formation and word-order.
- (7) To deal with a range of predictable simple language tasks using a limited range of language to meet the needs of differing but familiar situations and topics.
- (8) To familiarise students with the background to German speaking countries, including culture and civil societies.
- (9) To bring students to level A1 CEFR

Teaching: Twenty weeks of 2-hour weekly classes. Starting week 5 in MT (6 weeks), LT (10 weeks) and ST (4 weeks).

Assessment: Students will be awarded an LSE certificate of proficiency in German on completion of the course and after passing the following elements:

- (1) Continuous Assessment (50%) consisting of 10 pieces of coursework set by the class teacher to be handed in, either electronically or as hardcopy, at set deadlines.
- (2) Final Oral Assessment (30%) to take place from week 1 in the Summer Term.
- (3) Final Written Assessment (20%) to take place in weeks 9 or 10 of the Lent Term.

LN750

German: Level Three (Standard)

This information is for the 2009/10 session.

Teacher responsible: Astrid Küllman-Lee

Pre-requisites: Fairly good knowledge of elementary German required but students should also:

- (1) demonstrate commitment to regular attendance, completion of homework and all assessments
 - (2) dedicate at least two hours per week for coursework in addition to classes
- Admission into the course upon tutor's approval during the information sessions.

Course content:

- (1) To develop the ability to use German effectively for purposes of practical communication in familiar contexts.
- (2) To establish the skills, language and attitudes required to promote and facilitate further study of German.
- (3) To improve literacy.
- (4) To improve the pronunciation of German sounds and sentence intonation.
- (5) To improve accuracy in using inflexions, gender and word-order in the sentence.
- (6) To deal with a range of predictable simple language tasks using a limited range of language to meet the needs of differing but familiar situations and topics.
- (7) To familiarise students with the background to German speaking countries, including culture and civil societies.
- (8) To bring students to level A2 CEFR

Teaching: Twenty weeks of two hour weekly classes. Starting week 5 in MT (6 weeks), LT (10 weeks) and ST (4 weeks).

Assessment: Students will be awarded an LSE certificate of proficiency in German on completion of the course and after passing the following elements:

- (1) Continuous Assessment (50%) consisting of 10 pieces of coursework set by the class teacher to be handed in, either electronically or as hardcopy, at set deadlines.
- (2) Final Oral Assessment (30%) to take place from week 1 in the Summer Term.

- (3) Final Written Assessment (20%) to take place in weeks 9 or 10 of the Lent Term.

LN751

German: Level Three (Fast Track)

This information is for the 2009/10 session.

Teacher responsible: Astrid Küllman-Lee

Pre-requisites: Some elementary knowledge of German required but students should:

- (1) demonstrate commitment to regular attendance, completion of homework and all assessments
- (2) dedicate at least two hours per week for coursework in addition to classes

All students must take the online aptitude test and gain permission of the tutor in the Needs Analysis Interview to take this course.

Course content:

- (1) To develop the ability to use German effectively for purposes of practical communication in familiar contexts.
- (2) To establish the skills, language and attitudes required to promote and facilitate further study of German.
- (3) To improve literacy.
- (4) To improve the pronunciation of German sounds and sentence intonation.
- (5) To improve accuracy in using inflexions, gender and word-order in the sentence.
- (6) To deal with a range of predictable simple language tasks using a limited range of language to meet the needs of differing but familiar situations and topics.
- (7) To familiarise students with the background to German speaking countries, including culture and civil societies.
- (8) To bring students to level A2/B1 CEFR

Teaching: Twenty weeks of 2-hour weekly classes. Starting week 5 in MT (6 weeks), LT (10 weeks) and ST (4 weeks).

Assessment: Students will be awarded an LSE certificate of proficiency in German on completion of the course and after passing the following elements:

- (1) Continuous Assessment (50%) consisting of 10 pieces of coursework set by the class teacher to be handed in, either electronically or as hardcopy, at set deadlines.
- (2) Final Oral Assessment (30%) to take place from week 1 in the Summer Term.
- (3) Final Written Assessment (20%) to take place in weeks 9 or 10 of the Lent Term.

LN752

German: Level Four (Standard)

This information is for the 2009/10 session.

Teacher responsible: Astrid Küllman-Lee

Pre-requisites: Some elementary knowledge of German required but students should:

- (1) demonstrate commitment to regular attendance, completion of homework and all assessments
- (2) dedicate at least two hours per week for coursework in addition to classes

All students must take the online aptitude test and gain permission of the tutor in the Needs Analysis Interview to take this course.

Course content:

- (1) To develop the ability to use German effectively for purposes of practical communication in familiar contexts.
- (2) To establish the skills, language and attitudes required to promote and facilitate further study of German.
- (3) To improve literacy.
- (4) To improve the pronunciation of German sounds and sentence intonation.
- (5) To improve accuracy in using inflexions, gender and word-order in the sentence.
- (6) To deal with a range of predictable simple language tasks using a limited range of language to meet the needs of differing but familiar situations and

topics.

(7) To familiarise students with the background to German speaking countries, including culture and civil societies.

(8) To bring students to level B1 CEFR

Teaching: Twenty weeks of 2-hour weekly classes. Starting week 5 in MT (6 weeks), LT (10 weeks) and ST (4 weeks).

Assessment: Students will be awarded an LSE certificate of proficiency in German on completion of the course and after passing the following elements:

(1) Continuous Assessment (50%) consisting of 10 pieces of coursework set by the class teacher to be handed in, either electronically or as hardcopy, at set deadlines.

(2) Final Oral Assessment (30%) to take place from week 1 in the Summer Term.

(3) Final Written Assessment (20%) to take place in weeks 9 or 10 of the Lent Term.

LN753

German: Level Four (Fast Track)

This information is for the 2009/10 session.

Teacher responsible: Astrid Küllman-Lee

Pre-requisites: Students should:

(1) demonstrate commitment to regular attendance, completion of homework and all assessments

(2) dedicate at least two hours per week for coursework in addition to classes

All students must take the online aptitude test and gain permission of the tutor in the Needs Analysis Interview to take this course.

Course content:

(1) To enhance and expand previously acquired communicative skills;

(2) To enhance the skills, language and attitudes required to promote and facilitate further study of German

(3) To familiarise students with the background to German speaking countries, including culture and civil societies.

(4) To enhance and expand previously acquired communicative skills;

(5) To develop the ability to use German effectively for purposes of communication and comprehension in a great variety of academic, social and work-related contexts;

(6) To develop a high degree of linguistic independence and flexibility in German;

(7) To develop an advanced understanding of different structural aspects of the language (i.e., by using meta-language such as grammatical terms etc.)

(8) To bring students to level B1/B2 CEFR

Teaching: Twenty weeks of 2-hour weekly classes. Starting week 5 in MT (6 weeks), LT (10 weeks) and ST (4 weeks).

Assessment: Students will be awarded an LSE certificate of proficiency in German on completion of the course and after passing the following elements:

(1) Continuous Assessment (50%) consisting of 10 pieces of coursework set by the class teacher to be handed in, either electronically or as hardcopy, at set deadlines.

(2) Final Oral Assessment (30%) to take place from week 1 in the Summer Term.

(3) Final Written Assessment (20%) to take place in weeks 9 or 10 of the Lent Term.

LN754

German: Level Five (Current Issues)

This information is for the 2009/10 session.

Teacher responsible: Astrid Küllman-Lee

Pre-requisites: Students should:

(1) demonstrate commitment to regular attendance, completion of homework and all assessments

(2) dedicate at least two hours per week for coursework in addition to classes

All students must take the online aptitude test and gain permission of the tutor in the Needs Analysis Interview to take this course.

Course content:

• To retain, enhance and expand previously acquired communicative

skills;

• To practise the ability to use German effectively for purposes of communication and

comprehension in a great variety of academic, social and work-related contexts;

• To develop a high degree of linguistic independence and flexibility in German;

• To develop an advanced understanding of different structural aspects of the language (i.e. using meta-language such as grammatical terms etc.)

• To establish the skills, language and attitudes required to promote and facilitate further study of German.

• To bring the students to level C1 of CEFR

Teaching: Twenty weeks of 2-hour weekly classes. Starting week 5 in MT (6 weeks), LT (10 weeks) and ST (4 weeks).

Assessment: Students will be awarded an LSE certificate of proficiency in German on completion of the course and after passing the following elements:

(1) Continuous Assessment (50%) consisting of 10 pieces of coursework set by the class teacher to be handed in, either electronically or as hardcopy, at set deadlines.

(2) Final Oral Assessment (30%) to take place from week 1 in the Summer Term.

(3) Final Written Assessment (20%) to take place in weeks 9 or 10 of the Lent Term.

LN806

German: Level Five (Cinema)

This information is for the 2009/10 session.

Teacher responsible: Astrid Küllman-Lee

Pre-requisites: A good A-level pass or its foreign or professional equivalent and the ability to do independent research into your chosen topic.

Course content:

(1) To attain competence in a broad range of complex and non-routine tasks in this new context

(2) To practise the ability to use German effectively for purposes of communication and comprehension in a variety of academic, social and task-related contexts;

(3) To develop a high degree of linguistic independence and flexibility in German

(4) To understand and analyse extremely complex texts about culture and society in German films

(5) To familiarise students with the developments in film studies and current releases in Germany

(6) To establish specific linguistic skills and strategies required to communicate effectively about issues in film studies

Teaching: List of topics to be agreed in session 1.

Two-hour sessions over a period of 10 weeks plus additional hours of independent research on the chosen topic, and viewing the films to be discussed, starting week 5 of Michaelmas Term, finishing after 4 weeks in Lent Term.

Assessment:

Students will be awarded the LSE Certificate of Proficiency in German: Level Five (Cinema) on completion of:

(1) Project Essay/s on topic/s chosen by the student in consultation with the course teacher. (Final version to be handed in on the deadline agreed with course tutor.) Maximum: 30%

(2) Class participation – maximum: 10%

(3) Oral Presentation of the Project (to include PPP-print-out or other Handout); on a date to be agreed with the tutor. Maximum: 15%

(4) Presentation of a key scene and leading the discussion on the chosen topic. Maximum: 15%

(5) Reading Comprehension of relevant short item. Maximum: 15%

(6) Writing Task: Critical comment on text. Maximum: 15%

LN794

Greek: Level One (Standard)

This information is for the 2009/10 session.

Teacher responsible: Dr Olga Sobolev

Pre-requisites: No previous knowledge required.

Course content:

- (1) To develop an ability to use Greek effectively for the purposes of practical communication at a survival level.
- (2) To deal with a range of simple predictable language tasks (using limited vocabulary and linguistic structures) in order to meet language needs of everyday situations and topics.
- (3) To establish linguistic skills and attitudes required for promoting and facilitating further study of Greek
- (4) To bring the students to level A1 of CEFR

Teaching: Twenty weeks of 2-hour weekly classes. Starting week 5 in MT (6 weeks), LT (10 weeks) and ST (4 weeks).

Assessment: Students will be awarded an LSE certificate of proficiency on completion of the course and after passing the following elements:

- (1) Continuous Assessment (50%) consisting of 10 pieces of coursework set by the class teacher to be handed in, either electronically or as hardcopy, at set deadlines.
- (2) Final Oral Assessment (30%) to take place from week 1 in the Summer Term.
- (3) Final Written Assessment (20%) to take place in weeks 9 or 10 of the Lent Term.

LN758

Italian: Level One (Standard)

This information is for the 2009/10 session.

Teacher responsible: Anna Maria Giuffria

Pre-requisites: No previous knowledge required.

All students welcome but they should:

- (1) demonstrate commitment to regular attendance, completion of homework and all assessments
- (2) dedicate at least one hour per week for coursework in addition to classes

Admission into the course upon tutor's approval during the information sessions.

Course content:

- (1) To develop the ability to use Italian effectively for purposes of practical communication at a survival level.
- (2) To improve the 4 skills with special focus on listening and speaking.
- (3) To be able to interact in Italian common situations
- (4) To acquire a good range of vocabulary.
- (5) To have a good basis to continue in the study of the language at higher levels
- (6) To bring the students to level A1 of CEFR

Teaching: Twenty weeks of 2-hour weekly classes. Starting week 5 in MT (6 weeks), LT (10 weeks) and ST (4 weeks).

Assessment: Students will be awarded an LSE certificate of proficiency on completion of the course and after passing the following elements:

- (1) Continuous Assessment (50%) consisting of 10 pieces of coursework set by the class teacher to be handed in, either electronically or as hardcopy, at set deadlines.
- (2) Final Oral Assessment (30%) to take place from week 1 in the Summer Term.
- (3) Final Written Assessment (20%) to take place in weeks 9 or 10 of the Lent Term.

LN759

Italian: Level One (Fast Track)

This information is for the 2009/10 session.

Teacher responsible: Anna Maria Giuffria

Pre-requisites: (1) No previous knowledge required. It may be suitable for re-starters.

- (2) Demonstrate commitment to regular attendance, completion of homework and all assessments
- (3) Dedicate at least two hours per week for coursework in addition to classes

Admission into the course upon tutor's approval during the information sessions.

Course content:

- (1) To develop the ability to use Italian effectively for purposes of

practical communication at a survival level.

- (2) To improve the 4 skills with special focus on listening and speaking.
- (3) To be able to interact in Italian common situations
- (4) To acquire a good range of vocabulary.
- (5) To have a good basis to continue in the study of the language at higher levels
- (6) To bring the students to level A1-A2 of CEFR

Teaching: Twenty weeks of 2-hour weekly classes. Starting week 5 in MT (6 weeks), LT (10 weeks) and ST (4 weeks).

Assessment: Students will be awarded an LSE certificate of

proficiency on completion of the course and after passing the

following elements:

- (1) Continuous Assessment (50%) consisting of 10 pieces of coursework set by the class teacher to be handed in, either electronically or as hardcopy, at set deadlines.
- (2) Final Oral Assessment (30%) to take place from week 1 in the Summer Term.
- (3) Final Written Assessment (20%) to take place in weeks 9 or 10 of the Lent Term.

LN799

Italian: Level One (CIA)

This information is for the 2009/10 session.

Teacher responsible: Anna Maria Giuffria

Pre-requisites: No previous knowledge required.

All students welcome but they should:

- (1) Demonstrate commitment to regular attendance, completion of homework and all assessments
- (2) Dedicate at least one hour per week for coursework in addition to classes

Course content:

- (1) To develop the ability to use Italian effectively for purposes of practical communication at a survival level.
- (2) To improve the 4 skills with special focus on Art-related material
- (3) To be able to interact in Italian common situations
- (4) To acquire a good range of vocabulary.
- (5) To have a good basis to continue in the study of the language at higher levels
- (6) To bring the students to level A1 of CEFR

Teaching: Twenty weeks of 2-hour weekly classes. Starting week 5 in MT (6 weeks), LT (10 weeks) and ST (4 weeks).

Assessment: Students will be awarded an LSE certificate of proficiency on completion of the course and after passing the following elements:

- (1) Continuous Assessment (50%) consisting of 10 pieces of coursework set by the class teacher to be handed in, either electronically or as hardcopy, at set deadlines.
- (2) Final Oral Assessment (30%) to take place from week 1 in the Summer Term.
- (3) Final Written Assessment (20%) to take place in weeks 9 or 10 of the Lent Term.

LN760

Italian: Level Two (Standard)

This information is for the 2009/10 session.

Teacher responsible: Anna Maria Giuffria

Pre-requisites: This is an elementary level course. Students should have previously learnt 'Communicative Content' and 'Structural Content' of Level 1 Standard (LN759), see Language Centre website.

Students should:

- (1) Demonstrate commitment to regular attendance, completion of homework and all assessments
- (2) Dedicate at least one hour per week for coursework in addition to classes

Admission into the course upon completion of online level test and tutor's approval.

Course content:

- (1) To develop the ability to use Italian effectively for purposes of practical communication and reading comprehension in familiar and social contexts.

- (2) To establish the skills, language and attitude required to promote and facilitate further study of Italian at an intermediate level
- (3) To acquire the substantial information on Italy in relation to topics such as: economy, life style, education, jobs and history and social issues.
- (4) The course also aims to revise and consolidate all the basic structures before advancing to more difficult language structures. Students will be encouraged to practice productive skill, speaking and writing, and to improve receptive skills, reading and writing. Students will also start to study or analyse more authentic than artificial material. At the end of the course students should be able to interact with native speakers and be confident in the use of the language in daily life situations. Students should also acquire the required level to continue the study of the language at level 3.
- (5) To bring the students to level A2 of CEFR

Teaching: Twenty weeks of 2-hour weekly classes. Starting week 5 in MT (6 weeks), LT (10 weeks) and ST (4 weeks).

Assessment: Students will be awarded an LSE certificate of proficiency on completion of the course and after passing the following elements:

- (1) Continuous Assessment (50%) consisting of 10 pieces of coursework set by the class teacher to be handed in, either electronically or as hardcopy, at set deadlines.
- (2) Final Oral Assessment (30%) to take place from week 1 in the Summer Term.
- (3) Final Written Assessment (20%) to take place in weeks 9 or 10 of the Lent Term.

LN761

Italian: Level Three (Standard)

This information is for the 2009/10 session.

Teacher responsible: Anna Maria Giuffria

Pre-requisites: This is a lower intermediate course. Students should have previously learnt 'Communicative Content' and 'Structural Content' of Level 2 (LN760), see Language Centre website.

Admission into the course upon completion of level test and tutor's approval during the needs analysis session..

Course content:

- (1) To develop the ability to use Italian effectively for purposes of practical communication and reading comprehension in a variety of contexts related to social sciences..
- (2) To establish the skills, language and attitude required to promote and facilitate further study of Italian at an advanced level
- (3) To acquire the substantial information on Italy in relation to topics such as: economy, life style, education, jobs and history and social issues.
- (4) To bring the students to level B1 of CEFR

Teaching: Twenty weeks of 2-hour weekly classes. Starting week 5 in MT (6 weeks), LT (10 weeks) and ST (4 weeks).

Assessment: Students will be awarded an LSE certificate of proficiency on completion of the course and after passing the following elements:

- (1) Continuous Assessment (50%) consisting of 10 pieces of coursework set by the class teacher to be handed in, either electronically or as hardcopy, at set deadlines.
- (2) Final Oral Assessment (30%) to take place from week 1 in the Summer Term.
- (3) Final Written Assessment (20%) to take place in weeks 9 or 10 of the Lent Term.

LN764

Japanese: Level One (Standard)

This information is for the 2009/10 session.

Teacher responsible: Nobuko Leslie

Pre-requisites: No previous knowledge required.

All students welcome but they should:

- (1) Demonstrate full commitment to regular attendance, completion of homework and all assessments
- (2) Dedicate at least two hours per week for coursework in addition to classes

Admission into the course upon tutor's approval during the information sessions.

Course content:

- (1) To develop the ability to use Japanese effectively for purposes of practical communication at survival level
- (2) To deal with a range of different social situations by using limited language skills
- (3) To read and write Hiragana and some Katakana
- (4) To develop language skills to meet the needs of differing but familiar situations and topics
- (5) To establish the skills, language and attitudes required to promote and facilitate further study of Japanese.
- (6) To bring students to level A1, B1 of CEFR.

Teaching: Twenty weeks of 2-hour weekly classes. Starting week 5 in MT (6 weeks), LT (10 weeks) and ST (4 weeks).

Assessment: Students will be awarded an LSE certificate of proficiency on completion of the course and after passing the following elements:

- (1) Continuous Assessment (50%) consisting of 10 pieces of coursework set by the class teacher to be handed in, either electronically or as hardcopy, at set deadlines.
- (2) Final Oral Assessment (30%) to take place from week 1 in the Summer Term.
- (3) Final Written Assessment (20%) to take place in weeks 9 or 10 of the Lent Term.

LN766

Japanese: Level One (Fast Track)

This information is for the 2009/10 session.

Teacher responsible: Nobuko Leslie

Pre-requisites: No previous knowledge required.

All students welcome but they should:

- (1) Demonstrate full commitment to regular attendance, completion of homework and all assessments
- (2) Dedicate at least two hours per week for coursework in addition to classes

Admission into the course upon tutor's approval during the information sessions.

Course content:

- (1) To follow the aim of fast-track courses and maximise the speed of individual student progression
- (2) To develop the ability to use Japanese effectively for purposes of practical communication at survival level.
- (3) To deal with a range of different social occasions by using limited language skills
- (4) To read and write Hiragana, Katakana and about 30 Kanji.
- (5) To develop language skills to meet the needs of differing but familiar situations and topics
- (6) To establish the skills, language and attitudes required to promote and facilitate further study of Japanese.
- (7) To bring students to level A1/2 of CEFR.

Teaching: Twenty weeks of 2-hour weekly classes. Starting week 5 in MT (6 weeks), LT (10 weeks) and ST (4 weeks).

Assessment: Students will be awarded an LSE certificate of proficiency on completion of the course and after passing the following elements:

- (1) Continuous Assessment (50%) consisting of 10 pieces of coursework set by the class teacher to be handed in, either electronically or as hardcopy, at set deadlines.
- (2) Final Oral Assessment (30%) to take place from week 1 in the Summer Term.
- (3) Final Written Assessment (20%) to take place in weeks 9 or 10 of the Lent Term.

LN768

Japanese: Level Two (Fast Track)

This information is for the 2009/10 session.

Teacher responsible: Nobuko Leslie

Pre-requisites: Students should have completed Level 1 Fast Track or have equivalent skills.

All students welcome but they should:

- (1) Demonstrate full commitment to regular attendance, completion of homework and all assessments
- (2) Dedicate at least two hours per week for coursework in addition to classes

Admission into the course upon tutor's approval during the Needs Analysis Interviews.

Course content:

- (1) To follow the aim of fast-track courses and maximise the speed of individual student progression
- (2) To develop the ability to use Japanese effectively for purposes of practical communication and reading comprehension in familiar work and social contexts.
- (3) To deal with a range of different social situations using limited language skills
- (4) To read and write Hiragana, Katakana and more than 70 Kanji (including Level 1's Kanji fluently).
- (5) To perform predictable simple language tasks using a limited range of language to meet the needs of differing but familiar situations and topics.
- (6) To establish the skills, language and attitudes required to promote and facilitate further study of Japanese.
- (7) To exchange personal information, including your studies and outside interests.
- (8) To interpret documents and data containing some topical facts and figures of countries/places.
- (9) To bring students to level A2 of CEFR.

Teaching: Twenty weeks of 2-hour weekly classes. Starting week 5 in MT (6 weeks), LT (10 weeks) and ST (4 weeks).

Assessment: Students will be awarded an LSE certificate of proficiency on completion of the course and after passing the following elements:

- (1) Continuous Assessment (50%) consisting of 10 pieces of coursework set by the class teacher to be handed in, either electronically or as hardcopy, at set deadlines.
- (2) Final Oral Assessment (30%) to take place from week 1 in the Summer Term.
- (3) Final Written Assessment (20%) to take place in weeks 9 or 10 of the Lent Term.

LN769

Japanese: Level Three (Fast Track)

This information is for the 2009/10 session.

Teacher responsible: Hiromi Stewart

Pre-requisites: Completion of Level 2 Fast-track or equivalent i.e., around 150 hours of study including self-study, complete familiarity with Hiragana, Katakana and at least 50 Kanji.

- (1) Students need to demonstrate full commitment to:
 - regular attendance,
 - completion of homework,
 - completion of all assessments and portfolio
- (2) Have both an awareness of grammatical structures and an ability to use them
- (3) Dedicate at least two hours per week for coursework, in addition to classes

Admission to the course upon tutor's approval during the Needs Analysis Interview.

Only in exceptional circumstances will students who do not fulfil all the requirements be admitted.

Course content:

- (1) To follow the aim of fast-track courses and maximise the speed of individual student progression
- (2) To develop the ability to use Japanese effectively for purposes of practical communication and reading comprehension in familiar work and social contexts.
- (3) To deal with a range of different social occasions by using limited language skills.
- (4) To read and write Hiragana, some Katakana, and be able to read and write at least 100 Kanji.

- (5) To execute predictable simple language tasks using a limited range of language to meet the needs of differing but familiar situations and topics.

- (6) To establish the skills, language and attitudes required to promote and facilitate further study of Japanese.

- (7) To be aware of the linguistic implications and use of the subjunctive and conditional modes.

- (8) To use a broader range of vocabulary.

- (9) To perform a variety of tasks in a wider range of factual, persuasive and expressive language contexts.

- (10) To combine and recombine language elements to accomplish tasks.

- (11) To bring students to level B1 of CEFR

Teaching: Twenty weeks of 2-hour weekly classes. Starting week 5 in MT (6 weeks), LT (10 weeks) and ST (4 weeks).

Assessment: Students will be awarded an LSE certificate of proficiency on completion of the course and after passing the following elements:

- (1) Continuous Assessment (50%) consisting of 10 pieces of coursework set by the class teacher to be handed in, either electronically or as hardcopy, at set deadlines.
- (2) Final Oral Assessment (30%) to take place from week 1 in the Summer Term.
- (3) Final Written Assessment (20%) to take place in weeks 9 or 10 of the Lent Term.

LN711

Mandarin: Level One (Standard)

This information is for the 2009/10 session.

Teacher responsible: Dr Youlan Yu

Pre-requisites: No previous knowledge required. All students welcome but they should:

- (1) demonstrate commitment to regular attendance, completion of homework, and all pieces of continuous assessment.
- (2) dedicate at least two hours per week for coursework in addition to classes.

This course puts special emphasis on speaking and listening, but does not neglect the reading and writing skills. Admission into the course upon tutor's approval during the information sessions.

STUDENT PROFILE

Course content:

- (1) To develop the ability to use Chinese effectively for purposes of practical communication at survival level.
- (2) To master the pronunciation of Mandarin Chinese
- (3) To have basic knowledge of Chinese language: Pinyin spelling, tones, character, word, word order
- (4) To deal with a range of predictable simple language tasks using a limited range of language to meet the needs of differing but familiar situations and topics.
- (5) To establish the language skills and attitudes required to promote and facilitate further study of Chinese.
- (6) To have basic Chinese literacy
- (7) To get familiar with Chinese geography, culture and societies.
- (8) To prepare students for A1 CEFR.

Teaching: Twenty weeks of 2-hour weekly classes. Starting week 5 in MT (6 weeks), LT (10 weeks) and ST (4 weeks).

Assessment: Students will be awarded an LSE certificate of proficiency on completion of the course and after passing the following elements:

- (1) Continuous Assessment (50%) consisting of 10 pieces of coursework set by the class teacher to be handed in, either electronically or as hardcopy, at set deadlines.
- (2) Final Oral Assessment (30%) to take place from week 1 in the Summer Term.
- (3) Final Written Assessment (20%) to take place in weeks 9 or 10 of the Lent Term.

LN712**Mandarin: Level One (Fast Track)**

This information is for the 2009/10 session.

Teacher responsible: Dr Youlan Yu

Pre-requisites: No previous knowledge required. All students welcome but they should:

(1) demonstrate commitment to regular attendance, completion of homework and all pieces of continuous assessment.

(2) dedicate at least two hours per week for coursework, in addition to classes

This course puts special emphasis on reading and writing Chinese characters, but does not neglect the speaking and listening skills. Admission into the course upon tutor's approval during the information sessions.

Course content:

(1) To follow the aim of fast-track courses and maximise the speed of individual student progression,

(2) To develop the ability to use Chinese effectively for purposes of practical communication at survival level.

(3) To master the pronunciation of Mandarin Chinese

(4) To have basic knowledge of Chinese language: Pinyin spelling, tones, character, word, word order

(5) To deal with a range of predictable simple language tasks using a limited range of language to meet the needs of differing but familiar situations and topics.

(6) To establish the language skills and attitudes required to promote and facilitate further study of Chinese.

(7) To have basic Chinese literacy

(8) To get familiar with Chinese geography, culture and societies.

(9) To bring students to the level of A1 of CEFR.

Teaching: Twenty weeks of 2-hour weekly classes. Starting week 5 in MT (6 weeks), LT (10 weeks) and ST (4 weeks).

Assessment: Students will be awarded an LSE certificate of proficiency on completion of the course and after passing the following elements:

(1) Continuous Assessment (50%) consisting of 10 pieces of coursework set by the class teacher to be handed in, either electronically or as hardcopy, at set deadlines.

(2) Final Oral Assessment (30%) to take place from week 1 in the Summer Term.

(3) Final Written Assessment (20%) to take place in weeks 9 or 10 of the Lent Term.

LN715**Mandarin: Level Three (Standard)**

This information is for the 2009/10 session.

Teacher responsible: Dr Youlan Yu

Pre-requisites: Students should have mastered the skills outlined in the description of 'Communicative Content' and 'Structural Content' of LN713/LN714, see Language Centre website.

Students will have to:

(1) demonstrate full commitment to regular attendance, completion of homework and all pieces of continuous assessment.

(2) dedicate at least two hours per week for coursework, in addition to classes

This course puts special emphasis on reading and writing Chinese characters, but does not neglect the speaking and listening skills. Admission into the course after completion of the online test and upon tutor's approval during the Needs Analysis Interview.

Course content:

(1) To develop the ability to use Chinese effectively for purposes of practical communication and reading comprehension in familiar work and social contexts.

(2) To establish the skills and language required to promote and facilitate further study of Chinese.

(3) To enhance knowledge of Chinese culture and society.

(4) To be able to use a Chinese key board.

(5) To deliver a simple oral presentation (possibly using PowerPoint) about a chosen topic.

about a chosen topic.

(6) To improve your transferable skills.

(7) To bring students to level A1, B1 CEFR.

Teaching: Twenty weeks of 2-hour weekly classes. Starting week 5 in MT (6 weeks), LT (10 weeks) and ST (4 weeks).

Assessment: Students will be awarded an LSE certificate of proficiency on completion of the course and after passing the following elements:

(1) Continuous Assessment (50%) consisting of 10 pieces of coursework set by the class teacher to be handed in, either electronically or as hardcopy, at set deadlines.

(2) Final Oral Assessment (30%) to take place from week 1 in the Summer Term.

(3) Final Written Assessment (20%) to take place in weeks 9 or 10 of the Lent Term.

LN716**Mandarin: Level Three (Fast Track)**

This information is for the 2009/10 session.

Teacher responsible: Dr Youlan Yu

Pre-requisites: Students should have mastered the skills outlined in the description of 'Communicative Content' and 'Structural Content' of LN713/LN714, see Language Centre website.

Students should:

(1) demonstrate full commitment to regular attendance, completion of homework and all pieces of continuous assessment.

(2) dedicate at least two hours per week for coursework, in addition to classes

This course puts special emphasis on speaking and listening, but does not neglect the reading and writing skills. Admission into the course after completion of the online test and upon tutor's approval during the Needs Analysis Interview.

Course content:

(1) To follow the aim of fast-track courses and maximise the speed of individual student progression

(2) To develop the ability to use Chinese effectively for purposes of practical communication and reading comprehension in familiar work and social contexts.

(3) To establish the skills and language required to promote and facilitate further study of Chinese.

(4) To enhance knowledge of Chinese culture and societies.

(5) To be able to use a Chinese key board.

(6) To deliver a simple oral presentation (possibly using PowerPoint) about a

chosen topic.

(7) To improve your transferable skills.

(8) To bring students to the level of B1/2 CEFR.

Teaching: Twenty weeks of 2-hour weekly classes. Starting week 5 in MT (6 weeks), LT (10 weeks) and ST (4 weeks).

Assessment: Students will be awarded an LSE certificate of proficiency on completion of the course and after passing the following elements:

(1) Continuous Assessment (50%) consisting of 10 pieces of coursework set by the class teacher to be handed in, either electronically or as hardcopy, at set deadlines.

(2) Final Oral Assessment (30%) to take place from week 1 in the Summer Term.

(3) Final Written Assessment (20%) to take place in weeks 9 or 10 of the Lent Term.

(4) To be able to use a Chinese key board.

(5) To deliver a simple oral presentation (possibly using PowerPoint) about a chosen topic.

(6) To improve your transferable skills.

(7) To bring students to the level of B1/2 CEFR.

Teacher responsible: Dr Youlan Yu

Pre-requisites: Students should have mastered the skills outlined in the description of 'Communicative Content' and 'Structural Content' of Level 3 (LN715/LN716), see Language Centre website.

Students should:

(1) demonstrate full commitment to regular attendance, completion of homework and all pieces of continuous assessment.

(2) dedicate at least two hours per week for coursework, in

addition to classes

This course puts special emphasis on speaking and listening, but does not neglect the reading and writing skills. Admission into the course after completion of the online test and upon tutor's approval during the Needs Analysis Interview.

Course content:

- (1) To develop the ability to use Chinese effectively for purposes of practical communication and reading comprehension in a variety of contexts.
- (2) To establish the language and study skills required to promote and facilitate further study of Chinese.
- (3) To deepen one's knowledge of Chinese culture and societies.
- (4) To be able to use a Chinese key board
- (5) To deliver a more detailed oral presentation (by using PowerPoint) about a chosen topic
- (6) To improve your transferable skills.
- (7) To bring the students to level B2 of CEFR

COMMUNICATIVECONTENT

Teaching: Twenty weeks of 2-hour weekly classes. Starting week 5 in MT (6 weeks), LT (10 weeks) and ST (4 weeks).

Assessment: Students will be awarded an LSE certificate of proficiency on completion of the course and after passing the following elements:

- (1) Continuous Assessment (50%) consisting of 10 pieces of coursework set by the class teacher to be handed in, either electronically or as hardcopy, at set deadlines.
- (2) Final Oral Assessment (30%) to take place from week 1 in the Summer Term.
- (3) Final Written Assessment (20%) to take place in weeks 9 or 10 of the Lent Term.

LN719

Mandarin: Level Five (Standard)

This information is for the 2009/10 session.

Teacher responsible: Dr Youlan Yu

Pre-requisites: A very high level of ORAL fluency and the ability to do independent research into a chosen topic is expected, i.e., several years of intensive study of Mandarin at higher level, and also a keen interest in current issues..

Students are expected to demonstrate a high level of commitment to the course:

- (1) regular attendance
- (2) completion of homework and all pieces of continuous assessment.
- (3) dedicate at least two hours per week for coursework, in addition to classes

Admission into the course after completion of the online test and upon tutor's approval during the Needs Analysis Interview.

Course content:

- (1) To attain competence in a broad range of complex and non-routine tasks across a wide variety of contexts.
- (2) To practise the ability to use Chinese effectively for purposes of practical communication and reading comprehension dealing with linguistically challenging tasks.
- (3) To establish the skills, language and attitudes required to promote and facilitate further study of Chinese.
- (4) To practice the ability to use Chinese effectively for purposes of oral and written communication.
- (5) To establish specific linguistic skills and strategies required to communicate effectively.
- (6) To understand/analyse fairly complex texts about current issues and Chinese culture.
- (7) To involve students in planning the course contents according to their specific needs and interests.
- (8) To bring students to level C1 of CEFR.

Teaching: Twenty weeks of 2-hour weekly classes. Starting week 5 in MT (6 weeks), LT (10 weeks) and ST (4 weeks).

Assessment: Students will be awarded an LSE certificate of proficiency on completion of the course and after passing the following elements:

- (1) Continuous Assessment (50%) consisting of 10 pieces of

coursework set by the class teacher to be handed in, either electronically or as hardcopy, at set deadlines.

(2) Final Oral Assessment (30%) to take place from week 1 in the Summer Term.

(3) Final Written Assessment (20%) to take place in weeks 9 or 10 of the Lent Term.

LN720

Mandarin: Level Five (Pronunciation for Cantonese Speakers)

This information is for the 2009/10 session.

Teacher responsible: Dr Youlan Yu

Pre-requisites: Students are expected to have a very high level of oral fluency and the ability to do independent research into a chosen topic, i.e., several years of intensive study of Chinese at higher level, and also a keen interest in current issues..

Students are expected to demonstrate a high level of commitment to the course:

- (1) regular attendance
- (2) completion of homework and all pieces of continuous assessment.
- (3) dedicate at least two hours per week for coursework, in addition to classes

Admission into the course after completion of the online test and upon tutor's approval during the Needs Analysis Interview.

Course content:

This course is designed for Cantonese speakers or other Chinese dialect speakers to improve Mandarin Chinese; its main emphasis is on Mandarin pronunciation and oral practice.

It also sets out:

- (1) To maximise the speed of individual student progression
- (2) To attain competence in a broad range of complex and non-routine tasks across a wide variety of contexts;
- (3) To practise the ability to use Chinese effectively for purposes of practical communication and reading comprehension dealing with linguistically challenging tasks
- (4) To establish the skills, language and attitudes required to promote and facilitate further study of Chinese
- (5) To practice the ability to use Chinese effectively for purposes of oral and written communication
- (6) To establish specific linguistic skills and strategies required to communicate effectively;
- (7) To understand/analyse fairly complex texts about current issues and Chinese culture.
- (8) To involve students in planning the course contents according to their specific needs and interests.
- (9) To bring students to the level of C1 of CEFR.

Teaching: Twenty weeks of 2-hour weekly classes. Starting week 5 in MT (6 weeks), LT (10 weeks) and ST (4 weeks).

Assessment: Students will be awarded an LSE certificate of proficiency on completion of the course and after passing the following elements:

- (1) Continuous Assessment (50%) consisting of 10 pieces of coursework set by the class teacher to be handed in, either electronically or as hardcopy, at set deadlines.
- (2) Final Oral Assessment (30%) to take place from week 1 in the Summer Term.
- (3) Final Written Assessment (20%) to take place in weeks 9 or 10 of the Lent Term.

LN792

Portuguese: Level One (Standard)

This information is for the 2009/10 session.

Teacher responsible: Benvinda Alves

Pre-requisites: No previous knowledge required:

All students welcome but they should:

- (1) demonstrate commitment to regular attendance, completion of homework, completion of the dossier and all assessments.
- (2) dedicate at least one hour per week for coursework, in addition to classes

Course content:

- (1) To develop the ability to use Portuguese effectively for the purpose of practical communication in spoken and written discourse.
- (2) To enable students to gain access through language to the contemporary scene and the background of Portuguese-speaking countries, their people and their cultures.
- (3) To establish the skills, language and attitude required to promote and facilitate further study of Portuguese
- (4) To bring the students to level A1 of CEFR

Teaching: Twenty weeks of 2-hour weekly classes. Starting week 5 in MT (6 weeks), LT (10 weeks) and ST (4 weeks).

Assessment: Students will be awarded an LSE certificate of proficiency on completion of the course and after passing the following elements:

- (1) Continuous Assessment (50%) consisting of 10 pieces of coursework set by the class teacher to be handed in, either electronically or as hardcopy, at set deadlines.
- (2) Final Oral Assessment (30%) to take place from week 1 in the Summer Term.
- (3) Final Written Assessment (20%) to take place in weeks 9 or 10 of the Lent Term.

LN772**Russian: Level One (Standard)**

This information is for the 2009/10 session.

Teacher responsible: Dr Olga Sobolev

Pre-requisites: No previous knowledge required:

Course content:

- (1) To develop an ability to use Russian effectively for the purposes of practical communication at a survival level.
- (2) To deal with a range of simple predictable language tasks (using limited vocabulary and linguistic structures) in order to meet language needs of everyday situations and topics.
- (3) To establish linguistic skills and attitudes required for promoting and facilitating further study of Russian
- (4) To bring the students to level A1 of CEFR

Teaching: Twenty weeks of 2-hour weekly classes. Starting week 5 in MT (6 weeks), LT (10 weeks) and ST (4 weeks).

Assessment: Students will be awarded an LSE certificate of proficiency on completion of the course and after passing the following elements:

- (1) Continuous Assessment (50%) consisting of 10 pieces of coursework set by the class teacher to be handed in, either electronically or as hardcopy, at set deadlines.
- (2) Final Oral Assessment (30%) to take place from week 1 in the Summer Term.
- (3) Final Written Assessment (20%) to take place in weeks 9 or 10 of the Lent Term.

LN773**Russian: Level One (Super Standard)**

This information is for the 2009/10 session.

Teacher responsible: Dr Olga Sobolev

- Pre-requisites:** (1) To demonstrate full commitment to regular attendance, completion of homework and all assessments
- (2) To dedicate at least two hours a week for coursework, in addition to classes
 - (3) to have a good command in two languages or to show a proven track-record in language learning

Course content:

- (1) To bring students' knowledge of written and spoken Russian up to low intermediate level
- (2) To develop an ability to use Russian effectively for the purposes of practical communication in familiar work and social contexts.
- (3) To deal with a variety of predictable simple language tasks (using limited vocabulary and linguistic structures) to meet the needs of everyday situations and topics.
- (4) To establish linguistic skills and attitudes required for promoting and facilitating further study of Russian.
- (5) To bring the students to level A1/A2 of CEFR

Teaching: Twenty weeks of 2-hour weekly classes. Starting week 5

in MT (6 weeks), LT (10 weeks) and ST (4 weeks).

Assessment: Students will be awarded an LSE certificate of proficiency on completion of the course and after passing the following elements:

- (1) Continuous Assessment (50%) consisting of 10 pieces of coursework set by the class teacher to be handed in, either electronically or as hardcopy, at set deadlines.
- (2) Final Oral Assessment (30%) to take place from week 1 in the Summer Term.
- (3) Final Written Assessment (20%) to take place in weeks 9 or 10 of the Lent Term.

LN774**Russian: Level Two (Standard)**

This information is for the 2009/10 session.

Teacher responsible: Dr Olga Sobolev

Pre-requisites: Sixty hours, including self-study (16+), or two/three years at secondary school level (under 16).

Course content:

- (1) To bring students' knowledge of written and spoken Russian up to low intermediate level
- (2) To develop an ability to communicate in Russian (using high frequency vocabulary and structures) in everyday work and social situations.
- (3) To establish linguistic skills and attitudes required for promoting and facilitating further study of Russian.
- (4) To bring the students to level A2 of CEFR

Teaching: Twenty weeks of 2-hour weekly classes. Starting week 5 in MT (6 weeks), LT (10 weeks) and ST (4 weeks).

Assessment: Students will be awarded an LSE certificate of proficiency on completion of the course and after passing the following elements:

- (1) Continuous Assessment (50%) consisting of 10 pieces of coursework set by the class teacher to be handed in, either electronically or as hardcopy, at set deadlines.
- (2) Final Oral Assessment (30%) to take place from week 1 in the Summer Term.
- (3) Final Written Assessment (20%) to take place in weeks 9 or 10 of the Lent Term.

LN776**Russian: Level Four (Standard)**

This information is for the 2009/10 session.

Teacher responsible: Dr Olga Sobolev

Pre-requisites: Two hundred and fifty hours, including self-study (16+), or six/seven years at school level, good pass in AS-level (grade A) or low pass in A-level (grades B-C).

Course content:

- (1) To consolidate students' command of written and spoken Russian
- (2) To gain an insight into aspects of social, political and cultural life in Russia and other Russian speaking countries.
- (3) To establish linguistic skills and attitudes required for promoting and facilitating further study of Russian
- (4) To bring the students to level B2/C1 of CEFR

Teaching: Twenty weeks of two hour weekly classes. Starting week 5 in MT (6 weeks), LT (10 weeks) and ST (4 weeks).

Assessment: Students will be awarded an LSE certificate of proficiency on completion of the course and after passing the following elements:

- (1) Continuous Assessment (50%) consisting of 10 pieces of coursework set by the class teacher to be handed in, either electronically or as hardcopy, at set deadlines.
- (2) Final Oral Assessment (30%) to take place from week 1 in the Summer Term.
- (3) Final Written Assessment (20%) to take place in weeks 9 or 10 of the Lent Term.

LN778**Spanish: Level One (Standard)**

This information is for the 2009/10 session.

Teacher responsible: Jorge Mordcovich

Pre-requisites: No previous knowledge required.

All students welcome but they should:

(1) demonstrate commitment to regular attendance, completion of homework and all pieces of continuous assessment.

(2) dedicate at least one hour per week for coursework, in addition to classes

Admission into the course upon tutor's approval during the information sessions.

Course content:

(1) To develop the ability to use Spanish effectively for purposes of practical communication at a survival level.

(2) To deal with a range of predictable simple language tasks using a limited range of language to meet the needs of differing but familiar situations and topics.

(3) To establish the skills, language and attitudes required to promote and facilitate further study of Spanish.

(4) To bring the students to level A1 of CEFR

Teaching: Twenty weeks of 2-hour weekly classes. Starting week 5 in MT (6 weeks), LT (10 weeks) and ST (4 weeks).

Assessment: Students will be awarded an LSE certificate of proficiency on completion of the course and after passing the following elements:

(1) Continuous Assessment (50%) consisting of 10 pieces of coursework set by the class teacher to be handed in, either electronically or as hardcopy, at set deadlines.

(2) Final Oral Assessment (30%) to take place from week 1 in the Summer Term.

(3) Final Written Assessment (20%) to take place in weeks 9 or 10 of the Lent Term.

LN805**Spanish: Level One Standard (for speakers of non-Indo European languages)**

This information is for the 2009/10 session.

Teacher responsible: Jorge Mordcovich

Pre-requisites: No previous knowledge required.

All students welcome but they should:

(1) demonstrate commitment to regular attendance, completion of homework and all pieces of continuous assessment.

(2) dedicate at least one hour per week for coursework, in addition to classes

Admission into the course upon tutor's approval during the information sessions.

Course content:

(1) To develop the ability to use Spanish effectively for purposes of practical communication at a survival level.

(2) To deal with a range of predictable simple language tasks using a limited range of language to meet the needs of differing but familiar situations and topics.

(3) To equip students to deal effectively with the Spanish pronunciation and intonation.

(4) To establish the skills, language and attitudes required to promote and facilitate further study of Spanish.

(5) To bring the students to level A1 of CEFR

Teaching: Twenty weeks of 2-hour weekly classes. Starting week 5 in MT (6 weeks), LT (10 weeks) and ST (4 weeks).

Assessment: Students will be awarded an LSE certificate of proficiency on completion of the course and after passing the following elements:

(1) Continuous Assessment (50%) consisting of 10 pieces of coursework set by the class teacher to be handed in, either electronically or as hardcopy, at set deadlines.

(2) Final Oral Assessment (30%) to take place from week 1 in the Summer Term.

(3) Final Written Assessment (20%) to take place in weeks 9 or 10 of the Lent Term.

LN779**Spanish: Level One (Fast Track)**

This information is for the 2009/10 session.

Teacher responsible: Jorge Mordcovich

Pre-requisites: (1) No previous knowledge required. It may be suitable for re-starters.

(2) Demonstrate full commitment to regular attendance, completion of homework, completion of portfolio and all assessments.

(3) Dedicate at least two hours per week for coursework, in addition to classes

Admission into the course upon tutor's approval during the information sessions.

Course content:

(1) To develop the ability to use Spanish effectively for purposes of practical communication in familiar work and social contexts.

(2) To deal with a range of predictable simple language tasks using a limited range of language to meet the needs of differing but familiar situations and topics.

(3) To establish the skills, language and attitudes required to promote and facilitate further study of Spanish.

(5) To bring the students to level A1-A2 of CEFR

Teaching: Twenty weeks of two hour weekly classes. Starting week 5 in MT (6 weeks), LT (10 weeks) and ST (4 weeks).

Assessment: Students will be awarded an LSE certificate of proficiency on completion of the course and after passing the following elements:

(1) Continuous Assessment (50%) consisting of 10 pieces of coursework set by the class teacher to be handed in, either electronically or as hardcopy, at set deadlines.

(2) Final Oral Assessment (30%) to take place from week 1 in the Summer Term.

(3) Final Written Assessment (20%) to take place in weeks 9 or 10 of the Lent Term.

LN780**Spanish: Level Two (Standard)**

This information is for the 2009/10 session.

Teacher responsible: Roser Martínez-Sánchez

Pre-requisites: This is an elementary level course. Students should have previously learnt 'Communicative Content' and 'Structural Content' of Level 1 Standard (LN778), see Language Centre website.

Students should:

(1) demonstrate commitment to regular attendance, completion of homework and all pieces of continuous assessment.

(2) dedicate at least one hour per week for coursework, in addition to classes

Admission into the course upon tutor's approval during the information sessions.

Course content:

(1) To use Spanish effectively for purposes of practical communication and reading comprehension in familiar work and social contexts.

(2) To establish the skills, language and attitudes required to promote and facilitate further study of Spanish.

(3) To bring the students to level A2 of CEFR

Teaching: Twenty weeks of 2-hour weekly classes. Starting week 5 in MT (6 weeks), LT (10 weeks) and ST (4 weeks).

Assessment: Students will be awarded an LSE certificate of proficiency on completion of the course and after passing the following elements:

(1) Continuous Assessment (50%) consisting of 10 pieces of coursework set by the class teacher to be handed in, either electronically or as hardcopy, at set deadlines.

(2) Final Oral Assessment (30%) to take place from week 1 in the Summer Term.

(3) Final Written Assessment (20%) to take place in weeks 9 or 10 of the Lent Term.

LN781**Spanish: Level Two (Fast Track)**

This information is for the 2009/10 session.

Teacher responsible: Rafael Peñas Cruz

Pre-requisites: This is an elementary course. Students should have previously learnt 'Communicative Content' and 'Structural Content' of Level 1 Fast Track (LN779) or Level 2 Standard (LN780), see Language Centre website.

Admission into the course upon completion of level test and tutor's approval during the Needs Analysis Interview.

Course content:

- (1) To use Spanish effectively for purposes of practical communication in a variety of contexts.
- (2) To establish the skills, language and attitudes required to promote and facilitate further study of Spanish.
- (3) To bring the students to level A2-B1 of CEFR

Teaching: Twenty weeks of 2-hour weekly classes. Starting week 5 in MT (6 weeks), LT (10 weeks) and ST (4 weeks).

Assessment: Students will be awarded an LSE certificate of proficiency on completion of the course and after passing the following elements:

- (1) Continuous Assessment (50%) consisting of 10 pieces of coursework set by the class teacher to be handed in, either electronically or as hardcopy, at set deadlines.
- (2) Final Oral Assessment (30%) to take place from week 1 in the Summer Term.
- (3) Final Written Assessment (20%) to take place in weeks 9 or 10 of the Lent Term.

LN782**Spanish: Level Three (Standard)**

This information is for the 2009/10 session.

Teacher responsible: Rafael Peñas Cruz

Pre-requisites: This is a lower intermediate course. Students should have previously learnt 'Communicative Content' and 'Structural Content' of Level 2 Fast Track (LN781), see Language Centre website.

Admission into the course upon completion of level test and tutor's approval during the Needs Analysis Interview.

Course content:

- (1) To develop the use of Spanish effectively for purposes of practical communication and reading comprehension in a variety of contexts.
- (2) To establish the skills, language and attitudes required to promote and facilitate further study of Spanish.
- (3) To bring the students to level B1 of CEFR

Teaching: Twenty weeks of 2-hour weekly classes. Starting week 5 in MT (6 weeks), LT (10 weeks) and ST (4 weeks).

Assessment: Students will be awarded an LSE certificate of proficiency on completion of the course and after passing the following elements:

- (1) Continuous Assessment (50%) consisting of 10 pieces of coursework set by the class teacher to be handed in, either electronically or as hardcopy, at set deadlines.
- (2) Final Oral Assessment (30%) to take place from week 1 in the Summer Term.
- (3) Final Written Assessment (20%) to take place in weeks 9 or 10 of the Lent Term.

LN783**Spanish: Level Three (Fast Track)**

This information is for the 2009/10 session.

Teacher responsible: Roser Martínez-Sánchez

Pre-requisites: This is an intermediate course and students should have previously learnt 'Communicative Content' and 'Structural Content' of Level 3 Standard (LN782), see Language Centre website.

Admission into the course upon completion of level test and tutor's approval during the Needs Analysis Interview.

Course content:

- (1) To develop the ability to use Spanish effectively for purposes of

practical communication and reading comprehension in a variety of contexts.

- (2) To establish the skills, language and attitudes required to promote and facilitate further study of Spanish.
- (3) To bring the students to level B1 of CEFR.

Teaching: Twenty weeks of 2-hour weekly classes. Starting week 5 in MT (6 weeks), LT (10 weeks) and ST (4 weeks).

Assessment: Students will be awarded an LSE certificate of proficiency on completion of the course and after passing the following elements:

- (1) Continuous Assessment (50%) consisting of 10 pieces of coursework set by the class teacher to be handed in, either electronically or as hardcopy, at set deadlines.
- (2) Final Oral Assessment (30%) to take place from week 1 in the Summer Term.
- (3) Final Written Assessment (20%) to take place in weeks 9 or 10 of the Lent Term.

LN785**Spanish: Level Four (Standard)**

This information is for the 2009/10 session.

Teacher responsible: Roser Martínez-Sánchez

Pre-requisites: This is a higher intermediate course. Students should have previously learnt 'Communicative Content' and 'Structural Content' of Level 3 Fast Track (LN783), see Language Centre website.

Admission into the course upon completion of level test and tutor's approval during the Needs Analysis Interview.

Course content:

- (1) To develop the ability to use Spanish effectively for purposes of practical communication and reading comprehension dealing with complex work tasks.
- (2) To establish the skills, language and attitudes required to promote and facilitate further study of Spanish.
- (3) To bring the students to level B1-B2 of CEFR.

Teaching: Twenty weeks of 2-hour weekly classes. Starting week 5 in MT (6 weeks), LT (10 weeks) and ST (4 weeks).

Assessment: Students will be awarded an LSE certificate of proficiency on completion of the course and after passing the following elements:

- (1) Continuous Assessment (50%) consisting of 10 pieces of coursework set by the class teacher to be handed in, either electronically or as hardcopy, at set deadlines.
- (2) Final Oral Assessment (30%) to take place from week 1 in the Summer Term.
- (3) Final Written Assessment (20%) to take place in weeks 9 or 10 of the Lent Term.

LN803**Spanish: Level Four (Fast Track)**

This information is for the 2009/10 session.

Teacher responsible: Rafael Peñas Cruz

Pre-requisites: This is an advanced course. Students should have previously learnt 'Communicative Content' and 'Structural Content' of Level 4 Standard (LN785), see Language Centre website.

Admission into the course upon completion of level test and tutor's approval during the Needs Analysis Interview.

Course content:

To develop the ability to use Spanish effectively for purposes of dealing with complex work tasks, including the following:

- (1) Understanding long and complex factual texts, business reports, analytical data and associated marketing and commercial material. Understanding with few serious problems other texts relating to Politics, International History, Economics and other associated areas.
- (2) Understanding extended speech at conferences or lectures, and interactive speech during meetings or seminars. Following TV programmes and recorded material without great effort in a wide range of both general and subject specific areas.
- (3) Presenting clear, detailed descriptions of a wide range of subjects in the field of Social Sciences, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.

(4) Expressing themselves fluently and spontaneously without much need for obvious searching. During presentations they will be able to argue, counter-argue and interact effectively. Relate to other speakers and link various strands of discussion.

(5) Expressing themselves in a clear, well-structured text, expressing points of view at some length. Writing detailed expositions of complex subjects in an essay or report, underlining what they consider to be the salient issues. Writing different kinds of texts in an assured, personal style, appropriate to the reader in mind.

(6) To bring the students to level B2-C1 of CEFR

Teaching: Twenty weeks of 2-hour weekly classes. Starting week 5 in MT (6 weeks), LT (10 weeks) and ST (4 weeks).

Assessment: Students will be awarded an LSE certificate of proficiency on completion of the course and after passing the following elements:

(1) Continuous Assessment (50%) consisting of 10 pieces of coursework set by the class teacher to be handed in, either electronically or as hardcopy, at set deadlines.

(2) Final Oral Assessment (30%) to take place from week 1 in the Summer Term.

(3) Final Written Assessment (20%) to take place in weeks 9 or 10 of the Lent Term.

LN788

Spanish: Level Five (Current Issues)

This information is for the 2009/10 session.

Teacher responsible: Rafael Peñas Cruz

Pre-requisites: Students should have previously learnt and be confident using 'Communicative Content' of Level 5 Standard (LN790) and 'Structural Content' of LN805, see Language Centre website.

A high level of oral fluency expected from students.

Admission into the course upon completion of online level test and tutor's approval during the Needs Analysis Interview.

Course content:

This is a proficiency course with a focus on Current Issues:

(1) To attain competence in a broad range of complex and non-routine tasks in a variety of contexts

(2) To extend the ability to use Spanish effectively for purposes of general communication in a great variety of academic, social and work-related contexts

(3) To develop a high degree of linguistic independence and flexibility in Spanish

(4) To understand and analyse complex texts about culture and society in Spanish speaking countries

(5) To familiarise students with the latest developments and current issues in Spanish-speaking countries

(6) To establish specific linguistic skills and strategies required to communicate about current issues in Spanish speaking countries

(7) To bring the students to level C1-C2 of CEFR

Teaching: Twenty weeks of one hour weekly classes. Starting week 5 in MT (6 weeks), LT (10 weeks) and ST (4 weeks).

Assessment: Students will be awarded an LSE certificate of proficiency on completion of the course and after passing the following elements:

(1) Continuous Assessment (50%) consisting of 5 pieces of coursework set by the class teacher to be handed in, either electronically or as hardcopy, at set deadlines.

(2) Final Oral Assessment (30%) to take place from week 1 in the Summer Term.

(3) Final Written Assessment (20%) to take place in weeks 9 or 10 of the Lent Term.

LN791

Spanish: Level Five (Management and Business SCC)

This information is for the 2009/10 session.

Teacher responsible: Rafael Peñas Cruz

Pre-requisites: Students should have previously learnt and be confident using 'Communicative Content' of Level 5 Standard (LN790) and 'Structural Content' of Level 4 Fast Track (LN803), see Language Centre website.

Admission into the course upon completion of online level test and tutor's approval during the Needs Analysis Interview.

Course content:

This is a proficiency course with a focus on Management and Business.

(1) To prepare the students to take the advanced SCC exam.

(2) To attain competence in a broad range of complex and non-routine tasks in a variety of contexts

(3) To extend the ability to use Spanish effectively for purposes of general communication in a great variety of work-related contexts

(4) To develop a high degree of linguistic independence and flexibility in Spanish

(5) To understand and analyse complex texts of an economic nature in Spanish speaking countries

(6) To establish specific linguistic skills and strategies required to communicate about management and business in Spanish speaking countries

(7) To bring the students to level C1-C2 of CEFR

Teaching: Twenty weeks of one hour weekly classes. Starting week 5 in MT (6 weeks), LT (10 weeks) and ST (4 weeks).

Assessment: Students will be awarded an LSE certificate of proficiency on completion of the course and after passing the following elements:

(1) Continuous Assessment (50%) consisting of 5 pieces of coursework set by the class teacher to be handed in, either electronically or as hardcopy, at set deadlines.

(2) Final Oral Assessment (30%) to take place from week 1 in the Summer Term.

(3) Final Written Assessment (20%) to take place in weeks 9 or 10 of the Lent Term.

LN796

Turkish: Level One (Standard)

This information is for the 2009/10 session.

Teacher responsible: Dr Olga Sobolev

Pre-requisites: For all students who aim to acquire survival level of proficiency in Turkish.

Course content:

(1) To develop communicative level of linguistic competence and performance in Turkish using everyday Turkish utterances, idioms, and daily

usages at practical conversational and survival levels.

(2) To deal with everyday usages and variety of colloquial situations, with the emphasis on pronunciation, accuracy, and everyday active vocabulary in Turkish.

(3) When necessary to provide personal support for specific terminology required within the framework of the main specialist academic area of the student (especially for those who study 'area studies')

(4) To bring the students to level A1 of CEFR

Teaching: Twenty weeks of 2-hour weekly classes. Starting week 5 in MT (6 weeks), LT (10 weeks) and ST (4 weeks).

Assessment: Students will be awarded an LSE certificate of proficiency on completion of the course and after passing the following elements:

(1) Continuous Assessment (50%) consisting of 10 pieces of coursework set by the class teacher to be handed in, either electronically or as hardcopy, at set deadlines.

(2) Final Oral Assessment (30%) to take place from week 1 in the Summer Term.

(3) Final Written Assessment (20%) to take place in weeks 9 or 10 of the Lent Term.

English for Academic Purposes Insessional Support Programme

LN973

English for Professional Purposes: Writing

This information is for the 2009/10 session.

Student profile:

Non-native speakers who are planning to apply for jobs and wish to improve their writing skills.

Course aims:

To help students write effective CVs, résumés, personal statements and cover letters

Expected Learning Outcomes:

By the end of this course students will have written:

- a CV or résumé
- a personal statement
- a cover letter

Teaching: Please refer to the LSE timetable for teaching arrangements.

LN974

English for Professional Purposes: Writing

This information is for the 2009/10 session.

Student profile:

Non-native speakers who are planning to apply for jobs and wish to improve their writing skills.

Course aims:

To help students write effective CVs, résumés, personal statements and cover letters

Expected Learning Outcomes:

By the end of this course students will have written:

- a CV or résumé
- a personal statement
- a cover letter

Teaching: Please refer to the LSE timetable for teaching arrangements.

LN975

Academic Reading

This information is for the 2009/10 session.

Student profile:

Non-native speakers who wish to improve their academic reading skills.

Course aims:

To improve students' academic reading skills and strategies

Expected Learning Outcomes:

During the course, students will:

- develop awareness of how to read effectively
- practice different reading and note-taking strategies
- work on critical reading skills and avoiding plagiarism
- learn how to cope with difficult texts and retain their 'voice'

Teaching: Please refer to the LSE timetable for teaching arrangements.

LN978

Social English

This information is for the 2009/10 session.

Student profile:

Undergraduates and Postgraduates who wish to improve their social English

Course aims:

- (1) to raise confidence in speaking and listening in a social context
- (2) to explore differences in register between academic and 'social' English

Expected Learning Outcomes:

- (1) to have enabled the student to recognise the style of English in a social context, and to have practised this style..
- (2) to have enabled the student to use an extended range of appropriate expressions.

Teaching: Please refer to the LSE timetable for teaching arrangements.

LN979

Business English

This information is for the 2009/10 session.

Student profile:

Undergraduates and Postgraduates who wish to improve their business English

Course aims:

- (1) to enable students to use English successfully in a variety of business and professional contexts
- (2) to raise awareness of the differences between academic, social and business English

Expected Learning Outcomes:

- (1) to extend students' range of vocabulary related to a series of business situations
to use an extended range of appropriate expressions.
- (2) to provide students with speaking practice, through role play, related to a number of key business contexts.
- (3) to develop competence in business correspondence

Teaching: Please refer to the LSE timetable for teaching arrangements.

LN982

Lecture and Academic Listening Skills

This information is for the 2009/10 session.

Student profile:

Undergraduate and Postgraduate students who have to follow lectures and seminars as part of their course and who have difficulties in this area.

Course aims:

- (1) to practice and develop the listening skills necessary to cope with university level study.
- (2) to practice listening for different purposes.
- (3) to practice note-taking skills
- (4) To explore the study skills necessary to succeed in this area.

Expected Learning Outcomes:

- (1) to have explored and improved comprehension skills in an aural context.
- (2) to have a better understanding of lecture structure, style and development
- (3) to be able to take notes in a more efficient and effective way.

Teaching: Please refer to the LSE timetable for teaching arrangements.

LN983

English for Professional Purposes: Writing

This information is for the 2009/10 session.

Student profile:

Speakers of non-Indo European languages who wish to improve their pronunciation skills.

Course aims:

- (1) To develop understanding of the key features of English pronunciation – suitable for academic and discussion at LSE – and to highlight key problem areas for speakers of Non-Indo European languages.
- (2) To introduce and practice such features of the language using authentic texts/materials

Expected Learning Outcomes:

- To have successfully engaged with and developed through practice, the ability to use appropriate –
- pausing techniques
- rhythm/stress-timing
- word linking strategies
- well-judged voice projection and pace
- To raise awareness of the problem areas for speakers of particular languages and to develop techniques for dealing with these problem areas

Teaching: Please refer to the LSE timetable for teaching arrangements.

LN984**Pronunciation for speakers of Indo European Languages**

This information is for the 2009/10 session.

Student profile:

LSE students who wish to develop their pronunciation.

Course aims:

- (1) To develop understanding of the key features of English pronunciation – suitable for academic and discussion at LSE – suitable for academic discussion at LSE.
- (2) To introduce and practice such features of the language using authentic texts/materials.

Expected Learning Outcomes:

- To have successfully engaged with and developed through practice, the ability to use appropriate –
 - pausing techniques
 - rhythm/stress-timing
 - word linking strategies
 - well-judged voice projection and pace
- To raise awareness of the problem areas for speakers of particular languages and to develop techniques for dealing with these problem areas

Teaching: Please refer to the LSE timetable for teaching arrangements.

LN986**Presentation and Pronunciation Skills**

This information is for the 2009/10 session.

Student profile:

LSE students who wish to develop their pronunciation and presenting skills

Course aims:

- (1) To develop understanding of the structure, format and delivery of an academic presentation suitable for LSE..
- (2) To introduce and practice the planning and execution of a successful presentation
- (3) To establish and practice the key elements of presentation delivery.

Expected Learning Outcomes:

To have successfully delivered a practice presentation based on authentic LSE coursework which includes

- appropriate choice of topic and academic focus
- effective structuring and design
- knowledge of transition strategies
- effective use of visual support materials and physical space
- well-judged language delivery – pausing, stress-timing, voice projection, tone and pace

Teaching: Please refer to the LSE timetable for teaching arrangements.

LN986**Seminar Skills and Presentation**

This information is for the 2009/10 session.

Student profile:

LSE students who wish to develop their pronunciation and seminar skills

Course aims:

- (1) To develop understanding of the structure, format and delivery of an LSE seminar.
- (2) To introduce and practice the planning and execution of a successful seminar.
- (3) To establish and practice the key elements of presentation delivery.

Expected Learning Outcomes:

To have successfully delivered a practice seminar based on authentic LSE materials which includes

- appropriate choice of topic and academic focus
- effective speaking strategies
- knowledge of appropriate vocabulary
- well-judged language delivery – pausing, stress-timing, voice projection, tone and pace

Teaching: Please refer to the LSE timetable for teaching arrangements.

LN987**Text Analysis**

This information is for the 2009/10 session.

Student profile:

LSE students who wish to develop their reading and writing skills.

Course aims:

- (1) To develop the ability to read, analyse and synthesise a range of academic texts.
- (2) To build a knowledge of vocabulary and grammar
- (3) To improve reading efficiency.

Expected Learning Outcomes:

To successfully employ some of the best features of academic texts in essays and other written work.

Teaching: Please refer to the LSE timetable for teaching arrangements.

LN988**Thesis Writing**

This information is for the 2009/10 session.

Student profile:

PhD students who are embarking on writing their thesis and who are writing in a second or third language.

Course aims:

To develop an appropriate written style for thesis writing.

Expected Learning outcomes:

- (1) To develop written fluency, accuracy and style in thesis **Writing:**
- (2) To explore and clarify style in academic texts and to facilitate an ability to produce this style appropriately.

Teaching: 8 sessions in the MT and LT; 5 sessions in the ST.

LN991 and LN961**Academic Writing**

This information is for the 2009/10 session.

Student profile:

Non-native speaker students from the departments of European Institute, Government, International History, International Relations, Economic History requiring academic writing support for essays, exams and dissertations.

Course aims:

- (1) To develop the student's ability to write more effectively for academic purposes.
- (2) To practise and develop a written style appropriate to academic writing.
- (3) To develop the student's ability and confidence in coping with different written academic tasks.

Expected Learning outcomes:

- (1) To improve the accuracy, clarity and coherence of the student's written English.
- (2) To promote and practise clear organisation of texts with appropriate paragraphing.
- (3) To enable the student to write more fluently and confidently.
- (4) To extend the student's range of appropriate expression.
- (5) To familiarise the student with the conventions of academic writing.
- (6) To enable the student to evaluate their own writing.

Teaching: 10 sessions in the MT and LT; 5 sessions in the ST.

LN992 & LN962**Academic Writing**

This information is for the 2009/10 session.

Student profile:

Non-native speaker students from the department of Law requiring academic writing support for essays, exams and dissertations.

Course aims:

- (1) To develop the student's ability to write more effectively for academic purposes.
- (2) To practise and develop a written style appropriate to academic writing.
- (3) To develop the student's ability and confidence in coping with different written academic tasks.

Expected Learning outcomes:

- (1) To improve the accuracy, clarity and coherence of the student's written English.
- (2) To promote and practise clear organisation of texts with appropriate paragraphing.
- (3) To enable the student to write more fluently and confidently.
- (4) To extend the student's range of appropriate expression.
- (5) To familiarise the student with the conventions of academic writing.
- (6) To enable the student to evaluate their own writing.

Teaching: 10 sessions in the MT and LT; 5 sessions in the ST.

LN993 and LN963**Academic Writing**

This information is for the 2009/10 session.

Student profile:

Non-native speaker students from the department of Law requiring academic writing support for essays, exams and dissertations.

Course aims:

- (1) To develop the student's ability to write more effectively for academic purposes.
- (2) To practise and develop a written style appropriate to academic writing.
- (3) To develop the student's ability and confidence in coping with different written academic tasks.

Expected Learning outcomes:

To improve the accuracy, clarity and coherence of the student's written English.

- (1) To promote and practise clear organisation of texts with appropriate paragraphing.
- (2) To enable the student to write more fluently and confidently.
- (3) To extend the student's range of appropriate expression.
- (4) To familiarise the student with the conventions of academic writing.
- (5) To enable the student to evaluate their own writing.

Teaching: 10 sessions in the MT and LT; 5 sessions in the ST.

LN994 and LN964**Academic Writing**

This information is for the 2009/10 session.

Student profile:

Non-native speaker students from the departments of Economics, Mathematics, Statistics, Accounting and Finance Law requiring academic writing support for essays, exams and dissertations.

Course aims:

- (1) To develop the student's ability to write more effectively for academic purposes.
- (2) To practise and develop a written style appropriate to academic writing.
- (3) To develop the student's ability and confidence in coping with different written academic tasks.

Expected Learning outcomes:

- (1) To improve the accuracy, clarity and coherence of the student's written English.
- (2) To promote and practise clear organisation of texts with appropriate paragraphing.
- (3) To enable the student to write more fluently and confidently.
- (4) To extend the student's range of appropriate expression.
- (5) To familiarise the student with the conventions of academic writing.
- (6) To enable the student to evaluate their own writing.

Teaching: 10 sessions in the MT and LT; 5 sessions in the ST.

LN995 and LN965**Academic Writing**

This information is for the 2009/10 session.

Student profile:

Non-native speaker students from the departments of Anthropology, DESTIN, Geography & Environment, Philosophy, Logic & Scientific Method, requiring academic writing support for essays, exams and dissertations.

Course aims:

- (1) To develop the student's ability to write more effectively for

academic purposes. (2) To practise and develop a written style appropriate to academic writing.

- (3) To develop the student's ability and confidence in coping with different written academic tasks.

Expected Learning outcomes:

- (1) To improve the accuracy, clarity and coherence of the student's written English.
- (2) To promote and practise clear organisation of texts with appropriate paragraphing.
- (3) To enable the student to write more fluently and confidently.
- (4) To extend the student's range of appropriate expression.
- (5) To familiarise the student with the conventions of academic writing.
- (6) To enable the student to evaluate their own writing.

Teaching: 10 sessions in the MT and LT; 5 sessions in the ST.

LN996 and LN966**Academic Writing**

This information is for the 2009/10 session.

Student profile:

Non-native speaker students from the departments of Anthropology, DESTIN, Geography & Environment, Philosophy, Logic & Scientific Method, requiring academic writing support for essays, exams and dissertations.

Course aims:

- (1) To develop the student's ability to write more effectively for academic purposes.
- (2) To practise and develop a written style appropriate to academic writing.
- (3) To develop the student's ability and confidence in coping with different written academic tasks.

Expected Learning outcomes:

- (1) To improve the accuracy, clarity and coherence of the student's written English.
- (2) To promote and practise clear organisation of texts with appropriate paragraphing.
- (3) To enable the student to write more fluently and confidently.
- (4) To extend the student's range of appropriate expression.
- (5) To familiarise the student with the conventions of academic writing.
- (6) To enable the student to evaluate their own writing.

Teaching: 10 sessions in the MT and LT; 5 sessions in the ST.

LN997 and LN967**Academic Writing**

This information is for the 2009/10 session.

Student profile:

Non-native speaker students from the departments of Social Policy, Sociology and Gender requiring academic writing support for essays, exams and dissertations.

Course aims:

- (1) To develop the student's ability to write more effectively for academic purposes.
- (2) To practise and develop a written style appropriate to academic writing.
- (3) To develop the student's ability and confidence in coping with different written academic tasks.

Expected Learning outcomes:

- (1) To improve the accuracy, clarity and coherence of the student's written English.
- (2) To promote and practise clear organisation of texts with appropriate paragraphing.
- (3) To enable the student to write more fluently and confidently.
- (4) To extend the student's range of appropriate expression.
- (5) To familiarise the student with the conventions of academic writing.
- (6) To enable the student to evaluate their own writing.

Teaching: 10 sessions in the MT and LT; 5 sessions in the ST.

Disclaimer

Every effort has been made to ensure that the information in the Calendar is correct and up-to-date at the time of publication (September 2009). Circumstances may change subsequent to publication. The online version of the Calendar, which will be adjusted from time to time throughout the year, is the definitive version: in the case of differences between versions, the online version should be considered authoritative. The School reserves the right at all times to withdraw or alter particular courses and syllabuses, and to alter the level of fees.

