

The London School of Economics and Political Science



Course Guides and Programme Regulations 2011-2012

www.lse.ac.uk/calendar

The London School of Economics and Political Science

2011-2012: Course Guides and Programme Regulations

CERTIFICATE

Programme Regulations	1
-----------------------	---

UNDERGRADUATE

Programme Regulations	5
Course Guides	35
Courses not available to General Course Students	135

DIPLOMA

Programme Regulations	139
-----------------------	-----

TAUGHT MASTERS

Programme Regulations	143
Partnership Programme Regulations	193
Course Guides	203

LANGUAGE CENTRE COURSES

Modern Foreign Language Certificate courses	475
English for Academic Purposes Insessional Programme	499

RESEARCH

MRes/PhD Programme Regulations	505
MPhil/PhD Programme Regulations	513
Course Guides	535

TEACHING AND LEARNING CENTRE COURSES

Study skills and personal development for undergraduate and MSc students	555
Academic and professional development for PhD students	555
Academic and professional development for research staff	555
Postgraduate Certificate in Higher Education course	555

Certificate Programme Regulations

Certificate Programme Regulations

Key to Certificate Regulations
 (H) means a half-unit course
 (C) means this course is capped
 (n/a 11/12) means not available in the 2011/12 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

Year 1

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

Undergraduate Programme Regulations

Key to Undergraduate Regulations
(H) means a half-unit course
(C) means this course is capped
(n/a 11/12) means not available in the 2011/12 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 2011-12

Paper Course number and title

See note LSE100 The LSE Course: Understanding the causes of things

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

A student may take approved papers to the value of one unit not listed above (normally papers available only to second or third year students), but permission will need to be sought from the Departmental Tutor.

Year 3

- 9 AC330 Financial Accounting, Analysis and Valuation
- 10 **Either** AC310 Management Accounting, Financial Management and Organizational 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):
 EH206 The Evolution of Economic Policy in Advanced Economies (n/a 11/12)
 EH207 The Making of an Economic Superpower:

China since 1850
 ID200 Organisational Theory and Behaviour
 LL209 Commercial Law
 MN200 Management: Theory and Evidence
 OR202 Operational Research Methods
 Or one of the following:
 EC315 International Economics
 EH240 Business and Economic Performance since 1945: Britain in International Context
 ID290 Human Resource Management
 LN320 Spanish Language and Society 5 (Mastery)
 LN330 French Language and Society 5 (Mastery)
 MA200 Further Mathematical Methods (Calculus) (H)
 MA201 Further Mathematical Methods (Linear Algebra) (H)
 MA207 Further Quantitative Methods (H)
 MA300 Game Theory
 MA301 Game Theory 1 (H)
 MA303 Chaos in Dynamic Systems (H)
 SO203 Political Sociology
 SO212 Work, Management and Globalisation (n/a 11/12)
 ST201 Statistical Models and Data Analysis (H)
 ST202 Probability, Distribution and Inference
 ST203 Statistics for Management Sciences
 ST307 Aspects of Market Research (H)
 ST308 Bayesian Inference (H)
 In exceptional circumstances a student may take a course not listed above (normally papers available only to second or third year students), but permission will need to be sought from the Departmental Tutor.

Notes

*ST108 and MA110 must be taken by those students who have not studied Mathematics beyond GCSE level or equivalent.
 LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification

This programme is externally accredited by the ICAEW, ICAS, CIMA and ACCA. Further information is available from the Department of Accounting (accounting@lse.ac.uk) or the BSc Finance and Accounting programme brochure (pdf)

BSc Actuarial Science

For first, second and third year students in 2011-12

Paper Course number and title

See note LSE100 The LSE Course: Understanding the causes of things

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
 MA103 Introduction to Abstract Mathematics
 ST211 Applied Regression (H)
 ST212 Applied Statistics Project (H)
 ST308 Bayesian Inference (H)

6 Undergraduate Programme Regulations

Year 3	
9	ST302 Stochastic Processes (H) <i>and</i> ST304 Time Series and Forecasting (H)
10	ST300 Regression and Generalised Linear Models (H) <i>and</i> ST306 Actuarial Mathematics: General (H)
11	ST305 Actuarial Mathematics: Life
12	ST330 Stochastic and Actuarial Methods in Finance
Notes	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. LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification. This programme is externally accredited by the Institute and Faculty of Actuaries. Further information is available on the Department of Statistics website.

BA Anthropology and Law

For first, second and third year students in 2011-12

Paper	Course number and title
See note	LSE100 The LSE Course: Understanding the causes of things
Year 1	
1	AN100 Introduction to Social Anthropology
2	AN101 Ethnography and Theory: Selected Texts
3	LL106 Public Law
4	LL105 Property I (H) <i>and</i> LL109 Introduction to the Legal System (H)
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 LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.

Anthropology Selection List A

AN205	The Anthropology of Melanesia (n/a 11/12)
AN216	Cognition and Anthropology (H)
AN221	The Anthropology of Christianity (H) (n/a 11/12)
AN223	The Anthropology of South East Asia (H)
AN230	The Anthropology of Industrialisation and Industrial Life (H)
AN235	The Anthropology of Southern Africa (H) (n/a 11/12)
AN237	The Anthropology of Development (H) (n/a 11/12)
AN238	Anthropology and Human Rights (H) (n/a 11/12)
AN240	Investigating the Philippines: New Approaches and Ethnographic Contexts (H) (n/a 11/12)
AN241	The Anthropology of India (H) (n/a 11/12)
AN243	Children and Youth in Contemporary Ethnography (H) (n/a 11/12)
AN244	Anthropology and Media (H)
AN245	The Anthropology of Borders and Boundaries (H) (n/a 11/12)
AN246	The Anthropology of Post-Soviet Eurasia (H)
AN247	Anthropological Approaches to Questions of Being (H)

	(n/a 11/12)
AN248	Ethnography of a Selected Region (H) (n/a 11/12)
AN249	Research Methods in Social Anthropology (H) (n/a 11/12)
AN250	The Anthropology of South Asia (H) (n/a 11/12)
AN265	Medical Anthropology (H) (n/a 11/12)
AN268	Anthropology of Schooling (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
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 Anthropology Department website.

BSc Business Mathematics and Statistics

For first, second and third year students in 2011-12

Paper	Course number and title
See note	LSE100 The LSE Course: Understanding the causes of things
Year 1	
1	ST102 Elementary Statistical Theory
2	MA100 Mathematical Methods
3	<i>Either</i> 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	<i>Either</i> AC100 Elements of Accounting and Finance or MA103 Introduction to Abstract Mathematics
Year 2	
5	MA200 Further Mathematical Methods (Calculus) (H) <i>and</i> MA201 Further Mathematical Methods (Linear Algebra) (H)
6	ST202 Probability, Distribution Theory and Inference or ST211 Applied Regression (H) <i>and</i> ST212 Applied Statistics Project (H)
7	Courses to the value of one unit from: MA103 Introduction to Abstract Mathematics MA203 Real Analysis (H) OR202 Operational Research Methods ST202 Probability, Distribution Theory and Inference

- 8
- ST205 Sample Surveys and Experiments (H)
 ST226 Actuarial Investigations - Financial (H)
 ST227 Survival Models (H)
 MA208 Optimisation Theory (H)
 MA209 Differential Equations (H)
 MA210 Discrete Mathematics (H)
 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
 SO100 Key Concepts in Sociology
 SO212 Work, Management and Globalisation

Students may also take a Language course unit at least at intermediate level, or a course taught outside the Department of Mathematics, Statistics and Operations Research with the approval of the Course Tutor.

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)
 ST308 Bayesian Inference (H)
 ST327 Market Research: An Integrated Approach (not if ST307 is taken)
 ST330 Stochastic and Actuarial Methods in Finance (can only be taken in conjunction with ST302)
- 10
- Courses to the value of one unit from the list below or from paper 9 (above):
 MA203 Real Analysis (H)
 MA208 Optimisation Theory (H)
 MA209 Differential Equations (H)
 MA210 Discrete Mathematics (H)
 MA211 Algebra and Number Theory (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)
 MA317 Complex Analysis (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
 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
 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
 OR202 Operational Research Methods
 ST202 Probability, Distribution Theory and Inference
 ST205 Sample Surveys and Experiments
 ST211 Applied Regression (H) (if not already taken under paper 6)
 ST212 Applied Statistics Project (H) (if not already taken under paper 6)
 ST226 Actuarial Investigations: Financial (H)
 ST227 Survival Models (H)
 ST308 Bayesian Inference (H) (if not already taken under papers 8)

Notes LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.

BSc Econometrics and Mathematical Economics

For first, second and third year students in 2011-12

Paper Course number and title

- See note LSE100 The LSE Course: Understanding the causes of things
- 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 *Either:*
 EC210 Macroeconomic Principles
 Courses to the value of one unit from: MA200 Further Mathematical Methods (Calculus) (H) and MA201 Further Mathematical Methods (Linear Algebra) (H) and MA203 Real Analysis (H)
- 8 *Either* ST202 Probability, Distribution Theory and Inference or an approved paper taught outside the Department

8 Undergraduate Programme Regulations

Year 3	
9	<i>Either</i> EC309 Econometric Theory or EC319 Economic Theory and its Applications or EC333 Problems of Applied Econometrics
10	One from the Selection list below
11	<i>Either</i> a further paper from 9 above or 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 Policy Analysis
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)

Notes LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.

BSc Economic History

For first and second year students in 2011-12

Paper Course number and title

See note	LSE100 The LSE Course: Understanding the causes of things
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
One from:	
3	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
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	One 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 11/12)
	EH206 The Evolution of Economic Policy in Advanced Economies (n/a 11/12)
	EH207 The Making of an Economic Superpower: China since 1850
	EH225 Latin America and the International Economy
	EH238 The Industrial Revolution (n/a 11/12)
	EH240 Business and Economic Performance since 1945: Britain in International Context
8	Another course from paper 7, or a level 200 or 300 course from outside the Economic History Department
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
	EH306 Monetary and Financial History since 1750
	EH307 The Economic History of South Asia, 1600-2000
	EH315 Africa and the World Economy (n/a 11/12)
	EH325 Issues of Modern Japanese Economic Development: Late Industrialisation, Imperialism and High Speed Growth
	EH326 Innovation and Finance in the 19th and 20th Centuries (n/a 11/12)
	EH327 China's Traditional Economy and its Growth in the Very Long-Term (n/a 11/12)
11	A further paper taught by the Department of Economic History from those listed under papers 7 or 9 & 10
12	EH390 Dissertation in Economic or Social History
Notes	LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.

BSc Economic History

For third year students in 2011-12

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 11/12)
	EH206 The Evolution of Economic Policy in Advanced

	Economies (n/a 11/12)
	EH207 The Making of an Economic Superpower: China since 1850
	EH225 Latin America and the International Economy
	EH238 The Industrial Revolution (n/a 11/12)
	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 EH301 History of Economics: How Theories Change The Origins of the World Economy, 1450-1750 EH304 The Economic History of North America: from Colonial Times to the Cold War EH306 Monetary and Financial History since 1750 EH307 The Economic History of South Asia, 1600-2000 EH315 Africa and the World Economy (n/a 11/12) EH325 Issues of Modern Japanese Economic Development: Late Industrialisation, Imperialism and High Speed Growth EH326 Innovation and Finance in the 19th and 20th Centuries (n/a 11/12) EH327 China's Traditional Economy and its Growth in the Very Long-Term (n/a 11/12)
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
	An approved language course

BSc Economic History with Economics

For all first, second and third year students in 2011-12

Paper Course number and title

See note	LSE100 The LSE Course: Understanding the causes of things
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 <i>or</i> EC202 Microeconomic Principles II <i>or</i> 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 11/12) EH206 The Evolution of Economic Policy in Advanced Economies (n/a 11/12) EH207 The Making of an Economic Superpower: China since 1850 EH220 Comparative Economic Development: Late Industrialisation in Russia, India and Japan EH225 Latin America and the International Economy EH238 The Industrial Revolution (n/a 11/12) EH240 Business and Economic Performance since 1945:

8	Britain in International Context An approved paper taught outside the Departments of Economic History and Economics (normally papers available to 2nd and 3rd year students) <i>or</i> a further paper from 7 above
Year 3 9	One from: <i>Either</i> EC201 Microeconomic Principles I <i>or</i> EC202 Microeconomic Principles II <i>or</i> 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 EH306 Monetary and Financial History since 1750 EH307 The Economic History of South Asia, 1600-2000 EH315 Africa and the World Economy (n/a 11/12) EH325 Issues in Modern Japanese Economic Development: Late Industrialisation, Imperialism and High Speed Growth EH326 Innovation and Finance in the 19th and 20th Centuries (n/a 11/12) EH327 China's Traditional Economy and its Growth in the Very Long-Term (n/a 11/12)
11	<i>Either</i> a further paper from 7 above <i>or</i> a further paper from 10 above
12	EH390 Dissertation in Economic or Social History
Notes	LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.

BSc Economics

For all first, second and third year students in 2011-12

Paper Course number and title

See note	LSE100 The LSE Course: Understanding the causes of things
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 <i>or</i> EC202 Microeconomic Principles II
6	EC210 Macroeconomic Principles
7	<i>Either</i> EC220 Introduction to Econometrics <i>or</i> 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 EH206 The Evolution of Economic Policy in Advanced Economies (n/a 11/12) EH207 The Making of an Economic Superpower: China since 1850 EH220 Comparative Economic Development: Late Industrialisation in Russia, India and Japan EH225 Latin America and the International Economy 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 11/12)

10 Undergraduate Programme Regulations

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)

Notes LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.

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 Policy Analysis
EC307	Development Economics
EC311	History of Economics: How Theories Change
EC313	Industrial Economics
EC315	International Economics
EC317	Labour Economics
EC319	Economic Theory and its Applications
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 2011-12

Paper Course number and title

See note	LSE100 The LSE Course: Understanding the causes of things
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	<i>Either</i> EC220 Introduction to Econometrics <i>or</i> 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 11/12) EH206 The Evolution of Economic Policy in Advanced Economies (n/a 11/12)

EH207 The Making of an Economic Superpower: China since 1850
EH220 Comparative Economic Development: Late Industrialisation in Russia, India and Japan
EH225 Latin America and the International Economy
EH238 The Industrial Revolution (n/a 11/12)
EH240 Business and Economic Performance since 1945: Britain in International Context

Year 3

9	One from: <i>Either</i> EC201 Microeconomic Principles I (if EC220 taken) <i>or</i> EC202 Microeconomic Principles II (if EC221 taken) <i>or</i> 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 EH306 Monetary and Financial History since 1750 EH307 The Economic History of South Asia, 1600-2000 EH315 Africa and the World Economy (n/a 11/12) EH325 Issues of Modern Japanese Economic Development: Late Industrialisation, Imperialism and High Speed Growth EH326 Innovation and Finance in the 19th and 20th Centuries (n/a 11/12) EH327 China's Traditional Economy and its Growth in the Very Long-Term (n/a 11/12)
12	EH390 Dissertation in Economic or Social History

Notes LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.

Economics Selection List A

EC301	Advanced Economic Analysis
EC302	Political Economy
EC303	Economic Policy Analysis
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 2011-12

Paper Course number and title

See note	LSE100 The LSE Course: Understanding the causes of things
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	<i>Either</i> EC201 Microeconomic Principles I <i>or</i> 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 11/12)		GV227 The Politics of Economic Policy
	EH206 The Evolution of Economic Policy in Advanced Economies (n/a 11/12)		GV262 Concepts in Political Theory
	EH207 The Making of an Economic Superpower: China since 1850		GV263 Public Policy Analysis
	EH220 Comparative Economic Development: Late Industrialisation in Russia, India and Japan		GV264 Politics and Institutions in Europe
	EH225 Latin America and the International Economy		GV265 States, Nations and Empires
	EH238 The Industrial Revolution (n/a 11/12)		GY200 Economy, Society and Space
	EH240 Business and Economic Performance since 1945: Britain in International Context		GY201 Location and Spatial Analysis
Year 3			GY202 Introduction to Development in the South
9 & 10	Two from: <i>Either</i> EC220 Introduction to Econometrics or EC221 Principles of Econometrics EC301 Advanced Economic Analysis EC302 Political Economy EC303 Economic Policy Analysis EC307 Development Economics EC311 History of Economics: How Theories Change EC313 Industrial Economics EC315 International Economics EC321 Monetary Economics EC325 Public Economics		GY205 Political Geographies, Policy and Space
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 (n/a 11/12) EH325 Issues of Modern Japanese Economic Development: Late Industrialisation, Imperialism and High Speed Growth (n/a 11/12) EH326 Innovation and Finance in the 19th and 20th Centuries (n/a 11/12)		GY240 Research Techniques (Spatial, Social and Environmental) (compulsory prerequisite for GY350 Independent Research Project)
12	Either An approved paper taught outside the Departments of Economics and Economic History or EH390 Dissertation in Economic or Social History	Year 3	IR200 International Political Theory
Notes	LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.	9	LL250 Law and the Environment
		10	LL278 Public International Law
		11	PH203 Philosophy of the Social Sciences
			SA213 European Social Policy
		Year 3	
		9	GY324 Environmental Governance
		10	GY325 Environment and Development
		11	<i>Either</i> : GY350 Independent Research Project (GY240 compulsory prerequisite) or : 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
		Notes	LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.

BSc Environmental Policy

For second and third year students in 2011-12

Paper	Course number and title
See note	LSE100 The LSE Course: Understanding the causes of things
Year 1	
1	GY120 Environmental Change: Past, Present and Future
2	GY121 Sustainable Development
3 & 4	Two from: <i>Either</i> EC100 Economics A or 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) and ST107 Quantitative Methods (Statistics) (H) SA103 Population, Economy and Society SO100 Key Concepts in Sociology: An Introduction to Contemporary Sociology An approved Language (LN) course
Year 2	
5	GY222 Applied Environmental Economics
6	GY220 Environment: Science and Society
7 & 8	Two from: EC230 Economics in Public Policy EH225 Latin America and the International Economy

BSc Environmental Policy with Economics

For first, second and third year students in 2011-12

Paper	Course number and title
See note	LSE100 The LSE Course: Understanding the causes of things
Year 1	
1	GY120 Environmental Change: Past, Present and Future
2	GY121 Sustainable Development
3	EC102 Economics B
4	<i>Either</i> MA100 Mathematical Methods or MA107 Quantitative Methods (Mathematics) (H) and ST107 Quantitative Methods (Statistics) (H)
Year 2	
5	GY220 Environment: Science and Society
6	GY222 Applied Environmental Economics
7	One from: EC230 European Economic Policy EH225 Latin America and the International Economy 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

12 Undergraduate Programme Regulations

	GY240 Research Techniques (compulsory prerequisite for GY350 Independent Research Project)
	IR200 International Political Theory
	LL250 Law and the Environment
	LL278 Public International Law
	PH203 Philosophy of the Social Sciences
	SA213 European Social Policy
	EC201 Microeconomic Principles I
8	
Year 3	
9	GY324 Environmental Governance
10	GY325 Environment and Development
11 & 12	Two from: EC210 Macroeconomic Principles I 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
Notes	LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.

BSc Environment and Development

(formerly BSc Environmental Policy)

For first year students in 2011-12

Paper	Course number and title
See note	LSE100 The LSE Course: Understanding the causes of things
Year 1	
1	GY120 Environmental Change: Past, Present and Future
2	GY121 Sustainable Development
3	GY100 Environment, Economy and Society
4	One from: <i>Either</i> EC100 Economics A <i>or</i> EC102 Economics B AN100 Introduction to Social Anthropology EH101 The Internationalisation of Economic Growth, 1870 to the Present Day GV100 Introduction to Political Theory GY103 Contemporary Europe GY140 Methods in Spatial and Social Analysis HY113 From Empire to Independence: the Extra-European World in the Twentieth Century IR100 The Structure of International Society SA103 Population, Economy and Society
Year 2	
5	GY202 Introduction to Development in the South
6	GY220 Environment: Science and Society
7	GY222 Applied Environmental Economics
8	One from: EH220 Comparative Economic Development: Late Industrialisation in Russia, India and Japan GV265 States, Nations and Empires GY200 Economy, Society and Space GY201 Location and Spatial Analysis GY205 Political Geographies, Policy and Space GY240 Research Techniques (Spatial, Social and Environmental) (compulsory prerequisite for GY350 Independent Research Project) LL250 Law and the Environment

	SA221 Poverty, Social Exclusion and Social Change
Year 3	
9	GY324 Environmental Governance
10	GY325 Environment and Development
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 GY305 Applied Location and Spatial Analysis GY350 Independent Research Project (GY240 compulsory prerequisite)
Notes	LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.

BA Geography

For all first, second and third year students in 2011-12

Paper	Course number and title
See note	LSE100 The LSE Course: Understanding the causes of things
Year 1	
1	GY100 Environment, Economy and Society
2	GY140 Methods in Spatial and Social Analysis
3	<i>Either</i> GY103 Contemporary Europe <i>or</i> GY120 Environmental Change: Past, Present and Future
4	An approved paper taught outside the Department
Year 2	
5	GY2A0 Research Techniques (Spatial, Social and Environmental)
6, 7 & 8	Three units from: 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 Applied Environmental Economics 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 GY324 Environmental Governance GY325 Environment and Development One unit from 6-8 (excluding an LSE taught Outside Option)
Notes	LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification. Level 1 courses and modern language courses are not permitted as part of this degree programme in Years 2 and 3. Students wishing to study a modern language are encouraged to take one of the LSE Language Centre's extra-curricular courses.

BSc Geography with Economics

For all first, second and third year students in 2011-12

Paper Course number and title

See note LSE100 The LSE Course: Understanding the causes of things

Year 1

1 EC102 Economics B

2 *Either* MA100 Mathematical Methods or MA107 Quantitative Methods (Mathematics) (H) and ST107 Quantitative Methods (Statistics) (H)

3 GY100 Environment, Economy and Society

4 *Either* GY103 Contemporary Europe or GY140 Methods in Spatial and Social Analysis or ST102 Elementary Statistical Theory (not permitted if taking ST107 under paper 2) or GY120 Environmental Change: Past, Present and Future or GY121 Sustainable Development

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 Applied Environmental Economics

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

GY324 Environmental Governance

GY325 Environment and Development

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

Notes

LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.

Level 1 courses and modern language courses are not permitted as part of this degree programme in Years 2 and 3. Students wishing to study a modern language are encouraged to take one of the LSE Language Centre's extra-curricular courses.

4 An approved paper taught outside the Department

Year 2

5, 6, 7, 8 Four from:

a) Comparative Politics:

GV265 States, Nations and Empires

b) European Politics:

GV264 Politics and Institutions in Europe

c) Political Theory:

GV262 Contemporary Political Theory

d) Public Policy:

One from:

GV263 Public Policy Analysis

GV225 Public Choice and Politics

GV227 Politics of Economic Policy

e) 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 from the Government Selection List

10 *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).

Notes

LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.

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

GV353 Politics of Money, Finance and Trade in Comparative Perspective

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

BSc Government

For all first, second and third year students in 2011-12

Paper Course number and title

See note LSE100 The LSE Course: Understanding the causes of things

Year 1

1 GV101 Introduction to Political Science

2 GV100 Introduction to Political Theory

3 An approved paper taught outside the Department

BSc Government and Economics

For all first, second and third year students in 2011-12

Paper Course number and title

See note LSE100 The LSE Course: Understanding the causes of things

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:

14 Undergraduate Programme Regulations

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
LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.

Government Selection List A

Comparative Politics
GV264 Politics and Institutions of 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
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
GV353 Politics of Money, Finance and Trade in Comparative Perspective
Please note that a third year GV course cannot 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 2011-12

Paper Course number and title

See note LSE100 The LSE Course: Understanding the causes of things

Year 1

- 1 *Either* GV101 Introduction to Political Science *or* GV100 Introduction to Political Theory
2 One from:
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)
6 An approved paper from the Government Selection List A or B*
7 & 8 Two approved papers from the History Selection List A
Year 3
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
LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.

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
 GV353 Politics of Money, Finance and Trade in Comparative Perspective

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
 HY209 Democracy, Civil War and Dictatorship in Twentieth-Century Spain
 HY216 Four Reichs: Austria, Prussia and the Contest for Germany since 1618
 HY221 The History of Russia, 1682-1825
 HY226 The Great War 1914-1918
 HY230 The Early Colonial Empires: Europe and the World 1400-1750 (n/a 11/12)
 HY232 Frontiers of Nationalism, Statehood and Independence. The History of Eastern and South-Eastern Europe, 1914-1990
 HY233 Empire and Nation: Britain and India since 1750
 HY234 Muslims Christians and Jews in the Early Modern World (n/a 11/12)
 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)
 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 (n/a 11/12)
 HY303 Russia in Revolution, 1914-1921
 HY304 Germany's New Order in Europe, 1939-1945
 HY311 Limited War During the Cold War Era: The United States in Korea (1950-53) and Vietnam (1954-75)
 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 2011-12

Paper Course number and title

See note LSE100 The LSE Course: Understanding the causes of things

Year 1

- 1, 2 & 3 Three from: (including at least one from the following:
 (HY114 and HY117)
 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
 An approved paper taught outside the Department

4

Year 2

5

One from:
 EH205 Towns, Society and Economy in England and Europe 1450-1750 (n/a 11/12)

- EH238 The Industrial Revolution (n/a 11/12)
 HY216 Four Reichs: Austria, Prussia and Contest for Germany since 1618
 HY221 The History of Russia 1682-1825
 HY230 The Early Colonial Empires: Europe and the World 1400-1750 (n/a 11/12)
 HY233 Empire and Nation: Britain and India since 1750
 HY234 Muslims, Christians and Jews in the Early Modern World (n/a 11/12)
 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 (n/a 11/12)
 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 or EH206 The Evolution of Economic Policy in Advanced Economies (n/a 11/12) or EH207 The Making of an Economic Superpower: China since 1850

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

Notes

LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification

History Selection List A

- HY203 The Arab-Israeli Conflict: Nationalism, Territory, Religion (n/a 11/12)
 HY206 The International History of the Cold War, 1945-1975
 HY208 The History of the United States since 1783
 HY216 Four Reichs: Austria, Prussia and Contest for Germany since 1618
 HY221 The History of Russia, 1682-1825
 HY226 The Great War 1914-1918
 HY230 The Early Colonial Empires: Europe and the World 1400-1750 (n/a 11/12)
 HY232 Frontiers of Nationalism, Statehood and Independence. The History of Eastern and South-Eastern Europe, 1914-1990
 HY233 Empire and Nation: Britain and India since 1750
 HY234 Muslims, Christians and Jews in the Early Modern World (n/a 11/12)
 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)
 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 (n/a 11/12)
 HY303 Russia in Revolution, 1914-1921
 HY304 Germany's New Order in Europe, 1939-1945
 HY311 Limited War During the Cold War Era: The United States in Korea (1950-53) and Vietnam (1954-75)
 HY315 The European Enlightenment, c.1680-1799
 HY319 Napoleon and Europe
 HY320 The Cold War Endgame
 HY321 The Struggle for the Persian Gulf, 1951-2003

BSc Human Resource Management and Employment Relations

For all first, second and third year students in 2011-12

Paper Course number and title

See note	LSE100 The LSE Course: Understanding the causes of things
Year 1	
1	ID100 Employment Relations
2, 3 & 4	Three from: AN100 Introduction to Social Anthropology EC100 Economics A or EC102 Economics B <i>Either</i> GV101 Introduction to Political Science or GV100 Introduction to Political Theory IS143 Information Technology and Society <i>Either</i> 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 <i>Either</i> 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 and Organisational Behaviour
10, 11 & 12	Three from Groups A and B below (must include at least one of the 3rd year options)
Notes	LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.

Group A

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

ID200	Organisational Theory and Behaviour
ID222	Managing Employment Law (H)
ID301	Leadership in Organisations: Theory and Practice
ID316	Managing Diversity in Organisations (H) (Third year only)
ID399	Employment Relations Project (Third year only)
MG204	Capitalism, Democracy and Work in Comparative Perspective (n/a 11/12)
MN307	Aspects of Marketing Management (H)
SO212	Work, Management and Globalisation (n/a 11/12)

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)
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 (n/a 11/12) Two approved papers taught outside the Department (2nd and 3rd year papers only, any 1st year paper requires the permission of the Departmental Tutor)

LLB

For all first, second and third year students in 2011-12

Paper Course number and title

See note	LSE100 The LSE Course: Understanding the causes of things
Year 1	
1	LL104 Law of Obligations
2	LL105 Property I (H) and LL109 Introduction to The Legal System (H)
3	LL106 Public Law
4	LL108 Criminal Law
Year 2	
5, 6, 7 & 8	At least three courses from Selection List A, and not more than two half-unit 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 List A, and not more than four half-units subjects from Selection List B to the value of three whole subjects.
Notes	LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.

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
LL241	Introduction to Civil Law
LL242	International Protection of Human Rights
LL250	Law and the Environment
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 and the Bar Standards Board as meeting the requirements for completing the academic stage of legal education for solicitors or barristers. For further information contact the Law Department.

BSc International Relations

For all first, second and third year students in 2011-12

Paper Course number and title

See note LSE100 The LSE Course: Understanding the causes of things

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
HY221 The History of Russia, 1682-1825
HY226 The Great War, 1914-1918
HY230 The Early Colonial Empires: Europe and the World 1400-1750 (n/a 11/12)
HY232 Frontiers of Nationalism, Statehood and Independence: The History of Eastern and South-Eastern Europe 1914-1990
HY233 Empire and Nation: Britain and India since 1750
HY235 Modernity and the State in East Asia: China, Japan and Korea since 1840
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)
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 (n/a 11/12)
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 (n/a 11/12)

IR311 Europe's Institutional Order

IR312 Genocide

IR313 Managing China's Rise in East Asia

IR314 Southeast Asia: Intra-regional Politics and Security

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

LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.

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

- | | |
|-------|---|
| EC230 | Economics in Public Policy |
| EH220 | Comparative Economic Development: Late Industrialisation in Russia, India and Japan |
| EH225 | Latin America and the International Economy |
| 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 (n/a 11/12) |
| 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 2011-12

Paper Course number and title

See note LSE100 The LSE Course: Understanding the causes of things

Year 1

- 1 IR100 The Structure of International Society
- 2 HY116 International History since 1890
- 3 & 4 Two from:
HY113 From Empire to Independence: The Extra European

18 Undergraduate Programme Regulations

	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	<i>Either</i> IR202.1 Foreign Policy Analysis I <i>or</i> IR203 International Organisations
7 & 8	Two from: EH206 The Evolution of Economic Policy in Advanced Economies (n/a 11/12) 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 HY216 Four Reichs: Austria, Prussia and the Contest for Germany since 1618 HY221 The History of Russia 1682-1825 HY226 The Great War 1914-1918 HY230 The Early Colonial Empires: Europe and the World 1400-1750 (n/a 11/12) HY232 Frontiers of Nationalism, Statehood and Independence. The History of Eastern and South-Eastern Europe, 1914-1990 HY233 Empire and Nation: Britain and India since 1750 HY234 Muslims, Christians and Jews in the Early Modern World (n/a 11/12) HY235 Modernity and the State in East Asia: China, Japan and Korea since 1840 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 (n/a 11/12) 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 (n/a 11/12) IR311 Europe's Institutional Order IR312 Genocide IR313 Managing China's Rise in East Asia IR314 Southeast Asia: Intra-regional Politics and Security
11	One from: HY302 Anglo-Spanish Relations in the Age of Elizabeth I and Philip II (n/a 11/12) HY303 Russia in Revolution, 1914-21 HY304 Germany's New Order in Europe, 1939-1945 HY311 Limited War During the Cold War Era: The United States in Korea (1950-53) and Vietnam (1954-75) HY314 Representing the Past: Historiography and Historical Methods HY315 European Enlightenment, c1680-1799 HY319 Napoleon and Europe HY320 The Cold War Endgame HY321 The Struggle for the Persian Gulf, 1951-2003
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

LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.

BSc Management

For all first, second and third year students in 2011-12

Paper Course number and title

See note LSE100 The LSE Course: Understanding the causes of things

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

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

Notes

LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.

Group A, Accounting and Finance

AC211 Managerial Accounting

FM300 Corporate Finance, Investments and Financial Markets

FM212 Principles of Finance

AC330 Financial Accounting, Analysis and Valuation

AC340 Auditing, Governance and Risk Management

Group B, Economics and Economic History

EC210 Macroeconomic Principles

EC313 Industrial Economics

EC317 Labour Economics

EH206 The Evolution of Economic Policy in Advanced Economies (n/a 11/12)

EH207 The Making of an Economic Superpower: China since 1850

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

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

EH326 Innovation and Finance in the 19th and 20th Centuries (n/a 11/12)

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	Theories of Regional Development and Change

Group E, Public Policy and Legal Context of Management

EC230	Economics in Public Policy
GV225	Public Choice and Politics
GV227	The Politics of Economic Policy
LL209	<i>Either</i> Commercial Law <i>or</i>
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 (n/a 11/12)

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 all first, second and third year students in 2011-12

Paper Course number and title

See note LSE100 The LSE Course: Understanding the causes of things

Year 1

1	MA107 Quantitative Methods (Mathematics) (H) <i>and</i> ST107 Quantitative Methods (Statistics) (H)
2	<i>Either</i> EC100 Economics A <i>or</i> 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: 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 <i>or</i> EC202 Microeconomic Principles II <i>or</i> 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
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 (n/a 11/12)
ST226 Actuarial Investigations - Financial (H)
ST307 Aspects of Market Research (H)

12	Papers to the value of one unit from 10&11 above <i>or</i> (subject to approval by the Departmental Tutor) any other paper which is normally available only to second <i>or</i> third year students taught within the School <i>or</i> at other colleges of the University where practicable.
----	---

Notes LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.

BSc Mathematics and Economics

For all first, second and third year students in 2011-12

Paper Course number and title

See note LSE100 The LSE Course: Understanding the causes of things

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) <i>and</i> MA201 Further Mathematical Methods (Linear Algebra) (H)
7	EC210 Macroeconomic Principles <i>or</i> EC221 Principles of Econometrics <i>or</i> FM212 Principles of Finance (formerly AC212)
8	(a) MA203 Real Analysis (H) and one of (i) MA208 Optimisation Theory (H) <i>or</i> (ii) MA209 Differential Equations (H) or (iii) MA210 Discrete Mathematics (H) <i>or</i> (iv) MA211 Algebra and Number Theory (H) <i>or</i> (b) Any other paper approved by the Departmental Tutor

Year 3

9	One from: EC301 Advanced Economic Analysis (if EC210 was taken under paper 7) EC302 Political Economy (if EC210 was taken under paper 7) EC309 Econometric Theory (if EC221 was taken under paper 7) EC313 Industrial Economics EC319 Economic Theory and its Applications EC321 Monetary Economics (if EC210 was taken under paper 7)
---	--

10	Courses to the value of one unit from the following, but at most one MA2** can be taken: MA208 Optimisation Theory (H) (if not taken under 8 above <i>or</i> 12 below) MA209 Differential Equations (H) (if not taken under 8 above <i>or</i> 12 below) MA210 Discrete Mathematics (H) (if not taken under 8 above <i>or</i> 12 below) MA211 Algebra and Number Theory (H) (not to be taken with MA315) 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)
----	--

- 11 MA316 Graph Theory (H)
MA317 Complex Analysis (H)
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)
EC302 Political Economy (if EC210 was taken under paper 7)
EC309 Econometric Theory (if not taken under paper 9)
EC313 Industrial Economics (if not taken under paper 9)
EC319 Economic Theory and its Applications (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
ST202 Probability, Distribution Theory and Inference
Another third year paper in Mathematics or Economics (MA3** or EC3**) with the approval of the Departmental 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) or MA211 Algebra and Number Theory (H) (not to be taken with MA315)
If option (a) was taken under paper 8 then:

A further paper to the value of one unit from papers 10 and 11 but no more than one MA2** course can be taken in year three.

Any other paper approved by the Departmental Tutor

Notes LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.

BSc Mathematics with Economics

For all first and second year students in 2011-12

Paper Course number and title

See note LSE100 The LSE Course: Understanding the causes of things

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 MA203 Real Analysis (H)
8 Courses to the value of 1.5 units from:
MA208 Optimisation Theory (H)
MA209 Differential Equations (H)
MA210 Discrete Mathematics (H)
MA211 Algebra and Number Theory (H)
ST202 Probability, Distribution Theory and Inference

Year 3

- 9 EC210 Macroeconomic Principles **or**
EC221 Principles of Econometrics **or**
EC319 Economic Theory and its Applications

- 10 & 11 Courses to the value of two units from the following (no more than one MA2** course and no more than two of the listed ST courses can be taken):

MA208 Optimisation Theory (H) (if not taken under 8)
MA209 Differential Equations (H) (if not taken under 8)
MA210 Discrete Mathematics (H) (if not taken under 8)
MA211 Algebra and Number Theory (H) (if not taken under 8)
MA300 Game Theory
MA301 Game Theory I (H)
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)
MA317 Complex Analysis (H)
ST300 Regression and Generalised Linear Models (H)
ST302 Stochastic Processes (H)
ST304 Time Series and Forecasting (H)
ST308 Bayesian Inference (H)

- 12 Any other paper approved by the Course Tutor.

Notes LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.

BSc Philosophy and Economics

For first and second year students in 2011-12

Paper Course number and title

See note LSE100 The LSE Course: Understanding the causes of things

Year 1

- 1 EC102 Economics B
2 and 3 *Either* MA107 Quantitative Methods (Mathematics) (H) *and* ST107 Quantitative Methods (Statistics) (H) *and* PH101 Logic **or** MA100 Mathematical Methods **and** ST102 Elementary Statistical Theory
4 PH103 Reason, Knowledge and Values: An Introduction to Philosophy

Year 2

- 5 An approved paper from the Philosophy Selection List below
6 *Either* PH101 Logic (must be taken if not taken under paper 3) **or** an approved paper from the Philosophy Selection List below
7 *Either* EC201 Microeconomic Principles I **or** EC202 Microeconomic Principles II
8 EC210 Macroeconomic Principles

Year 3

- 9 An approved paper from the Philosophy Selection List below
10 *Either* (a) an approved paper taught outside the Departments of Philosophy and Economics *or* (b) an approved paper from the Economics or Philosophy Selection List below
11 An approved paper from the Economics Selection List below

- 12 PH211 Philosophy of Economics

Notes LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.

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
PH218	Philosophy of the Biological and Cognitive Sciences
PH220	Evidence and Scientific Method
PH221	Problems in Analytic Philosophy
PH222	Philosophy and Public Policy
PH299	Essay on an approved subject in Philosophy (third year only)

Economics Selection List

EC220	<i>Either</i> Introduction to Econometrics or EC221 Principles of Econometrics
EC301	Advanced Economic Analysis
EC302	Political Economy
EC303	Economic Policy Analysis
EC307	Development Economics
EC311	History of Economics: How Theories Change
EC313	Industrial Economics
EC315	International Economics
EC317	Labour Economics
EC319	Economic Theory and its Applications
EC321	Monetary Economics
EC325	Public Economics

BSc Philosophy and Economics*For third year students in 2011-12***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) or MA100 Mathematical Methods
3	<i>Either</i> PH101 Logic or ST102 Elementary Statistical Theory (cannot be taken with ST107)
4	PH103 Reason, Knowledge and Values: An Introduction to Philosophy
Year 2	
5	An approved paper from the Philosophy Selection List below
6	<i>Either</i> PH101 Logic (must be taken if not taken under paper 3) or an approved paper from the Philosophy Selection List below
7	<i>Either</i> EC201 Microeconomic Principles I or 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 <i>or</i> an approved paper from the Philosophy 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
PH218	Philosophy of the Biological and Cognitive Sciences
PH220	Evidence and Scientific Method
PH221	Problems in Analytic Philosophy
PH222	Philosophy and Public Policy
PH299	Essay on an approved subject in Philosophy (third year only)

Economics Selection List

EC220	<i>Either</i> 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	Economic Theory and its Applications
EC321	Monetary Economics
EC325	Public Economics

BSc Philosophy, Logic and Scientific Method*For first and second year students in 2011-12***Paper Course number and title**

See note	LSE100 The LSE Course: Understanding the causes of things
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> PH213 Scientific Revolutions: Philosophical and Historical Issues <i>or</i> PH220 Evidence and Scientific Method
6, 7, & 8	Three from: Up to three papers from the Philosophy Selection List below
	An approved paper outside the Department
Year 3	
9, 10, 11 & 12	Four from:

The Philosophy Selection List below

An approved paper taught outside the Department

Notes LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.

Philosophy Option 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
PH218	Philosophy of the Biological and Cognitive Sciences
PH220	Evidence and Scientific Method
PH221	Problems in Analytic Philosophy
PH222	Philosophy and Public Policy
PH299	Essay on an approved subject in Philosophy (3rd year only)

BSc Philosophy, Logic and Scientific Method*For third year students in 2011-12***Paper Course number and title**

Year 1	
1	PH103 Reason Knowledge and Values: An Introduction to Philosophy

22 Undergraduate Programme Regulations

- 2 PH101 Logic
 3 & 4 Two approved papers taught outside the Department
 Year 2
 5 PH201 Philosophy of Science *or*
 PH203 Philosophy of the Social Sciences *or*
 PH213 Scientific Revolutions: Philosophical and Historical
 Issues *or*
 PH220 Evidence and Scientific Method
 6, 7, & 8 Three from: Up to three papers from the Philosophy
 Selection List below
 An approved paper outside the Department
 Year 3
 9, 10,
 11 & 12 Four from:
 the Philosophy Selection List below
 An approved paper taught outside the Department

Philosophy Option 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
 PH218 Philosophy of the Biological and Cognitive Sciences
 PH220 Evidence and Scientific Method
 PH221 Problems in Analytic Philosophy
 PH222 Philosophy and Public Policy
 PH299 Essay on an approved subject in Philosophy (3rd year only)

BSc Politics and Philosophy

For all first year students in 2011-12

Paper Course number and title

- See note LSE100 The LSE Course: Understanding the causes of things
 Year 1
 1 PH101 Logic
 2 PH103 Reason Knowledge and Values: An Introduction to
 Philosophy
 3 GV100 Introduction to Political Theory
 4 GV101 Introduction to Political Science
 Year 2
 5 A Paper from the Government selection lists A or B or an
 approved paper taught outside of the Government and
 Philosophy Departments.
 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 PH213 Scientific Revolutions: Philosophical and
 Historical Issues
or PH220 Evidence and Scientific Method
 Year 3
 9 An approved paper from the Government Selection List B
 10 PH222 Philosophy and Public Policy
 11 A Paper from the Government selection lists A or B or an
 approved paper taught outside of the Government and
 Philosophy Departments if an outside option was not
 taken as paper 5.
 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
Notes LSE100 is taken by all students in the Lent Term of
 Year 1 and the Michaelmas Term of Year 2. The course
 is compulsory but does not affect the final degree
 classification.

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
 GV353 Politics of Money, Finance and Trade in Comparative
 Perspective

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
 PH218 Philosophy of the Biological and Cognitive Sciences
 PH220 Evidence and Scientific Method
 PH221 Problems in Analytic Philosophy

BSc Politics and Philosophy

For second and third year students in 2011-12

Paper Course number and title

- See note LSE100 The LSE Course: Understanding the causes of
 things
 Year 1
 1 PH101 Logic
 2 PH103 Reason Knowledge and Values: An Introduction to
 Philosophy
 3 **Either** 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 PH213 Scientific Revolutions: Philosophical and
 Historical Issues
or PH220 Evidence and Scientific Method
 Year 3
 9 An approved paper from the Government Selection List B
 10 PH222 Philosophy and Public Policy

- 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
- Notes** LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.

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
GV353 Politics of Money, Finance and Trade in Comparative Perspective

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
PH218 Philosophy of the Biological and Cognitive Sciences
PH220 Evidence and Scientific Method
PH221 Problems in Analytic Philosophy

BA/BSc Social Anthropology

For all first, second and third year students in 2011-12

Paper Course number and title

See note LSE100 The LSE Course: Understanding the causes of things

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 Special Essay Paper in Social Anthropology
- Notes** *Students must take ethnographic options to the value of at least half a unit under papers 8 and 11
LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.

Anthropology Selection List A

- AN205 The Anthropology of Melanesia (H) (n/a 11/12)
AN216 Cognition and Anthropology (H)
AN221 The Anthropology of Christianity (H) (n/a 11/12)
AN223 The Anthropology of South East Asia (H)
AN230 The Anthropology of Industrialisation and Industrial Life (H)
AN235 The Anthropology of Southern Africa (H) (n/a 11/12)
AN237 The Anthropology of Development (H) (n/a 11/12)
AN238 Anthropology and Human Rights (H) (n/a 11/12)
AN240 Investigating the Philippines: New Approaches and Ethnographic Contexts (H) (n/a 11/12)
AN241 The Anthropology of India (H) (n/a 11/12)
AN243 Children and Youth in Contemporary Ethnography (H) (n/a 11/12)
AN244 Anthropology and Media (H)
AN245 The Anthropology of Borders and Boundaries (H) (n/a 11/12)
AN246 The Anthropology of Post-Soviet Eurasia (H)
AN247 Anthropological Approaches to Questions of Being (H) (n/a 11/12)
AN248 Ethnography of a Selected Region (H) (n/a 11/12)
AN249 Research Methods in Social Anthropology (H) (n/a 11/12)
AN250 The Anthropology of South Asia (H) (n/a 11/12)
AN265 Medical Anthropology (H) (n/a 11/12)
AN268 Anthropology of Schooling (H)
An approved paper taught outside the Department

BSc Social Policy

For all first, second and third year students in 2011-12

Paper Course number and title

See note LSE100 The LSE Course: Understanding the causes of things

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
SA104 Social Economics and Policy
SA105 Crime and Society

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 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

24 Undergraduate Programme Regulations

- 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 **Either** one from the Selection List below *or* an approved paper taught outside the Department

Notes LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.

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 11/12)
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* (n/a 11/12)
SA309 Crime Control: Ideas and Controversies

Notes *If not taken under papers 2 and 3 above

BSc Social Policy and Criminology

For first and second year students in 2011-12

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 SA222 Principles of Social Policy
6 SA218 Criminological Perspectives
7 SA201 Research Methods for Social Policy
8 *Either* a paper from the Social Policy Selection List *or* an approved paper taught outside the Department
- Year 3
9 SA320 Comparative and International Social Policy
10 SA309 Crime Control: Ideas and Controversies
11 A paper from the Social Policy Selection List
12 **Either** SA349 A Long Essay on an Approved Topic **or** 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 (n/a 11/12)
SA213 European Social Policy
SA221 Poverty, Social Exclusion and Social Change
SA250 Demographic Description and Analysis (n/a 11/12)
SA217 Psychology of Crime and Criminal Justice

*If not taken under Paper 3 above

BSc Social Policy and Criminology

For third year students in 2011-12

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 *Either* a paper from the Social Policy Selection List *or* an approved paper taught outside the Department
- Year 3
9 SA320 Comparative and International Social Policy
10 SA309 Crime Control: Ideas and Controversies
11 A paper from the Social Policy Selection List
12 **Either** SA349 A Long Essay on an Approved Topic **or** 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 (n/a 11/12)
SA213 European Social Policy
SA221 Poverty, Social Exclusion and Social Change
SA222 Principles of Social Policy
SA250 Demographic Description and Analysis (n/a 11/12)

*If not taken under Paper 3 above

BSc Social Policy and Economics

For all first, second and third year students in 2011-12

Paper Course number and title

- See note LSE100 The LSE Course: Understanding the causes of things
- Year 1
1 SA100 Foundations of Social Policy
2 EC102 Economics B
3 MA107 Quantitative Methods (Mathematics) (H) *and* 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 *Either* EC210 Macroeconomic Principles *or* 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 *Either* The paper not taken under No 7 *or* a paper from the Social Policy or Economics Selection Lists
12 *Either* a paper from the Social Policy or Economics Selection Lists *or* an approved paper taught outside the Departments of Social Policy and Economics

Notes

LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.

Social Policy 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 11/12)
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 (n/a 11/12)
SA309	Criminal Justice Policy
SA349	A Long Essay on an Approved Topic

Economics Selection List

EC301	Advanced Economic Analysis
EC302	Political Economy
EC303	Economic Policy Analysis
EC307	Development Economics
EC311	History of Economics: How Theories Change
EC313	Industrial Economics
EC315	International Economics
EC317	Labour Economics
EC319	Economic Theory and its Applications
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 2011-12

Paper Course number and title

See note LSE100 The LSE Course: Understanding the causes of things

Year 1

1	Either 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

Notes

LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.

Sociology Selection List

Year	Course
2,3	GV350 Theories and Problems of Nationalism
2,3	SO203 Political Sociology
2,3	SO208 Gender and Society (n/a 11/12)
2,3	SO210 Crime, Deviance and Control
2,3	SO211 Sociology of Health and Medicine
2,3	SO212 Work, Management and Globalisation (n/a 11/12)
2,3	SO307 Human Rights, Social Suffering and Justice

Social Policy Selection List

SA103	Population, Economy and Society
SA104	Social Economics and Policy
SA105	Crime and Society
SA204	Education Policy (n/a 11/12)
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 (n/a 11/12)
SA309	Criminal Justice Policy
SA349	A Long Essay on an Approved Topic

BSc Social Policy with Government

For all first, second and third year students in 2011-12

Paper Course number and title

See note LSE100 The LSE Course: Understanding the causes of things

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

LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.

Social Policy 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 11/12)
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 (n/a 11/12)
SA309	Criminal Justice Policy
SA349	A Long Essay on an Approved Topic

BSc Sociology

For all first, second and third year students in 2011-12

Paper Course number and title

See note LSE100 The LSE Course: Understanding the causes of things

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	Either PS102 Self, Others and Society: Perspectives on Social and Applied Psychology or an approved level 1 paper taught outside the Department or 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 or an approved paper taught outside the Department

Notes

LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.

Sociology Selection List

PS203	Societal Psychology: Theory and Applications
SO203	Political Sociology
SO208	Gender and Society (n/a 11/12)
SO210	Crime, Deviance and Control
SO211	Sociology of Health and Medicine
SO212	Work, Management and Globalisation (n/a 11/12)
SO224	The Sociology of Race and Ethnicity
SO307	Human Rights, Social Suffering and Justice

BSc Statistics with Finance

For first year students in 2011-12.

Paper Course number and title

See note LSE100 The LSE Course: Understanding the causes of things.

Year 1

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

*Note that AC100 is a pre-requisite for all AC courses under paper 12

Year 2

5	MA200 Further Mathematical Methods (Calculus) (H) MA201 Further Mathematical Methods (Linear Algebra) (H)
6	ST202 Probability, Distribution Theory and Inference
7	Courses to the value of one unit from the list below: ST205 Sample Surveys and Experiments (H) ST211 Applied Regression (H) ST212 Applied Statistics Project (H) ST226 Actuarial Investigations - Financial (H) ST227 Survival Models (H) MA103 Introduction to Abstract Mathematics (if not taken under paper 4) MA203 Real Analysis (H) MA208 Optimisation Theory (H) MA209 Differential Equations (H) MA210 Discrete Mathematics (H)
8	FM212 Principles of Finance

Year 3

9	ST300 Regression and Generalised Linear Models (H) ST304 Time Series and Forecasting (H)
10	Courses to the value of one unit from the list below: ST302 Stochastic Processes (H) ST305 Actuarial Mathematics: Life ST306 Actuarial Mathematics: General (H) ST308 Bayesian Inference (H) ST330 Stochastic and Actuarial Methods in Finance MA203 Real Analysis (H) MA208 Optimisation Theory (H) MA209 Differential Equations (H) MA210 Discrete Mathematics (H) MA300 Game Theory MA301 Game Theory I (H) 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)
11	FM300 Corporate Finance, Investments and Financial Markets or FM320 Quantitative Finance
12	Courses to the value of one unit from paper 10 or the list below: FM300 Corporate Finance, Investments and Financial Markets or FM320 Quantitative Finance AC211 Managerial Accounting AC310 Management Accounting, Financial Management and Organisational Control AC330 Financial Accounting, Analysis and Valuation AC340 Auditing, Governance and Risk Management EC202 Microeconomic Principles II EC210 Macroeconomic Principles EC221 Principles of Econometrics EC313 Industrial Economics EC321 Monetary Economics ID200 Organisational Theory and Behaviour

IS340 Information Systems in Business
 LL209 Commercial Law
 LL210 Information Technology and the Law
 MN200 The Process of Management
 MN302 International Marketing: A Strategic Approach
 MN303 International Context of Management (H)
 MN304 Strategy (H)
 MN307 Aspects of Marketing Management (H)
 OR202 Operational Research Methods (H)
 OR301 Model Building in Operational Research
 OR304 Decision Sciences in Theory and Practice
 OR307 Simulation Modelling and Analysis (H)
 PH201 Philosophy of Science
 PH211 Philosophy of Economics
 SA250 Demographic Description and Analysis
 SO212 Work, Management and Globalisation (n/a 11/12)
 ST205 Sample Surveys and Experiments (H)
 ST226 Actuarial Investigations: Financial (H)
 ST227 Survival Models (H)

Notes LSE100 is taken by all students in the Lent Term of Year 1 and the Michaelmas Term of Year 2. The course is compulsory but does not affect the final degree classification.

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
 LN100 Russian Language and Society 3 (Advanced)
 LN101 Russian Language and Society 1 (Beginner)

LN102 Russian Language and Society 2 (Intermediate)
 LN104 Mandarin Language and Society 1 (Beginner)
 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)
 LN140 Mandarin Language and Society 3 (Proficiency)
 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
 LN253 European Literature and Society
 LN320 Spanish Language and Society 5 (Mastery)
 LN330 French Language and Society 5 (Mastery)
 MA100 Mathematical Methods
 MA103 Introduction to Abstract Mathematics
 MA107 &
 ST107 Quantitative Methods (Mathematics) (H) and 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
 ST107 Quantitative Methods (Statistics)
 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.

AC100 Elements of Accounting and Finance
 AC310 Management Accounting, Financial Management and Organizational Control
 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 (n/a 11/12)

28 Undergraduate Programme Regulations

AN216	Cognition and Anthropology	GV310	Democracy and Democratisation
AN221	The Anthropology of Christianity	GV350	Theories and Problems of Nationalism
AN223	The Anthropology of South-East Asia	GV351	Government, Politics and Public Policy in the European Union
AN226	Political and Legal Anthropology	GY100	Environment, Economy and Society
AN227	The Anthropology of Economic Institutions and their Social Transformations	GY103	Contemporary Europe
AN230	The Anthropology of Industrialization and Industrial Life	GY120	The Natural Environment
AN235	The Anthropology of Southern Africa	GY121	Environmental Change and Sustainable Development
AN237	The Anthropology of Development	GY200	Economy, Society and Space
AN238	Anthropology and Human Rights	GY201	Location and Spatial Analysis
AN240	Investigating the Philippines: New Approaches and Ethnographic Contexts (n/a 11/12)	GY202	Introduction to Development in the South
AN241	The Anthropology of India	GY205	Political Geographies, Policy and Space
AN242	Social Anthropology and Darwinian Theories (n/a 11/12)	GY220	Environment: Science and Society
AN243	Children and Youth in Contemporary Ethnography (n/a 11/12)	GY222	Applied Environmental Economics
AN244	Anthropology and Media	GY244	London's Geographies: An Introduction to Cultural and Historical Geography
AN245	The Anthropology of Borders and Boundaries	GY300	Theories of Regional Development and Change
AN246	The Anthropology of Post-Soviet Eurasia	GY301	Political Geography of Development and the South
AN247	Anthropological Approaches to Questions of Being (n/a 11/12)	GY302	Urban Development: Politics, Policy and Planning
AN248	Ethnography of a Selected Region (n/a 11/12)	GY303	The Geography of Gender: Global Perspectives
AN250	The Anthropology of South Asia (H) (n/a 11/12)	GY321	Environmental Politics and Policy
AN265	Medical Anthropology (n/a 11/12)	GY323	Environmental Assessment and Management
AN268	Anthropology of Schooling (H)	HY101	The European Civil War 1890-1990
EC100	Economics A	HY113	From Empire to Independence: the Extra-European World in the Twentieth Century
EC102	Economics B	HY114	War and Society from the Renaissance to the Napoleonic Era, c.1500-1815
EC201	Microeconomic Principles I	HY116	International History since 1890
EC202	Microeconomic Principles II	HY117	Rule Britannia: Britain and Empire from 1780 to the Present Day
EC210	Macroeconomic Principles	HY203	The Arab-Israeli Conflict: Nationalism, Territory, Religion
EC221	Principles of Econometrics	HY206	The International History of the Cold War, 1945-1975
EC230	Economics in Public Policy	HY208	The History of the United States since 1783
EC301	Advanced Economic Analysis	HY209	Democracy, Civil War and Dictatorship in Twentieth-Century Spain
EC302	Political Economy	HY216	Four Reichs: Austria, Prussia and the Contest for Germany since 1618
EC303	Economic Policy Analysis	HY221	The History of Russia, 1682-1825
EC307	Development Economics	HY226	The Great War 1914-1918
EC311	History of Economics: How Theories Change	HY230	Early Colonial Empires: Europe and the World 1400-1750
EC313	Industrial Economics	HY232	Frontiers of Nationalism, Statehood and Independence: the History of South-Eastern Europe 1914-1990
EC315	International Economics	HY233	Empire and Nation: Britain and India since 1750
EC317	Labour Economics	HY238	The Cold War and European Integration, 1947-1992
EC319	Mathematical Economics	HY239	Latin America and the United States since 1898
EC321	Monetary Economics	HY302	Anglo-Spanish Relations in the Age of Elizabeth I
EC325	Public Economics	HY303	Russia in Revolution, 1914-1921
EC333	Problems of Applied Econometrics	HY311	Limited War During the Cold War Era: The United States in Korea (1950-53) and Vietnam (1954-75)
EH101	Internationalization of Economic Growth	HY315	The European Enlightenment, c.1680-1799
EH203	From Money to Finance: European Financial History, 800-1750	HY319	Napoleon and Europe
EH205	Towns, Society and Economy in England and Europe, 1450-1750 (n/a 11/12)	HY320	The Cold War Endgame
EH206	The Evolution of Economic Policy in Advanced Economies (n/a 11/12)	ID100	Employment Relations
EH207	The Making of an Economic Superpower: China since 1850	ID200	Organisational Theory and Behaviour
EH220	Comparative Economic Development: Late Industrialisation in Russia, India and Japan	ID222	Managing Employment Law
EH225	Latin America and the International Economy	ID290	Human Resource Management
EH238	The Industrial Revolution (n/a 11/12)	ID316	Managing Diversity in Organisations
EH240	Business and Economic Performance since 1945: Britain in International Context	IR200	International Political Theory
EH315	Africa and the World Economy (n/a 11/12)	IR202.1	Foreign Policy Analysis 1
FM212	Principles of Finance	IR203	International Organisations
FM300	Corporate Finance, Investments and Financial Markets	IR302	The Ethics of War
FM320	Quantitative Finance	IR304	The Politics of International Economic Relations
GV100	Introduction to Political Theory	IR305	Strategic Aspects of International Relations
GV101	Introduction to Political Science	IR306	Sovereignty, Rights and Justice: Issues in IPT
GV225	Public Choice and Politics	IR308	Systemic Change in the Twentieth Century: Theories of the Cold War (n/a)
GV227	The Politics of Economic Policy	IR311	Europe's Institutional Order
GV262	Contemporary Political Theory	IS340	Information Systems in Business
GV263	Public Policy Analysis	LL104	Law of Obligations
GV264	Politics and Institutions in Europe	LL105	Property I
GV265	States, Nations and Empires	LL106	Public Law
GV302	Key Themes in the History of Political Thought	LL108	Criminal Law

LL109	Introduction to the Legal System	PH103	Reason, Knowledge and Values: An Introduction to Philosophy
LL201	Administrative Law	PH201	Philosophy of Science
LL202	Commercial Contracts	PH203	Philosophy of the Social Sciences
LL204	Advanced Torts	PH211	Philosophy of Economics
LL205	Medical Law	PH213	Scientific Revolutions: Philosophical & Historical Issues
LL209	Commercial Law	PH214	Morality and Values
LL210	Information Technology and the Law	PH217	Set Theory and Further Logic
LL221	Family Law	PH218	Philosophy of the Biological and Cognitive Sciences
LL232	Law and Institutions of the European Union	PH220	Evidence and Scientific Method
LL233	Law of Evidence	PH221	Problems of Analytic Philosophy
LL241	Introduction to Civil Law	PS102	Self, Others and Society: Perspectives on Social and Applied Psychology
LL250	Law and The Environment	PS203	Societal Psychology: Theory and Applications
LL259	Legal and Social Change since 1750	SA100	Foundations of Social Policy
LL272	Outlines of Modern Criminology	SA101	Sociology and Social Policy
LL275	Property II	SA103	Population, Economy and Society
LL278	Public International Law	SA104	Social Economics and Policy
LL284	Sentencing and Treatment of Offenders	SA105	Crime and Society
LL293	Taxation	SA201	Research Methods for Social Policy
LL295	Media Law	SA204	Education Policy (n/a 11/12)
LL300	Competition Law	SA213	European Social Policy
LN100	Russian Language and Society 3 (Advanced)	SA217	Psychology of Crime and Criminal Justice
LN101	Russian Language and Society 1 (Beginner)	SA218	Criminological Perspectives
LN102	Russian Language and Society 2 (Intermediate)	SA221	Poverty, Social Exclusion and Social Change
LN104	Mandarin Language and Society 1 (Beginner)	SA222	Principles of Social Policy
LN110	German Language and Society 3 (Advanced)	SA250	Demographic Description and Analysis (n/a 11/12)
LN112	German Language and Society 2 (Intermediate)	SA309	Crime Control: Ideas and Controversies
LN120	Spanish Language and Society 3 (Advanced)	SA320	Comparative and International Social Policy
LN121	Spanish Language and Society 1 (Beginner)	SO100	Key Concepts in Sociology: An Introduction to Sociological Theory
LN122	Spanish Language and Society 2 (Intermediate)	SO110	Key Issues in Contemporary Societies: An Introduction to Contemporary Sociology
LN130	French Language and Society 3 (Advanced)	SO201	Sociological Analysis
LN131	French Language and Society 1 (Beginner)	SO203	Political Sociology
LN132	French Language and Society 2 (Intermediate)	SO208	Gender and Society (n/a 11/12)
LN140	Mandarin Language and Society 3 (Advanced)	SO210	Crime, Deviance and Control
LN200	Russian Language and Society 4 (Proficiency)	SO211	Sociology of Health and Medicine
LN210	German Language and Society 4 (Proficiency)	SO212	Work, Management and Globalisation (n/a 11/12)
LN220	Spanish Language and Society 4 (Proficiency)	SO221	Issues and Methods of Social Research
LN230	French Language and Society 4 (Proficiency)	SO224	The Sociology of Race and Ethnicity
LN250	English Literature and Society	SO250	Multi-Culture and Multi-Culturalism
LN251	Comparative Literature and Society	SO305	Environmentalism: theory, politics and practice
LN252	Contemporary Literature and Global Society	SO306	Atrocity, Suffering and Human Rights
LN320	Spanish Language and Society 5 (Mastery)	SO307	Human Rights, Social Suffering and Justice
LN330	French Language and Society 5 (Mastery)	ST102	Elementary Statistical Theory
MA100	Mathematical Methods	ST103	Statistical Methods for Social Research
MA103	Introduction to Abstract Mathematics	ST107	Quantitative Methods (Statistics)
MA107	Quantitative Methods (Mathematics)	ST108	Probability and Statistics for the Social Sciences
MA110	Basic Quantitative Methods	ST201	Statistical Models and Data Analysis
MA200	Further Mathematical Methods (Calculus)	ST202	Probability, Distribution Theory and Inference
MA201	Further Mathematical Methods (Linear Algebra)	ST203	Statistics for Management Sciences
MA203	Real Analysis	ST211	Applied Regression
MA207	Further Quantitative Methods (Mathematics)	ST226	Actuarial Investigations: Financial
MA208	Optimisation Theory	ST227	Survival Models
MA209	Differential Equations	ST300	Regression and Generalized Linear Models
MA210	Discrete Mathematics	ST302	Stochastic Processes
MA211	Algebra and Number Theory	ST304	Time Series and Forecasting
MA300	Game Theory	ST305	Actuarial Mathematics (Life)
MA301	Game Theory I	ST306	Actuarial Mathematics (General)
MA303	Chaos in Dynamical Systems	ST307	
MA305	Optimisation in Function Spaces	ST308	Aspects of Market Research
MA310	Mathematics of Finance and Valuation		Bayesian Inference (H)
MA313	Probability for Finance	ST327	Market Research: An Integrated Approach
MA314	Theory of Algorithms	ST330	Stochastic and Actuarial Methods in Finance
MA315	Algebra and its Applications		
MA316	Graph Theory		
MA317	Complex Analysis (H)		
MG204	Capitalism, Democracy and Work in Comparative Perspective		
MN307	Aspects of Marketing Management		
OR202	Operational Research Methods		
OR301	Model Building in Operational Research		
OR304	Decision Analysis		
OR307	Simulation Modelling and Analysis		
PH101	Logic		

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):
EC100 Economics A *with* EC102 Economics B
EC201 Microeconomic Principles I *with* EC202 Microeconomic

30 Undergraduate Programme Regulations

	Principles II
EC220	Introduction to Econometrics <i>with</i> EC221 Principles of Econometrics
EC220	Introduction to Econometrics or EC221 Principles for Econometrics <i>with</i> ST201 Statistical Models and Data Analysis (H) <i>or</i> ST203 Statistics for Management Sciences <i>or</i> ST205 Sample Surveys and Experiments (H)
GY240	Research Techniques (Spatial, Social and Environmental) <i>with</i> GY2A0 Research Techniques (Spatial, Social and Environmental)
LL104	Law of Obligations <i>with</i> LL209 Commercial Law
MA100	Mathematical Methods <i>with</i> MA110 Basic Quantitative Methods <i>or</i>
MA107	Quantitative Methods (Mathematics)
MA207	Further Quantitative Methods (Mathematics)
MA107	Quantitative Methods (Mathematics) (H) and ST107 Quantitative Methods (Statistics) (H) <i>with</i> MA100 Mathematical Methods <i>or</i> MA110 Basic Quantitative Methods <i>or</i> ST102 Elementary Statistical Theory <i>or</i>
ST103	Statistical Methods for Social Research
MA110	Basic Quantitative Methods <i>with</i> MA100 Mathematical Methods
MA107	Quantitative Methods (Mathematics)
MA207	Further Quantitative Methods (Mathematics) (H) <i>with</i> MA100 Mathematical Methods
MA211	Algebra and Number Theory (H) <i>with</i> MA315 Algebra and its Applications
MA300	Game Theory <i>with</i> MA301 Game Theory I (H)
ST102	Elementary Statistical Theory <i>with</i> ST103 Statistical Methods for Social Research <i>or</i>
ST107	Quantitative Methods (Statistics) (H)
ST201	Statistical Models and Data Analysis H <i>or</i> ST205 Sample Surveys and Experiments (H) <i>with</i> ST203 Statistics for Management Sciences
ST307	Aspects of Market Research (H) <i>with</i> ST327 Market Research: An Integrated Approach

(H) means a half-unit course

(n/a 11/12) means not available in the 2011/12 academic year

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):

EC100	Economics A	<i>with</i>	EC102	Economics B
EC201	Microeconomic Principles I	<i>with</i>	EC202	Microeconomic Principles II
EC220	Introduction to Econometrics	<i>with</i>	EC221	Principles of Econometrics
EC220 EC221	Introduction to Econometrics or Principles for Econometrics	<i>with</i>	ST201 ST203 ST205	Statistical Models and Data Analysis (H) <i>or</i> Statistics for Management Sciences <i>or</i> Sample Surveys and Experiments (H)
GY240	Research Techniques (Spatial, Social and Environmental)	<i>with</i>	GY2A0	Research Techniques (Spatial, Social and Environmental)
LL104	Law of Obligations	<i>with</i>	LL209	Commercial Law
MA100	Mathematical Methods	<i>with</i>	MA110	Basic Quantitative Methods <i>or</i>
MA107	Quantitative Methods (Mathematics)			
MA207	Further Quantitative Methods (Mathematics)			
MA107 ST107	Quantitative Methods (Mathematics) (H) and Quantitative Methods (Statistics) (H)	<i>with</i>	MA100 MA110 ST102	Mathematical Methods <i>or</i> Basic Quantitative Methods <i>or</i> Elementary Statistical Theory <i>or</i>
ST103	Statistical Methods for Social Research			
MA110	Basic Quantitative Methods	<i>with</i>	MA100	Mathematical Methods
MA107	Quantitative Methods (Mathematics)			
MA207	Further Quantitative Methods (Mathematics) (H)	<i>with</i>	MA100	Mathematical Methods
MA211	Algebra and Number Theory (H)	<i>with</i>	MA315	Algebra and its Applications
MA300	Game Theory	<i>with</i>	MA301	Game Theory I (H)
ST102	Elementary Statistical Theory	<i>with</i>	ST103 ST107	Statistical Methods for Social Research <i>or</i> Quantitative Methods (Statistics) (H)
ST201 ST205	Statistical Models and Data Analysis H <i>or</i> Sample Surveys and Experiments (H)	<i>with</i>	ST203	Statistics for Management Sciences
ST307	Aspects of Market Research (H)	<i>with</i>	ST327	Market Research: An Integrated Approach

(H) means a half-unit course

(n/a 11/12) means not available in the 2011/12 academic year

Undergraduate Course Guides

Undergraduate Course Guides

AC100

Elements of Accounting and Finance

This information is for the 2011/12 session.

Teachers responsible: Dr V Athanasakou, OLD 2.20, Dr A Simpson OLD 3.31, Dr E Bertero OLD M2.12 and Dr Y Chahed, OLD 3.30

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, scope and limitations of accounting conventions. Regulatory accounting framework. Financial statements: construction, use and interpretation. Corporate financial disclosure. Group accounting. Legal and economic considerations including elements of taxation. Introduction to finance. The financial system and flow of funds. The financial decisions of firms, capital budgeting. The 2007-2009 global financial turmoil.

Introduction to managerial accounting. The design, use and role of accounting information in the management of organisational activities. Costing and budgeting. 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*, 6th edn, Financial Times, Prentice Hall (2011); 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 2011/12 session.

Teachers responsible: Prof. Al Bhimani, OLD 3.20, Dr Matthew Hall, OLD 2.11, Dr Yuval Millo, OLD 2.17, Dr Rita Samiolo, OLD 3.33

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 each of the classes. Four of these assignments, one at each of the modules, will be collected and written feedback will be provided. Active engagement in the class discussions is essential and is expected of the students.

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; Davila, T. and Wouters, M. (2005) "Managing budget emphasis through the explicit design of conditional budgetary slack", *Accounting, Organizations and Society*: 30, 587-608; Miller & O'Leary, Managing operational flexibility in investment decisions: the case of Intel, *Journal of Applied Corporate Finance* (2005), pp. 87-93.; Hall, M. (2008). The effect of comprehensive performance measurement systems on role clarity, psychological empowerment and managerial performance. *Accounting, Organizations and Society*, 33(2-3), 141-163.

Assessment: A three-hour unseen examination will take place in the Summer Term. 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 Organisational Control

This information is for the 2011/12 session.

Teachers responsible: Professor A Bhimani, OLD 3.08 and others

Availability: Optional for BSc Accounting and Finance, BSc Economics, BSc Econometrics and Mathematical 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, budgetary controls, performance measurement and incentive systems, and public-sector and non-profit financial management. Strategic Finance, Digitization and Extended Enterprises: Management and strategic finance, e-business cost management, cyber-marketing and financial controls, internet entrepreneurship, e-business pricing strategies, extended enterprise controls, globalisation and financial management changes. Accounting in Non-Governmental Organisations: Measuring the performance and effectiveness of NGOs, use of 'business-like' management control and financial management systems, evaluation of programme efficiency and impact, accountability to donors and beneficiaries, role of accounting in 'Northern' vs. 'Southern' NGOs. Management Accounting, Budgets and Behaviour: Budgeting issues, the no-budgeting option, contingency theory, organisational participation, understanding how budgets impact people, and how people impact operations and capital budgets in organisations, through the lens of different organisational theories. 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 and M Bromwich, *Management Accounting: Retrospect and Prospect*, Elsevier/CIMA (2009); A Bhimani, *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 (2011)

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

AC330 Financial Accounting, Analysis and Valuation

This information is for the 2011/12 session.

Teachers responsible: Dr Vasiliki Athanasakou, OLD 2.20, Dr Stefano Cascino, OLD 3.32, and Professor Richard Macve, OLD 3.35.

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 and to General Course students, subject to the course leader's permission, if students have achieved a sufficient standard of performance in the pre-requisite course AC100 Elements of Accounting and Finance or equivalent.

Pre-requisites: Background required equivalent to AC100 Elements of Accounting and Finance.

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. 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. 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. 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 (2010).

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 2009-10.

AC340 Auditing, Governance and Risk Management

This information is for the 2011/12 session.

Teachers responsible: Dr Liisa Kurunmaki, OLD 3.13 and others

Availability: Optional for BSc Accounting and Finance, BSc Management, BSc Economics, BSc Econometrics and Mathematical 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: AC100 Elements of Accounting and Finance or equivalent.

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 2011-12 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. Feedback on performance and progress will be provided during class, on written homework assignments, and during office hours.

Indicative reading: No one book covers the entire syllabus. In addition to professional and academic journals, reading will cover the following: I. Gray & S. Manson, *The Audit Process*, Thomson (2011); and refer to M. Power *The Audit Explosion*, 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 Mazars Prize The international accounting firm, Mazars, sponsors a prize for the best examination performance in AC340. The prize has a value of £200 and is awarded at the end of the examination period each year.

AN100 Introduction to Social Anthropology

This information is for the 2011/12 session.

Teachers responsible: Professor Charles Stafford OLD 6.02 and Dr Thomas Grisaffi, KGS 1.06

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 and BSc Environment and Development. Also available to General Course students and 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, kinship and descent, gender, sexuality, marriage, death. Production and exchange; violence, modernity, ethnicity and race. 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 Bloch, *Prey into Hunter* (1996); E Hirsch & M O'Hanlon; C Piot, *Remotely global* (1999); M Mauss, *The Gift* (1970).

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 2011/12 session.

Teachers responsible: Dr Mukulika Banerjee, OLD 5.09 and Dr Harry Walker OLD 6.14

Availability: This course is compulsory for BA/BSc Social Anthropology and BA Anthropology and Law students. It is available to General Course students 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 2011/12 session.

Teachers responsible: Dr Nicolas Martin, KGS 3.07, and Dr Hans Steinmuller, OLD 6.07

Availability: This course is compulsory for BA/BSc Social Anthropology. It is available to General Course students 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), one in MT, one in LT (together 20%).

AN200

The Anthropology of Kinship, Sex and Gender

This information is for the 2011/12 session.

Teachers responsible: Dr Harry Walker, OLD 6.14 and Professor Rita Astuti, OLD 6.11

Availability: This course is compulsory for BA/BSc Social Anthropology. It is optional for BA Anthropology and Law students. Also available to General Course students and as an outside option.

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 gender, and the critique of the notion of 'kinship' in the light of symbolic approaches, gender theory and culturally variant theories of sexuality and procreation.

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 McCormack & 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 Not available in 2011/12

The Anthropology of Melanesia

This information is for the 2011/12 session.

Teacher responsible: Dr Michael Scott, A616

Availability: Optional for BA/BSc Social Anthropology and BA Anthropology and Law. Also available to General Course students and as an outside option.

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 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 worth 80%. One assessed essay of 2,000-2,500 words (20%).

AN216 Half Unit Cognition and Anthropology

This information is for the 2011/12 session.

Teacher responsible: Professor Rita Astuti, OLD 6.11

Availability: Optional for BA Anthropology and Law and BA/BSc Social Anthropology. Also available to General Course students and as an outside option.

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 contribution that the study of human psychology can make to anthropology. After discussing why anthropologists should pay attention to psychology and why psychologists should pay attention to anthropology, we will examine a range of psychological findings and their relevance to anthropology (for example, on the nature of concepts, on the relationship between language and thought, on infant's knowledge of the physical and mental world)

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

Formative coursework: Students are expected to prepare discussion material for presentation in the classes.

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: 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 Not available in 2011/12 The Anthropology of Christianity

This information is for the 2011/12 session.

Teacher responsible: Dr F Cannell, A610.

Availability: Optional for BA Anthropology and Law and BA/BSc Social Anthropology. Also available to General Course students and as an outside option.

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 Ilteto, *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 2,000-2,500 words (20%).

AN223 Half Unit The Anthropology of South-East Asia

This information is for the 2011/12 session.

Teacher responsible: Dr Catherine Allerton, A615

Availability: Optional for BA Anthropology and Law and BA/BSc Social Anthropology. Also available to General Course students and as an outside option.

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 MT, Classes AN223. 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: 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 2011/12 session.

Teachers responsible: Dr Mathijs Pelkmans, OLD 6.13 and Dr Fauzia Shariff, NAB 7.30

Availability: This course is compulsory for BA/BSc Social Anthropology and BA Anthropology and Law students. It is optional for LLB and LLF students. Also available to General Course students and as an outside option.

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; colonial transformation of indigenous norms; writing legal ethnography of the 'other'; folk concepts of justice; the theory of legal pluralism; accommodation of religious practices in secular laws of European states.

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%).

AN227 The Anthropology of Economic Institutions and their Social Transformations

This information is for the 2011/12 session.

Teachers responsible: Dr Andrew Sanchez, KGS. 2.09 (MT),

Professor Deborah James, OLD 5.08 and Dr Laura Bear, KGS 3.06 (LT)

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. Also available to General Course students and as an outside option.

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; the social organization of production and exchange; economic aspects of kinship and gender relations; work and alienation; money as an agent of social change; distinctions between gifts and commodities; 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); S Plattner (ed.), *Economic Anthropology* (1989); J Carrier, *A Handbook of Economic Anthropology* (2005); 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 The Anthropology of Industrialization and Industrial Life

This information is for the 2011/12 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%).

AN235 Half Unit Not available in 2011/12 The Anthropology of Southern Africa

This information is for the 2011/12 session.

Teacher responsible: Julie Archambault.

Availability: Optional for BA Anthropology and Law and BA/BSc Social Anthropology. Also available to General Course students and as an outside option.

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 (LT), Classes AN235. 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 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%. An oral presentation worth 5%. Students who do not give 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%.

AN237 Half Unit Not available in 2011/12 The Anthropology of Development

This information is for the 2011/12 session.

Teacher responsible: Professor Deborah James, OLD 5.08

Availability: Optional for BA Anthropology and Law and BA/BSc Social Anthropology. Also available to General Course students and as an outside option.

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; NGOs and participatory approaches; microcredit and gender; and migration and 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); Ferguson J, *The Anti-politics machine "Development", depoliticization and Bureaucratic Power in Lesotho* (1994); K Gardner K & D Lewis *Anthropology, Development and the Post-modern challenge* (1996); 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 give 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 2011/12 Anthropology and Human Rights

This information is for the 2011/12 session.

Teacher responsible: Dr Matthew Engelke, OLD 6.08

Availability: Optional for BA Anthropology and Law and BA/BSc Social Anthropology. Also available to General Course students and as an outside option.

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; state violence in Guatemala.

Teaching: Lectures weekly MT, classes weekly MT.

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: 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*; T Turner, 'Human Rights, Human Difference: Anthropology's Contribution to an Emancipatory Cultural Politics' *Journal of Anthropological Research* 1997; T Asad, *Formations of the Secular*; P Farmer, 'On Structural Violence', *Current Anthropology* 1999; M Mamdani, *When victims become killers*; C Taylor, *Sacrifice as Terror*; R Menchu, *I Rigoberta Menchu*. 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 2011/12 Investigating the Philippines: New Approaches and Ethnographic Contexts

This information is for the 2011/12 session.

Teacher responsible: Dr Fenella Cannell, OLD 6.07

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. 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 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, *Unconventual 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 2011/12 The Anthropology of India

This information is for the 2011/12 session.

Teachers responsible: TBA

Availability: Optional for BA/BSc Social Anthropology and BA Anthropology and Law. Also available to General Course students and as an outside option.

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%).

AN243 Half Unit Not available in 2011/12 Children and Youth in Contemporary Ethnography

This information is for the 2011/12 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.

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 Anthropology and Media

This information is for the 2011/12 session.

Teacher responsible: Dr Matthew Engelke, OLD 6.10

Availability: BA/BSc Social Anthropology and BA Anthropology and Law. Also available to General Course students and as an outside option.

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 LT, Classes AN244. A weekly LT. 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 Not available in 2011/12 The Anthropology of Borders and Boundaries

This information is for the 2011/12 session.

Teacher responsible: Dr Mathijs Pelkmans

Availability: BA/BSc Social Anthropology. Also available to General Course students and as an outside option.

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 The Anthropology of Post-Soviet Eurasia

This information is for the 2011/12 session.

Teacher responsible: Dr Mathijs Pelkmans, OLD 6.13

Availability: BA/BSc Social Anthropology and BA Anthropology and Law. Also available to General Course students and as an outside option.

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

Teaching: 10 hours of lectures and 10 hours of classes in the LT. 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: Derluigan, Giorgi. 2005. *Bourdieu's Secret Admirer in the Caucasus: A world-system biography*; Grant, Bruce.

1995. *In the Soviet House of Culture: A century of Perestroika's*; Humphrey, Caroline. 2002. *The Unmaking of Soviet Life: Everyday Economies after Socialism*; Humphrey, Caroline. 1998. *Marx Went Away, but Karl Stayed Behind*; Nazpary, Joma. 2001. *Post-Soviet Chaos: Violence and dispossession in Kazakhstan*; Pelkmans, Mathijs: *Defending the Border: Identity, Religion, and Modernity in the Republic of Georgia*; Pelkmans, Mathijs (ed.) *Conversion after Socialism: Disruptions, Modernisms and Technologies of Faith in the Former Soviet Union*; Tishkov, Valery. 2004. *Chechnya: Life in a War-torn society*; Vitebsky, Piers. 2005. *The reindeer People: Living with animals and spirits in Siberia*; Wanner, Catherine. 2007. *Communities of the converted: Ukrainians and global evangelism*.
Assessment: Two hour unseen examination in the ST (80%) and a 2,000-2,500 word essay (20%).

AN247 Half Unit Not available in 2011/12 Anthropological Approaches to Questions of Being

This information is for the 2011/12 session.

Teacher responsible: Dr Michael W Scott

Availability: BA/BSc Social Anthropology, BA Anthropology and Law. Also available to General Course students and as an outside option.

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 Not available in 2011/12 Ethnography of a Selected Region

This information is for the 2011/12 session.

Teachers responsible: TBA.

Availability: BA/BSc Social Anthropology and BA Anthropology and Law. Also available to General Course students and as an outside option.

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%).

AN249 Half Unit Not available in 2011/12 Research Methods in Social Anthropology

This information is for the 2011/12 session.

Teacher responsible: Dr Mathijs Pelkmans, OLD 6.13

Availability: BA/BSc Social Anthropology, BA Anthropology and Law. The course is capped at 30 students. Not available to General Course students or as an outside option.

Pre-requisites: Undergraduates taking this course need to have completed the first year of either the BA/BSc Social Anthropology or the BA Anthropology and Law.

Course content: This course discusses literature on research methods in social anthropology and trains students in the application of specific research techniques. After looking into the nature of ethnographic evidence and its implications for research, we will review the main tools of anthropological research, and discuss the ways in which empirical data are being incorporated in ethnographic texts. The research techniques that will be reviewed include 'participant observation,' various approaches to asking questions and interviewing, and research with documents and in archives. Students will carry out a small research project in which they address a specific research question from different angles, employing the various techniques learned during this course. The twofold aim of this course is to provide students with deeper insight of the process by which anthropological knowledge is produced, and to develop their skills with regard to the collection and analysis of ethnographic data.

Teaching: Ten hours of lectures and ten hours of seminars in the Lent Term. One revision session in the ST.

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

Indicative reading: Atkinson, P. et al. 2001. *Handbook of Ethnography*. Sage.

Briggs, C. 1986. *Learning how to ask*. Cambridge University Press.

Cerwonka, A. and L.H. Malkki. 2007. *Improvising Theory. Process and Temporality in Ethnographic Fieldwork*. University of Chicago Press.

Davies, Charlotte A. 1999. *Reflexive Anthropology: A guide to researching selves and others*. Routledge.

Ellen, R. F. (ed.) 1984. *Ethnographic Research: A Guide to General Conduct*. Academic Press

Engelke, M. (ed.) *The Objects of Evidence: Anthropological approaches to the production of knowledge*. Blackwell.

Epstein, A. 1978. *The Craft of Social Anthropology*. Transaction Publishers.

Gibbs, G.R.. 2007. *Analyzing Qualitative Data*. Sage.

Hammersley, M. and P. Atkinson. 2007. *Ethnography: Principles in Practice*. Third Edition. Routledge.

Spradley, J. 1980. *Participant Observation*. Holt, Rinehart and Winston.

Assessment: One two-hour exam in ST (50%); one 2,500 word project (30%); and two 800-1000 word research reports (20% - each counts for 10%).

AN250 Half Unit Not available in 2011/12 The Anthropology of South Asia

This information is for the 2011/12 session.

Teacher responsible: Dr. Nicolas Martin and Dr. Andrew Sanchez.

Availability: BA/BSc Social Anthropology and BA Anthropology and Law. Also available to General Course students and as an outside option.

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

Course content: This course provides an introduction to anthropological perspectives on South Asian class, caste and popular politics; focussing upon dynamics of economic and social change in both rural and urban settings.

The first half of the course explores the ways in which South Asian states have experienced popular politics of class and communalism in response to changing economic climates. The course discusses South Asian class politics and its relationship to state industrial planning, before progressing onto a discussion of contemporary forms of political mobilisation such as regional independence movements and popular militant insurgency. The course then explore the ways in which discourses of corruption and criminality may impact upon perceptions of state legitimacy, before discussing the effect of India's economic liberalisation on the region's class politics.

The second section of the course focuses on the changing nature of hierarchy and political power in South Asia. It begins by examining South Asian social and political structures through to the 1980's and proceeds to explore the ways in which democracy and caste reservations in India have arguably caused vertical forms of political allegiance to be replaced with horizontal, caste and class based ones. The course further examines the extent to which democracy in India has delivered its promise of universal empowerment by exploring democracy's impact on Dalits and on religious minorities such as Muslims. It also examines the ways in which the experience of other South Asian countries has differed from that of India.

Teaching: 10 hours of lectures and 10 hours of classes in the MT. A one-hour 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 academic advisers. For non-Anthropology students taking this course, a formative essay may be submitted to the course teacher.

Indicative reading: Barth, F. 1981, *Features of Person and Society in Swat: Collected Essays on Pathans*. London, Boston and Henley: Routledge & Kegan Paul.

Brass, P. 1997, *Theft of an Idol: Text and Context in the Representation of Collective Violence*. Princeton, New Jersey: Princeton University Press.

Chandavarkar, R. 1994, *The Origins of Industrial Capitalism in India: Business Strategies and the Working Classes in Bombay, 1900-40*. Cambridge: Cambridge University Press.

Corbridge, S. and Harris, J. 2000, *Reinventing India: Liberalization, Hindu Politics and Popular Democracy*. London: Polity Press.

Hansen, TB. 1999, *The Saffron Wave: Democracy and Hindu Nationalism in Modern India*. Princeton: Princeton University Press.

Harriss-White, B. 2003, *India Working: Essays on Society and Economy*. Cambridge: Cambridge University Press.

Jalal, A. 1995, *Democracy and Authoritarianism in South Asia: A Comparative Historical Perspective*. Lahore: Sang-e-Meel Publications.

Nasr, S.V.R. 2001, *Islamic Leviathan: Islam and the Making of State Power*. Oxford: Oxford University Press.

Spencer, J. 2007, *Anthropology, Politics and the State: Democracy and Violence in South Asia*. Cambridge: Cambridge University Press.

Weiner, M. 1978, *Sons of the Soil: Migration and Ethnic Conflict in India*. Princeton; Guildford: Princeton.

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

AN265 Not available in 2011/12 Medical Anthropology

This information is for the 2011/12 session.

Teacher responsible: Dr. H. Narasimhan

Availability: Optional on BA/BSc Social Anthropology and BA Anthropology and Law. Also available to General Course students and as an outside option.

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 Lent 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 start of the Summer Term (20%).

AN268 Half Unit Anthropology of Schooling

This information is for the 2011/12 session.

Teacher responsible: Stuart Thompson

Availability: BA/BSc Anthropology, BA Anthropology and Law, General Course, other programmes provided the pre-requisites are met.

Teaching: 10x Lectures in LT, 10x Classes in LT.

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.

Course content: This course looks at ethnographical and cross-cultural approaches to schooling, language and literacy, and critically examines key theoretical approaches from an anthropological perspective. We will begin by reflecting on students' own conceptions of education, situating these in terms of contemporary paradigms and debates. Next we will examine the efficacy of 'reproduction' and 'resistance' theories of education, and the spread of schooling as a crucial parameter of globalization. Attention will then be paid to schooling and attendant questions of identity, and the cultural production of the educated person. This is followed by a critical examination of bilingual education, racism in education, debates over 'literacy' or 'literacies', and, relatedly, a critical examination of the language(s) of schooling and a radical re-deployment of Hirsch's notion of 'cultural literacy'. The course concludes with looking at higher education initially by attention to Bourdieu's Homo Academicus, and assessing how 'cultural capital' and the so-called 'audit culture' impacts on conditions of knowledge and involvement in university education.

Indicative reading: Paul Willis 1977 *Learning to Labour: How Working Class Kids Get Working Class Jobs* New York: Columbia University Press

Marcelo M. Suarez-Orozco & Desiree Baolian Qin-Hilliard (eds.)

2004 *Globalization. Culture and Education in the New Millennium* Berkeley: University of California Press

Deborah Reed-Danahay 1996 *Education and Identity in Rural France: the Politics of Schooling* Cambridge: Cambridge University Press

Bradley A. Levinson, Douglas E. Foley, & Dorothy C. Holland (eds.)

1996 *The Cultural Production of the Educated Person. Critical*

Ethnographies of Schooling and Local Practice New York: State

University of New York Press

Ofelia Garcia 2009 *Bilingual Education in the 21st Century. A Global Perspective* Chichester, West Sussex: Wiley-Blackwell

Glen Peterson 1998 *The Power of Words: Literacy and Revolution in*

South China, 1949-95 Vancouver: University of British Columbia Press

Shirley Brice Heath and Brian V. Street 2008 *Ethnography:*

Approaches to Language and Literacy Research New York: Teachers College Press

Veronique Benei 2008 *Schooling Passions. Nation, History, and Language in Contemporary Western India* Stanford: Stanford University Press

David Gillborn 1995 *Racism and Antiracism in Real Schools* Buckingham: Open University Press

John Conteh, Eve Gregory, Chris Kearney and Aura Mor-Sommerfeld (eds.) 2005 *On Writing Educational Ethnographies: the art of collusion* Stoke on Trent: Trentham Books

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

AN300

Advanced Theory of Social Anthropology

This information is for the 2011/12 session.

Teachers responsible: Professor Maurice Bloch, A611 and Dr Catherine Allerton, OLD 6.08

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 and General Course students with permission.

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. Lévi-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 (2,000-2,500 words each).

AN301

The Anthropology of Religion

This information is for the 2011/12 session.

Teachers responsible: Dr Michael W. Scott, OLD 6.16 and Dr George St.Clair (LT)

Availability: This course is compulsory for BA/BSc Social Anthropology. It is optional for BA Anthropology and Law. Available to General Course students and as an outside option with permission.

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: G Bateson & M C Bateson, *Angels Fear: Towards an Epistemology of the Sacred*; D Battaglia, E.T. *Culture: Anthropology in Outerspaces*; M Bloch, *From Blessing to Violence*; K Burridge, Mambu; E Evans-Pritchard, *Witchcraft, Oracles and Magic among the Azande*; B Kapferer, *The Feast of the Sorcerer: Practices of Consciousness and Power*; A Lattas, *Cultures of Secrecy: Reinventing Race in Bush Kalai Cargo Cults*; C Lévi-Strauss, *The Savage Mind*; L Lévy-Bruhl, *Primitive Mentality*; M A Pedersen, *Not Quite Shamans: Spirit Worlds and Political Lives in Northern Mongolia*; G Schrempf, *Magical Arrows: The Maori, the Greeks, and the Folklore of the Universe*; R Willerslev, *Soul Hunters: Hunting, Animism, and Personhood among Siberian Yukaghirs*. 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 2011/12 session.

Availability: This course is compulsory for BA/BSc Social Anthropology. Not available to General Course students or as an outside option.

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 2011/12 session.

Teachers responsible: Professor D Quah, 50L.M206, Professor C Whitehead, STC. S364 and Dr P Kircher STC. S483

Availability: Compulsory for BSc Environment and Development. 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 significant background in the subject. 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 goods and money markets, aggregate demand and supply, unemployment, inflation, the balance of payments, growth in the global economy, and applications to policy.

Teaching: Lectures 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 20 Sessional.

These classes are usually taught by Graduate 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.

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

Indicative reading: N. Gregory Mankiw and Mark P. Taylor (2010) *Economics*, South-Western Cengage Learning.

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 but the best guide to the examination material will be the class exercises undertaken over the year.

EC102 Economics B

This information is for the 2011/12 session.

Teacher responsible: Professor A Young, STC. S377

Availability: Compulsory for BSc Accounting and Finance, BSc Actuarial Science, BSc Econometrics and Mathematical Economics, BSc Mathematics with Economics, BSc Economic History with Economics, BSc Economics, BSc Economics and Economic History, BSc Economics with Economic History, BSc Environmental Policy with Economics, BSc Environment and Development, BSc Geography with Economics, BSc Government and Economics, BSc Management, BSc Mathematics and Economics, BSc Mathematics with 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; 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* (8th edn, McGraw-Hill), 2009; 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 2011/12 session.

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

Availability: This course is for BSc Accounting and Finance, BSc Econometrics and Mathematical Economics (second year students), BSc Economic History with Economics, BSc Economics, BSc Economics and Economic History, BSc Economics with Economic History, BSc Mathematics with Economics, 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 as 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 and externalities.
 VI. Uncertainty and information. Choice under uncertainty.
 Insurance markets. Asymmetric information. Loss Aversion. Moral Hazard.

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*, Second edition (Pearson 2011); students may also use the first edition (Pearson 2008). 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 2011/12 session.

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

Availability: Compulsory for BSc Mathematics and Economics and BSc Mathematics with 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 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 four 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 2011/12 session.

Teachers responsible: Dr L Rachel Ngai, STC. S675 and Dr Kevin Sheedy, STC. 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 with 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*, 4th ed., supplemented by chapters 7-9 from D N Weil, *Economic Growth*, 2nd ed. and chapters 14, 15, 17, 20, 22 and 23 from O Blanchard, *Macroeconomics*, updated 5th 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 2011/12 session.

Teacher responsible: Dr C Dougherty, STC. 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). Available to other students, including General Course students, only with the prior permission of the teacher responsible

Pre-requisites: Students are expected to have completed ST102 Elementary Statistical Theory or an equivalent full-year course. Those who have taken MA107/ST107 should consider taking EC220 only if they have obtained marks of 65 or better on both courses.

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 2011/12 session.

Teacher responsible: Dr M Schafgans, STC. S583

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 with 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, linear restrictions, measurement errors, omitted variables. Maximum likelihood estimation and the Wald, Likelihood Ratio, and Lagrange Multiplier tests. Limited dependent variable models. Dynamic models, time series autoregressive models, seasonal adjustment, generalised least squares, serial correlation, heteroskedasticity, distributive lags, stationarity, unit roots and cointegration. Simultaneous equation systems, instrumental variables and two stage least squares.

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 or C Heij et al, *Econometric methods with Applications in Business and Economics*, Oxford University Press. Other useful texts include: W Greene, *Econometric Analysis*, Macmillan; R Hill, W Griffiths & G Lim, *Principles of Econometrics*, Wiley; Gujarati, *Basic Econometrics*, McGraw-Hill; 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 is in two sections, each containing four questions. Students need to answer two questions from each section.

EC230 Economics in Public Policy

This information is for the 2011/12 session.

Teachers responsible: Professor D Quah and Dr R Iyengar

Availability: This course is optional for 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: This course develops economic analysis for the large questions in contemporary public policy. Topics are likely to include: Global climate change, global growth and income inequality; the shifting distribution of global economic activity and resulting tensions in the international financial and political systems. Minimal formal economics or mathematical background is assumed.

Teaching: Lectures EC230: 20 MT and LT.

Classes/seminars EC230. A: 20 Sessional.

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

Indicative reading: There is no set course textbook. A list of selected texts and readings will be provided at the start of term.

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

EC301 Advanced Economic Analysis

This information is for the 2011/12 session.

Teachers responsible: Dr J Spinnewijn, LRB. R515, Dr K Jin, STC. S566, and Dr E Ilzetzki, STC. S587

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 three lecture topics introducing recent developments in economic theory. The first part focuses on information economics and contract theory, analyzing the optimal design of contracts and the role of incentives. This part emphasizes the methods used to analyze these models and discusses applications in the different fields of economics. The second part studies theoretical determinants of the current account and international portfolio diversification. This part analyzes the causes of large global imbalances across countries and examines optimal international portfolios. The third part discusses the theory and evidence surrounding financial crises of the type the world is currently experiencing. This part analyzes the causes, consequences and cures from a macroeconomic perspective.

Teaching: Lectures EC301: 10 MT and 20 LT.

Classes EC301. A: 15 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 three parts. Each part corresponds to the material taught by one of the three instructors. Students are required to answer one question (out of two) for each part.

EC302 Political Economy

This information is for the 2011/12 session.

Teacher responsible: Professor R Razin, STC. 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 Mathematics 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: Social Choice theory and Preference aggregation; Comparative electoral systems; Political economy of income redistribution; Turnout in elections; Strategic and Sincere voting; Political Parties; Debates and Communication.

Teaching: Lectures: 30 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 Policy Analysis

This information is for the 2011/12 session.

Teachers responsible: Prof P Sinclair and Dr V Rappoport.

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 various important economic policy issues and relevant economic tools. It will treat the issues at a level appropriate for students with the knowledge of economics provided by the courses already taken.

The topics covered are likely to include some of the following:

i. Globalisation: effects on welfare, development and income distribution.

ii. Instruments of trade policy.

iii. International negotiations and trade policies

iv. Global imbalances

v. World trade collapse

vi. Tax policies

vii. Monetary policy and exchange rate frameworks

viii. Financial integration and currency unions

ix. Financial crises and relevant policies

Teaching: Lectures EC303: 20 MT and LT.

Classes/seminars EC303.A: 20 Sessional.

Indicative reading: There is no course textbook. However, reference will be made during the course to particular chapters in at least some of the following books:

1. A book on international economics: during the first term, students are likely to find the following useful:

P. Krugman and M. Obstfeld *International Economics: Theory and Policy*, 7e Pearson 2010

2. Books that provide useful background reading for the second half of the course, in Lent Term 2012:

(a) General books on the European economy / Union and the Eurozone:

R. Baldwin, C. Wyplosz *The Economics of European Integration*, 3e McGraw Hill 2009

P. de Grauwe *The Economics of Monetary Union* 8e Oxford UP 2009

F. Allen, E. Carletti, G. Corsetti (eds), *Life in the Eurozone with or without Sovereign Default*, Wharton School, U Penn 2011

(b) Other financial crisis books

V. Acharya et al, *Guaranteed to Fail* Princeton UP 2011 (USA: the mortgages debacle)

D. Mayes, R. Pringle, M. Taylor (eds), *Towards a New Framework for Financial Stability*, Central Banking Publications 2009 (global / analytical)

A. Sheng, *From Asian to Global Financial Crisis* Cambridge UP 2009

(c) Other books

J. Gruber *Public Finance and Public Policy* 3e Worth 2011

P. Krugman and M. Obstfeld *International Economics: Theory and Policy* 7e Pearson 2010

L. Mahadeva and P. Sinclair *How Monetary Policy Works* Routledge Taylor and Francis 2005

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

EC307

Development Economics

This information is for the 2011/12 session.

Teachers responsible: Dr G Bryan and Dr. G Fischer, LRB. R537

Availability: This course is optional for BSc Economics, BSc Econometrics and Mathematical Economics, BSc Economics and Economic History, BSc Economics with Economic History, 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: 30 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 textbooks for the course are A. Banerjee and E. Dufo, *Poor Economics, Public Affairs*, 2011 and 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 2011/12 session.

Teacher responsible: Dr M Seo, STC. S580 and Dr T Komarova, STC. S875.

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 asymptotic theory of estimation and inference of economic models; Basics of large sample theory; Estimation of linear regression models (OLS, GMM, GLS); Testing hypotheses and model specifications; Estimation of nonlinear models (MLE, Nonlinear least squares); systems of equations; time series analysis.

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 2011/12 session.

Teacher responsible: Dr Huei-chun Su, CMK. C316

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

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 2011/12 session.

Teachers responsible: Professor M Schankerman, LRB. R516

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 Mathematics and 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 analytical models of imperfect competition, determinants of industrial structure, entry in strategic settings, government regulation of natural monopolies, and markets with asymmetric information. The main subjects include monopoly, price discrimination, vertical and horizontal restraints, transactions costs and contract design, game theoretic models of firm behaviour, collusive arrangements, product differentiation, and strategic entry deterrence. Economic models will be used to address policy issues and will be illustrated in classes with case studies.

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 2011/12 session.

Teachers responsible: Dr K Jin, STC. S586 and Dr G Ottaviano.

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 payments and the causes and consequences of global imbalances, followed by an in-depth study of 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, as well as examine the causes and consequences of debt and default, speculative attacks and financial crises.

International Trade: The course offers an introduction to international trade theory and develops the main tools for trade policy analysis. We start by studying the patterns of trade distinguishing between inter-industry and intra-industry trade flows. We then proceed to an in-depth analysis of the causes and the effects of those flows based on the concepts of absolute and comparative advantage, relative factor abundance and relative factor intensity, increasing returns to scale and imperfect competition. Finally we discuss the gains and losses from trade, their distribution among people and firms, and their implications for the debate on trade liberalization vs. protectionism.

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*, 8th ed, Paul Melitz 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 2011/12 session.

Teacher responsible: Professor S Pischke, LRB. R448

Availability: This course is optional for BSc Econometrics and Mathematical Economics, BSc Economics, BSc Economics and Economic History, 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: This course is an introduction to the economic analysis of behaviour and institutions in the labour market. Primarily microeconomic models are applied to labour market phenomena, such as labour supply and participation, labour demand by firms, and wage determination under different institutional settings. Students learn how to distinguish alternative theories empirically and how key parameters are obtained from the data. The course explores how the models can be applied to evaluate labour market policies, such as the minimum wage, the welfare reform, or restricting immigration. The goal of the course is to enable students to think independently about labour market issues, drawing on the models and tools developed during the course.

Teaching: Lectures EC317: 30 hours MT and LT.

Classes EC317. A: 15 MT and LT.

Formative coursework: Problems sets in the course involve hands-on statistical analysis of real world data.

Indicative reading: G Borjas, *Labor Economics*. Additional reading, drawn from journals, will be suggested during the course.

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

EC319

Economic Theory and its Applications

This information is for the 2011/12 session.

Teachers responsible: Prof R Razin, STC. S480 and Dr F Nava, STC. S482

Availability: This course is optional for BSc Mathematics and Economics, BSc Mathematics with 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, some knowledge of analysis, linear algebra and set theory. 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 Prof Razin before the course starts.

Course content: This course reviews fundamental concepts in Economic theory and presents some of its most successful applications. The first part of the course will introduce the student to the field of non-cooperative and cooperative/coalitional game theory and to models of bargaining. After setting up the primitives of the game theory framework, different solution concepts like are going to be studied with an emphasis through different applications. In studying models of bargaining, both axiomatic and non-cooperative approaches will be examined, such as Nash's axiomatic approach, the Rubinstein-Stahl model and the Baron-Ferejohn model of legislative bargaining.

The second part of the course consists of an introduction to Auction Theory. It presents standard auction formats and discusses strategic behaviour in such environments. Auctions will be analyzed both in

private and interdependent value environments. Fundamental topics such as the revenue equivalence theorem, the optimal auction design problem and the linkage principle will be covered in detail. Throughout the course departures from the standard model will be considered allowing for heterogeneity among players, risk aversion, and budget constraints. The focus of the course is mainly theoretical, but when possible some evidence supporting the formal models will be discussed with references to relevant work in the field.

Teaching: Lectures EC319: 30 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: M. Osborne, *An Introduction to Game Theory*, Oxford University Press, 2003. D. Ray, *A Game-Theoretic Perspective on Coalition Formation*, Oxford University Press, 2007. V. Krishna, *Auction Theory*, Academic Press, 2002.

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

EC321

Monetary Economics

This information is for the 2011/12 session.

Teachers responsible: Professor R Jackman, STC. S777 and Dr K Sheedy, STC. S682.

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. Subjects covered include: The nature and function of money. Classical monetary theory, neutrality and inflation.

Theories of the demand for money. The banking system, financial intermediation and the determinants of the money supply. The transmission mechanism of monetary policy, including theories of nominal rigidities and the Phillips curve. The term structure of interest rates. The theory and practice of monetary policy and the design of optimal policies. Monetary policy strategies, including inflation targeting and Taylor rules. Policymaking in an uncertain environment. The interaction between monetary and fiscal policy and the arguments for Central Bank independence. Quantitative easing and unconventional policy.

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.

Indicative reading: The most useful text books are M Lewis & P Mizen, *Monetary Economics*, and C Goodhart, *Money, Information and Uncertainty*, 2nd edn. Other useful texts include K Bain & P Howells, *Monetary Economics: Policy and its Theoretical Basis*; 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 2011/12 session.

Teachers responsible: Dr J Leape, KSW. G408 and Dr H Kleven, LRB. R518

Availability: This course is for BSc Economics, BSc Econometrics and Mathematical 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 issues of equity and efficiency and alternative theories of the role of the state. Recent research in behavioural economics and its implications for welfare analysis as well as for savings and pension policy. Models of public goods and externalities, including environmental policy. Who really pays taxes: issues of tax incidence and tax evasion. Income inequality, poverty alleviation and the role of welfare programmes in theory and in practice. Health and education policy. The effects of taxes and transfers on labour supply and migration; incomes and behavioural responses at the top of the income distribution. The optimal taxation of commodities and incomes. Current topics in public finance.

The main institutional references will be to the UK and the US, but some attention will also be given to broader international experience.

Teaching: Lectures EC325: 20 MT and LT.

Classes EC325. A: 20 Sessional.

Indicative reading: The recommended textbook for the course is Jonathan Gruber (2011) *Public Finance and Public Policy*, 3rd edition, Worth Publishers. 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 2011/12 session.

Teacher responsible: Dr Silvana Tenreyro, STC. S579

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 2011/12 session.

Teachers responsible: Professor M Schankerman, LRB. R516 and Dr G Michaels, LRB. 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 provide a solid grounding in recent developments in applied econometrics. A major feature of the course is the use of both analytical and computer-based (data) exercises for the classes, which will enable students to gain practical experience in analysing a wide variety of econometric problems. The topics covered in the Michaelmas term include analysis of experimental and non-experimental data, identification of average treatment effects and local average treatment effects, weak instrument problems, quantile regressions, and regression discontinuity. The Lent term will focus on topics in the analysis of panel data of both static and dynamic models, including fixed and random effects, measurement error in panel contexts, instrumental variable regression, and generalized method of moments.

Teaching: Lectures EC333: 15 MT and 15 LT.

Classes EC333. A: 20 Sessional. There will be required analytical and computer-based exercises throughout the course.

Indicative reading: A detailed reading list will be provided at the beginning of each term of the course. In parts of the Michaelmas we will use sections from the textbook "Mostly Harmless Econometrics" by Angrist and Pischke. There is no single text for the Lent term, but useful books (somewhat more advanced than the lectures) are Hsiao, "The Analysis of Panel Data" and Wooldridge, "Econometrics".

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

EH101 Internationalization of Economic Growth

This information is for the 2011/12 session.

Teachers responsible: Dr Chris Minns, CMK. C319 and Dr Tim Leunig, CMK.C321

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, BSc Environment and Development, 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 Minns and Dr Leunig. 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.

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 H Feinstein, 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 2011/12 session.

Teacher responsible: Dr Olivier Volckart, CMK. C215

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 2011/12

Towns, Society and Economy in England and Europe, 1450-1750

This information is for the 2011/12 session.

Teachers responsible: Dr Oliver Volckart, CMK. C215 and Dr Patrick Wallis, CMK. C414

Availability: This is an optional course for students on the following programmes: BSc Economic History, BSc Economic History with Economics, BSc Economics and Economic History, BSc Economics with Economic History and BA History. Also available to General Course students and as an outside option.

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.

EH206 Not available in 2011/12

The Evolution of Economic Policy in Advanced Economies

This information is for the 2011/12 session.

Teacher responsible: Dr Roman Studer, CMK. C322

Availability: BSc Economic History, BSc Economic History with Economics, BSc Economics and Economic History, BSc International Relations and History, BSc Economics, BSc Economics with Economic History, BA History, BSc Management and BSc Accounting and Financing. This course is also available as an outside option to students on other programmes and is open to General Course students.

Course content: This course examines major economic policy developments in advanced economies from World War I up to the present. Its organization will be chronological and it will deal with both major international as well as domestic policy issues.

Topics covered will include the Gold Standard and its breakdown, causes of and responses to the Great Depression, the establishment and the performance of the Bretton Woods regime, the Marshall plan, free trade vs. protectionism, growth and development policies, the integration of global capital markets, migration and labour market regulations, social spending and redistribution, regional integration, the rise of global business and the role of the nation state in the global economy, new public management and the governance of the global economy.

Teaching: 20 Lectures in MT and LT, with directly related classes. In addition a revision session is offered in the ST.

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

Indicative reading: A detailed reading list will be provided at the

beginning of the course. No single work covers the course entirely, but the following list offers a good starting point on the various topics covered in the course: F Bourguignon et. al., *Making Sense of Globalization: A Guide to the Economic Issues* (2002); P Lindert, *Growing Public: Social Spending and Economic Growth Since the Eighteenth Century* (2004); M Obstfeld & A. Taylor, *Global Capital Markets: Integration, Crisis and Growth* (2004); Eichengreen, *The European Economy Since 1945* (2007); T Hatton & J Williamson, *Global Migration and World Economy: Two Centuries of Policy and Performance* (2006); C. Gilbert & D Vines, *The World Bank: Structure and Policies* (2000); A Drazen, *Political economy in macroeconomics* (2000); R Gilpin, *Global Political Economy* (2001).

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

EH207

The Making of an Economic Superpower: China since 1850

This information is for the 2011/12 session.

Teacher responsible: Dr. Debin Ma, CMK. C314

Availability: Optional for BSc Economic History, BSc Economic History with Economics, BSc Economics and Economic History, BA History, BSc Economics with Economic History, BSc Management and BSc Accounting and Finance. This course is also available as an outside option to students on other programmes and is open to General Course students.

Course content: This course provides a survey of long-term economic change in China from the mid-nineteenth century to the present. It focuses on China's long path to becoming a major global economic power at the beginning of the new millennium. The course examines the importance of ideological and institutional change in bringing about economic transformations by surveying major historical turning points such as the opening of China in the mid-nineteenth century, the collapse of the Qing in 1911, the rise of the Communist regime in the 1950s and the adoption of a reform policy since the late 1970s. It examines both the constraints as well as the capacity of a giant traditional economy to respond and regenerate in the face of external challenge from outside since the Opium War of the mid-nineteenth century. The economic analysis of Chinese economic history will examine both macro and micro level questions.

Teaching: 10 Lectures and 9 classes in Michaelmas Term; 10 Lectures and 10 classes in Lent Term; 1 lecture and 1 class in Summer Term.

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

Indicative reading: Naughton. B., *The Chinese economy, transitions and growth* (MIT Press); Rawski. T., *Economic growth in prewar China* (Univ. of Berkeley Press); Brand, L. and Rawski. T (eds.) *China's great economic transformation* (Cambridge University Press); Richardson, P. *Economic change in China, c. 1800-1950* (Cambridge University Press); Spence, J.D *The search for modern China* (New York : W.W. Norton).

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

EH220

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

This information is for the 2011/12 session.

Teachers responsible: Dr Peter Howlett, CMK. C514 and Professor Janet Hunter, CMK. C420

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 Environment and Development, BSc International Relations and BSc Management. This course is also

available to General Course students and as an outside option.

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

Latin America and the International Economy

This information is for the 2011/12 session.

Teacher responsible: Dr. Alejandra Irigoin, CMK. C313

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. Also available to General Course students and as an outside option.

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.

EH237**Theories and Evidence in Economic History**

This information is for the 2011/12 session.

Teachers responsible: Dr Patrick Wallis, CMK. C414 and Dr Chris Minns, CMK. 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 General Course students or as an outside option.

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 of 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: A two-hour examination in ST (70%) and a 3,000 word project (30%).

**EH238 Not available in 2011/12
The Industrial Revolution**

This information is for the 2011/12 session.

Teachers responsible: Dr Patrick Wallis, CMK. C414, Dr Tim Leunig, CMK. C321 and Professor Albrecht Ritschl CMK. C415

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 General Course students and as an outside option.

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 2011/12 session.

Teacher responsible: Dr Tim Leunig, CMK. 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. Also available to General Course students and as an outside option. 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 Dintenfuss, *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 2011/12 session.

Teacher responsible: Dr Oliver Volckart, CMK. 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 or as an outside option.

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 2011/12 session.

Teachers responsible: Dr Tim Leunig, CMK. C321 and Dr Chris Minns, CMK. 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 or as an outside option.

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: A weekly one-hour student led lecture and one-hour student led seminar.

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%)

EH306

Monetary and Financial History since 1750

This information is for the 2011/12 session.

Teacher responsible: Professor Albrecht Ritschl, C422.

Availability: This is an optional course for BSc Economic History, BSc Economic History with Economics, BSc Economics and Economic History. This course is available to General Course students subject to permission of the Course Convener. It is also available as an outside option with permission.

Course content: This course covers international Monetary and Financial History since the mid-18th century. It is a follow-up on EH203, European Financial History 800-1750. The course is designed to introduce students to the key issues around globalised finance and money. It will look into the rise and eventual demise of the Gold Standard, the emergence and occurrence of financial crises, the globalisation and geography of financial markets, and changes in policy responses and regulation over time.

Teaching: 20 lectures and 20 classes across the Michaelmas and Lent Terms. A one-hour revision lecture and a one-hour revision class will be held in the Summer Term.

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

Indicative reading: Kindleberger, *Manias, Panics, and Crashes*, Ferguson, *Ascent of Money*, Foreman-Peck, *History of the World Economy*, Eichengreen, *Golden Fetters*, Eichengreen, *Globalising Capital*.

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

EH307

The Economic History of South Asia, 1600-2000

This information is for the 2011/12 session.

Teacher responsible: Dr. Tirthankar Roy, C315

Availability: This is an optional course for BSc Economic History, BSc Economic History with Economics, BSc Economics and Economic History. This course is also available to General Course students subject to the approval of the Course Convener. It is also available as an outside option with permission.

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

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

Course content: South Asia is one of the fastest growing economies of the world. The region is also home to nearly one-third of the world's poorest people. How did this paradoxical mix between the creation of wealth and persistence of poverty come into being? Does economic history suggest an answer? The course introduces the stylized facts and major debates in the economic history of modern South Asia. It considers the legacies of empires and developmental states, globalizations of the past and the present times, and the role of indigenous institutions and resource endowments. The course begins with a discussion of empires and markets before European colonial rule began, with special reference to maritime trade and craft production, in which the European East India companies were interested in. For the colonial period, the major theme is the transformation engendered by colonialism and international economic integration. In the sixty years since the end of colonial rule, developmental states tried to overcome the obstacles to growth as the economists interpreted them. The course considers how successful they were in meeting the aim, and why they were limitedly successful.

Indicative reading: 1. Dietmar Rothermund, *An Economic History of India* (1993)

2. B.R. Tomlinson, *The Economy of Modern India* (1993)

3. Tirthankar Roy, *The Economic History of India 1757-2010* (2011)

4. G. Balachandran, ed., *India and the World Economy 1850-1950* (2003)

5. David Ludden, ed., *Agricultural Production in Indian History*, (2005)

6. P.J. Marshall, ed., *The Eighteenth Century in Indian History* (2004)

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

EH315 Not available in 2011/12

Africa and the World Economy

This information is for the 2011/12 session.

Teacher responsible: tba

Availability: This is an optional course for BSc Economic History, BSc Economics, BSc Economic History with Economics, BSc Economics and Economic History and BSc Economics with Economic History. Not available to General Course students or as an outside option.

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 2011/12 session.

Teacher responsible: Professor Janet Hunter, CMK. 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. Not available to General Course students or as an outside option.

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 combines an examination of some major themes in modern Japanese development and in the historiography with a focus on particular aspects of Japanese economic history since the mid-19th century. Some use is made of statistical and English language primary sources. Topics for 2011/12 will include pre-industrial growth and its legacy; Japanese formal and informal empire; the Pacific War and the Occupation of Japan; trade and interaction with the international economy; consumption; institutions and organisations, including business structures and

labour management; gender issues; natural disasters 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.

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 Not available in 2011/12

Innovation and Finance in the 19th and 20th Centuries

This information is for the 2011/12 session.

Teacher responsible: Dr Gerben Bakker, CMK. C214

Availability: Optional 3rd year course for BSc Economic History, BSc Economic History with 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 Not available in 2011/12 **China's Traditional Economy and its Growth in the Very Long-Term**

This information is for the 2011/12 session.

Teacher responsible: Dr Kent Deng, CMK. 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. Not available to General Course students or as an outside option.

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 2011/12 session.

Teachers responsible: Dr Peter Howlett, CMK. C514 and Professor Janet Hunter, CMK.420

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 or as an outside option.

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.

FM212 **Principles of Finance**

This information is for the 2011/12 session.

Teachers responsible: Professor Christopher Polk, OLD 4.32 and Dr Mungo Wilson, OLD M2.17

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. Available as an outside option. Available to General Course students only with permission from the course leader.

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 (FM212) of one-hour MT and LT and 20 classes (FM212. 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 2011/12 session.

Teachers responsible: Dr M Verardo, OLD 4.24 and Dr J Favilukis, OLD M2.14

Availability: Optional for BSc Accounting and Finance, BSc Economics, BSc Econometrics and Mathematical Economics, BSc Management and BSc Management Sciences. Available as an outside option. Available to General Course students only with permission from the course leader.

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 2011/12 session.

Teachers responsible: Dr J Danielsson, OLD 4.20 and Dr S Guibaud, OLD 3.44

Availability: Optional for BSc Accounting and Finance, BSc Business Mathematics and Statistics, BSc Econometrics and Mathematical Economics, BSc Economics, BSc Management Sciences and BSc Mathematics and Economics. Available as an outside option. Available to General Course students only with permission from the course leader.

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.

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: J Danielsson, *Financial Risk Forecasting: The Theory and Practice of Forecasting Market Risk* will be required textbook for the first half of the course. J Hull, *Options, Futures, and Other Derivatives*, Prentice Hall (6th Edition) will be the required textbook for the second half of the course

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

GV100

Introduction to Political Theory

This information is for the 2011/12 session.

Availability: Compulsory for BSc Government, BSc Politics and Philosophy, BSc Government and Economics, BSc Government and History, and BSc Social Policy with Government. Optional for BSc Environmental Policy, BSc Environment and Development, BSc Human Resource Management, BSc International Relations and BSc Social Policy. Available as an outside option.

Teacher responsible: Professor Paul Kelly

Course content: An introduction to the study of politics and political theory through the thought and texts of some of the most important western political theorists. A study of the ideas of some of the major political theorists from the ancient Greeks to the 20th Century. Topics will include theories of 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, classical and modern natural law and natural rights, the basis of political obligation, the idea of social contract and the theory of utility. The thinkers discussed include Plato, Aristotle, Cicero, Augustine, Aquinas, Machiavelli, Hobbes, Locke, Rousseau, J S Mill, Hegel, Marx and Rawls.

Teaching: Twenty weekly lectures in MT and LT and eight weekly one-hour classes and the MT and ten weekly one-hour classes in the LT. One two hour revision lecture in ST.

Formative coursework: Students are required to write two 1500 word essays in the MT and two 1500 word essays in the LT. Specific reading lists referring to modern commentaries and historical contexts will be available on the Moodle page at the beginning of the course.

Indicative reading: D. Boucher and P. Kelly, *Political Thinkers: From Socrates to the Present* (Oxford 2009). See also 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*; Hegel, *The Philosophy of Right*, Marx, *Selected Writings* (Ed D McLellan); Rawls, *A Theory of Justice*.

Assessment: One three-hour examination in the ST (100%). Candidates will be expected to answer four questions from a total of sixteen.

GV101**Introduction to Political Science**

This information is for the 2011/12 session.

Teacher responsible: Professor Simon Hix

Availability: This is compulsory for BSc Government, BSc Government and Economics, BSc Government and History, BSc Politics and Philosophy and BSc Social Policy with Government. It is optional for BSc Human Resource Management and Employment Relations and BSc Social Policy. It is available as an outside option and to General Course students.

Course content: The course is an introduction to politics in a globalised world, with a focus on how political science tries to understand and explain cross-country and cross-time differences. The first part of the course will introduce students to some of the main empirical variations in political behaviour, institutions, and outcomes across the world, focusing mainly on democratic and partially democratic countries (in both the developed and developing world), and introduce students to some of the basic theoretical ideas and research methods in political science. From week 5, each week will be devoted to a substantive topic, where a more detailed analysis of a particular empirical phenomenon will be presented and various theoretical explanations of the phenomenon will be assessed. Most weeks will involve an interactive element. For example, from week 2 each student will be required to 'adopt a country', from the full range of democratic or partially democratic countries across the world (which cannot be a student's home country). The aim is for a student to become an expert on the political behaviour, institutions and outcomes in his or her adopted country, particularly to provide material and knowledge for class discussions.

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 will be required to submit 1 essay and 1 problem set (relating to the interpretation of political science data) in the Michaelmas Term and 2 essays in the Lent Term.

Indicative reading: W Clark, M Golder and S Nadenichek Golder, *Principles of Comparative Politics*, CQ Press, 2009; J Colomer, *The Science of Politics: An Introduction*, Oxford University Press, 2011; G Almond, G Bingham Powell, R Dalton and K Strøm, *Comparative Politics Today: A World View*, 9th edn, Longman, 2009; A Lijphart, *Patterns of Government: Government Forms and Performance in Thirty-Six Countries*, Yale University Press, 1999.

Assessment: The course will be examined with a three-hour paper in the ST.

GV225**Public Choice and Politics**

This information is for the 2011/12 session.

Teachers responsible: Dr Valentino Larcinese, Dr Torun Dewan, and 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 and BSc Politics and Philosophy. Also available to General Course students and as an outside option.

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 2011/12 session.

Teachers responsible: Dr Christel Koop.

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 BSc Politics and Philosophy. Available to General Course students and as an outside option with permission.

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 political science explanations of changes in public policy, and to apply that literature to major cases of economic policy (both contemporary and historical). In particular, it aims to examine the extent to which economic policy change is affected by ideas, interests and institutions, and the interaction between international and national factors. The material for the course is drawn mainly from the comparative literature on the politics of markets in industrialised countries. Course topics will include privatisation, delegation to non-majoritarian institutions, varieties of capitalism, regulatory reform and supranational regulation of markets.

Teaching: 16 one-hour lectures/research sessions (GV227), 4 workshops (GV227) and 20 one-hour classes (GV227. A) in MT and LT.

Indicative reading: W. Streeck and K Thelen eds, *Beyond continuity: institutional change in advanced political economies* (Oxford: Oxford University Press, 2005), C Hood, *Explaining Economic Policy Reversals* (Buckingham: Open University Press, 1994), Blyth, M (2002) *Great Transformations. Economic Ideas and Institutional Change in the Twentieth Century* (CUP), V S. Schmidt, *The Futures of European Capitalism* (Oxford: Oxford University Press, 2002), PA Hall and D Soskice (eds), *Varieties of Capitalism. The Institutional Foundations of Comparative Advantage*. (Oxford: Oxford University Press, 2001). M Thatcher, *Internationalisation and Economic Institutions* (Oxford: Oxford University Press, 2007).

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 2011/12 session.

Teacher responsible: TBC.

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, BSc Politics and Philosophy and pre requisite for students wishing to take either of the third year options in Political Theory. Available as an outside option and to General Course students.

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: An Introduction*; 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 2011/12 session.

Teachers responsible: Professor Edward 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, BSc Politics and Philosophy and BSc Social Policy with Government.

Pre-requisites: GV101 Introduction to Political Science (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*, ME Sharpe 1994; M Hill, *The Policy Process in the Modern State*, (3rd edn), Prentice Hall, New York, 1997; F Fischer, G Miller and M Sidney *Handbook of Public Policy Analysis*, CRC Press, 2006; BW Hogwood & A L Gunn, *Policy Analysis for the Real World*, Oxford University Press, 1984; C Hood, *The Limits of Administration*, Wiley, 1976; B D Jones, *Reconceiving Decision-Making in Democratic Politics: Attention, Choice, and Public Policy*, University of Chicago Press, 1994; J W Kingdon, *Agendas, Alternatives and Public Policies* (2nd edn), HarperCollins, New York 1995; J L Pressman & A Wildavsky, *Implementation* (3rd edn), University of California Press, 1984; R Rose, *Learning from Comparative Public Policy*, Chatham House, 2004; CH 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 2011/12 session.

Teachers responsible: Dr Vesselin Dimitrov, Professor Torun Dewan, Professor Simon Hix, Dr Eiko Thielemann 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 Politics and Philosophy, BSc International Relations and BSc Social Policy with Government. Available to General Course students and as an outside option.

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 focuses on both traditional fields of comparative enquiry, such as the study of party competition and voting behaviour, and emerging fields of interest, such as national and European identities, and Europeanisation. The course places particular emphasis on the diverse experiences of liberal democracy in different parts of Europe. The course covers not only long-established democracies in Western Europe, but also the relatively new democracies in Central and Eastern Europe.

Course topics include: electoral behaviour; parties and party systems; parliamentary governance; government formation and coalitions; the development of regionalism; national and European identities; and the challenge of Europeanisation.

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: M Gallagher et al, *Representative Government in Modern Europe* (4th edn) (2006); P Heywood et al (Eds), *Developments in European Politics* (2006); T Bale, *European Politics: A Comparative Introduction* (2nd edn) (2008); I Budge et al, *The Politics of the New Europe: Atlantic to Urals* (1997); S Hix, *The Political System of the European Union* (2nd edn) (2005); 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); J Hayward & E Page (Eds), *Governing the New Europe* (1994); J-E Lane & S O Ersson, *Politics and Society in Western Europe* (1999).

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

GV265**States, Nations and Empires**

This information is for the 2011/12 session.

Teacher responsible: Dr Mathias Koenig-Archibugi.

Availability: Optional for BSc Environmental Policy with Economics, BSc Environmental Policy, BSc Environment and Development, BSc Politics and Philosophy, 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.

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 2011/12 session.

Teacher responsible: Professor Chandran Kukathas

Availability: Optional course for BSc Government, BSc Government and Economics, BSc Government and History, BSc Politics and Philosophy and BSc Social Policy with Government. Available to General Course students and as an outside option.

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 2010-11 is Toleration and Freedom in the writings of Plato, Augustine, Locke, Bayle, Spinoza and Mill. 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: Jonathan Israel, *Enlightenment Contested* and *Radical Enlightenment*

Primary Sources: A selection of the following (this list should not be taken as exhaustive): Plato, Republic; *Gorgias*; Augustine, *The City of God and Selected Writings*; Locke, *Letter concerning Toleration*; Pierre Bayle, *Philosophical Commentary*; Spinoza, *Theologico-Political Treatise and Political Treatise*; J S Mill, *Utilitarianism On Liberty*.

Assessment: One three-hour paper will be taken in the ST. Four questions will be answered.

GV303

From Empire to Globalization

This information is for the 2011/12 session.

Teachers responsible: Professor David Held and Dr Jill Stuart

Availability: Optional to BSc Government. The course is capped and only available as an outside option to non-Government students and General Course students when there is space.

Teaching: 22 weekly hour-long lectures commencing in the MT, and 24 weekly 1.5 hour-long seminars starting in week 1 of the MT.

Course content: This course 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.

Formative coursework: All students are expected to produce two written essays plus one short presentation 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.

GV310

Democracy and Democratisation

This information is for the 2011/12 session.

Teachers responsible: Dr Francisco Panizza.

Availability: Third year BSc Government, BSc Government and Economics, BSc Government and History, BSc Politics and Philosophy, BSc International Relations and BSc Social Policy with Government students. Also available to General Course students and as an outside option.

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 Eastern Europe, Latin America, Africa, 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: L. Whitehead *Democratization* (2002); Rueschemeyer, Dietrich, Evelyn 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 2011/12 session.

Teacher responsible: Professor Ed Page

Availability: Optional course for BSc Government, BSc Government and History, BSc Politics and Philosophy and BSc Government and Economics. Not available to General Course students or as an outside option.

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 2011/12 session.

Teachers responsible: Professor John Breuilly, Dr John Hutchinson and Dr Daphne Haikiopoulou

Availability: Optional for BSc Government, BSc Government and Economics, BSc Government and History, BSc International Relations, BSc International Relations and History, BSc Politics and Philosophy, BSc Social Policy and Sociology, BSc Social Policy with Government and BSc Sociology. Also available to General Course students and as an outside option.

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.

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, *Nationalism*, Polity 2010; 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 2011/12 session.

Teachers responsible: Dr Eiko Thielemann, Professor S Hix and Dr Rory Costello.

Availability: Optional for BSc Government, BSc Government and Economics, BSc Government and History, BSc Politics and Philosophy, BSc International Relations and BSc Social Policy with Government. Available to General Course students and as an outside option.

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 and B Hoyland, *The Political System of the European Union*, 3rd edn; H Wallace, M Pollack & A Young (Eds), *Policy-Making in the European Union*, 6th edn; D Dinan, *Ever Closer Union? An Introduction to the European Union*, 4th edn.

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

GV353**Politics of Money, Finance and Trade in Comparative Perspective****This information is for the 2011/12 session.****Teacher responsible:** Dr Stephanie Rickard & Dr Cheryl Schonhardt-Bailey**Availability:** BSc Government, BSc Government and Economics, BSc Government and History, BSc Politics and Philosophy. This course is not normally available to General Course students, unless they can demonstrate adequate background knowledge. The course is capped and only available as an outside option to non-Government students when there is space.**Pre-requisites:** Students should have background in political economy and/or public policy.**Course content:** The course focuses on the role of institutions, ideas and interests in the process and formulation of three key areas of economic policy - i.e., (1) monetary policy, (2) financial stability and regulation, and (3) trade policy. We examine the causal influences of institutions, ideas and interests in monetary policy, finance and trade, focusing predominantly on developed countries. We draw on theories from economics and political science and analyze these using both historical and contemporary examples, and do so from a comparative perspective, rather than an international relations perspective. The primary focus of the course is on actual policy outcomes, which gives rise to the second portion of the course - namely the research dissertation. For this dissertation, we provide intensive supervision in assisting students to (1) design a scientific research question related to money, finance or trade, (2) compile appropriate data to test hypotheses which derive from the question, and (3) propose methods for analyzing the data. Students may employ either quantitative or qualitative methods for their research dissertation. Previous knowledge of statistical methods is assumed; however, some students may opt to acquire more specialist knowledge of textual analysis software, and the fundamentals for this will be provided in this course.**Teaching:** Ten hours of lectures and ten hours of seminars in the Michaelmas Term; two hours of lectures, two hours of seminars and 16 hours of workshops in the Lent Term.**Formative coursework:** One formative essay, based on the outline for students' research dissertation, in Michaelmas Term.**Indicative reading:** C. Schonhardt-Bailey (2006) *From the Corn Laws to Free Trade: Interests, Ideas and Institutions in Historical Perspective*. MIT Press.Hiscox, Michael. (2002) *International Trade and Political Conflict*, Princeton University PressF. McGillivray, *Privileging Industry: The Comparative Politics of Trade and Industrial Policy* (Princeton, 2004)Blinder, A., *The Quiet Revolution: Central Banking Goes Modern* (Yale Univ Press, 2004)Charles Kindleberger, *Manias, Panics, and Crashes: A History of Financial Crises* (Wiley, 5th edn. 2005, 1st edn. 1978);Walter Bagehot, *Lombard Street: A Description of the Money Market* (1873);Carmen Reinhart & Kenneth Rogoff, *This Time Is Different: Eight Centuries of Financial Folly* (Princeton Univ. Press, 2009);Martin Wolf, *Fixing Global Finance* (Johns Hopkins University Press, 2008).**Assessment:** One 10,000 word research dissertation (100%) due at the end of the Lent Term.**GV390****Government Essay Option****This information is for the 2011/12 session.****Teacher responsible:** Departmental Tutor, Dr Jonathon Hopkin.**Availability:** Optional for BSc Government and BSc Politics and Philosophy students, may be taken only in the third year. This option is not available to General Course students or as an outside option.**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.

Footnotes are to be included in the word limit - but not the bibliography. The examiners may determine that the candidate should be called for an oral examination.

GY100**Environment, Economy and Society****This information is for the 2011/12 session.****Teachers responsible:** Dr Claire Mercer, STC.S412. Other teachers: Dr Riccardo Crescenzi, STC.S414, Professor Ian Gordon, STC.S505A, Dr Michael Mason, STC.S510,**Availability:** Compulsory for BA Geography, BSc Geography with Economics and BSc Environment and Development. Optional for BSc Social Policy. Available as an outside option where regulations permit.**Course content:** This course provides students with an introduction to Geography at LSE. 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. The course is divided into four sections. Section 1: Introduction - places 'Geography' as a discipline and an approach within the context of the social sciences at LSE. Section 2: Geography and nature; Global and local environmental problems; Urban sustainability and the compact city. Section 3: 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. Section 4: Society: Contested geographies and histories of globalization and contemporary development. Global mobilities, culture and place. Transnational communities. Migration and development.**Teaching:** Lectures: GY100 36 lectures, twice weekly MT, LT. Weekly classes.**Formative coursework:** Students will be expected to produce 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 2011/12 session.****Teacher responsible:** Dr Simona Iammarino, STC. S410**Availability:** Optional first year course for BSc Environmental Policy, BSc Environment and Development, 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, competitiveness, cohesion, enlargement, ageing, migration, employment trends, gender divisions and social polarization and the emergence of regionalism and nationalism. 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.

Assessment: A formal three-hour unseen examination paper (100%).

Indicative reading: A Rodriguez-Pose, *The European Union: Economy, Society and Polity*, 2000; R Baldwin and C Wyplosz, *The Economics of the European Integration*, 3rd edition, 2009; S Senior Nello, *The European Union. Economics, Policies and History*, 2009; 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

GY120 Environmental Change: Past, Present and Future

This information is for the 2011/12 session.

Teacher responsible: Professor D K C Jones, STC. S417

Availability: Compulsory for BSc Environment and Development and BSc Environmental Policy with Economics and optional for BA Geography and BSc Geography with Economics students. Also available as an outside option for other students as permitted by the regulations for their degrees.

Course content: The course focuses on developing an appreciation of the Planet Earth as the home of human societies. The analysis focuses on the physical nature of the 'natural' or biophysical systems and involves consideration of how the solid earth, the gaseous atmosphere, the hydrosphere and the biosphere, were formed, have evolved, interact and have changed over time due to both external (extra-terrestrial) and internal factors, including humans. Consideration of 'material properties', 'processes' and 'fluxes' is undertaken with the purpose of better understanding the varying causes and scales of 'environmental change' that have occurred. From this, an appreciation of change and evolution over differing timescales is developed which will serve as an essential basis for students when evaluating the contemporary two-way interaction between humans and the environment. The course consists of the following sections:

A. *Introduction:* The structure and functioning of the Earth as a set of systems (The Geosystem). The Scientific Method. The systems approach and its application to environmental studies. Ecosystem concept. Biogeochemical cycles.

B. *Environmental Change:* The nature and causes of Environmental Change and Climate Change. The contemporary Atmosphere and Hydrosphere. Composition and structure of the atmosphere. Radiation and selective absorption (Greenhouse Effect). Global energy budget and global energy transfers. Hydrological cycles. Cloud formation, precipitation and evapotranspiration. General introduction to hydrology and the "Hydrological Cascade". Flooding.

C. *Long-term Geosystem Change: From Creationism to Deep Time.* The nature, origin and evolution of the Solar System and Planet Earth. Catastrophism versus Uniformitarianism. The evolution of the solid Earth, atmosphere, hydrosphere and biosphere. Plate tectonics and environment/ climate change. Mass extinctions and the development of biodiversity. Gaia.

D. *Quaternary Environmental Change:* Environmental Change

over the last 2.6 million years. The paradigm of Quaternary environmental change, i.e. the "Ice House- Hot House" paradigm. Ice cores, ocean sediment cores, isotope analysis, The Milankovitch Mechanism. Holocene Climate Change and debates. The nature and causes of sea-level change. Isostasy. Human impacts on the Ecosphere.

E. *Global Environmental Change:* Contemporary Climate/ Environmental Change and the basis of predictions to AD 2100.

Teaching: 38 one-hour lectures in the MT and LT; weekly one-hour classes in the MT, LT and ST.

Formative coursework: Students will be expected to produce two 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, *Almost Everyone's Guide to Science*, 1998; 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; C. Cockall (Ed.) *An introduction to Earth-Life System*, 2008; W.J. Burroughs, *Climate Change*, 2007.

Assessment: A three-hour unseen examination in the ST (70%), two 1,500 word essays in the LT and ST (15% each).

GY121 Sustainable Development

This information is for the 2011/12 session.

Teacher responsible: Dr G Atkinson, STC.S513. Other teachers involved Professor DKC Jones and Dr J Childs.

Availability: Compulsory for BSc Environment and Development and BSc Environmental Policy with Economics. An optional course for BA Geography and BSc Geography with Economics. Available as an outside option and non-Geography students are welcome to attend where permitted by regulations.

Course content: "Is development sustainable?" While this is undoubtedly a challenging question, the purpose of this course is to provide the building blocks that will allow an answer to be formulated. In doing so, we will seek to understand better how the natural world is affected by development decisions and crucially how those decisions shape human development prospects or widen the gap between development outcomes across geographical regions or socioeconomic groups.

All of this gives rise to a rich array of themes and debates, which are reflected in distinct sections of the course. We begin by introducing the concept of sustainable development and by asking what exactly it is that should be sustained (and why) and what are the pathways whereby human development is influenced by resource and environmental scarcities. We then proceed to consider the viewpoint that society is being 'guided by the wrong compass' in the way that social and economic progress conventionally is measured.

As such, we scrutinize proposals for better metrics of sustainable development that, for example, take human-induced environmental change into account. We will also investigate the changing physical nature of this human-induced change as it becomes truly global in scale as well as consider the way in which natural hazards affect human populations particularly those who are amongst the most vulnerable. Finally, resource scarcities are frequently relative and the uneven distribution of, or access to, resources has implications for how development outcomes and prospects are distributed globally and within countries. Our last section, therefore, examines issues of resource security including those surrounding food and energy availability as well as broader debates about North-South resource conflicts, population growth and changing technology.

Teaching: Lectures weekly MT and LT; Classes weekly MT and LT.

Formative coursework: Students will be expected to produce class essays during the year and to give class presentations

Indicative reading: There are a variety of texts available for this

course. A detailed reading list will be given at the beginning of each term but will include: G Atkinson, S Dietz and E Neumayer (eds) *Handbook of Sustainable Development*, Elgar, 2007; V Desai and RB Potter (eds) *The Companion to Development Studies*, 2nd Edition, Hodder, 2008; J Elliot, *An Introduction to Sustainable Development*, 3rd edition, Routledge, 2006; A Goudie (ed), *The Human Impact Reader*, Blackwell, 1997; A Goudie, *The Human Impact On the Natural Environment*, 6th edition, Blackwell, 2006; United Nations Development Report, *Human Development Report 2011*, UNDP, 2011; *World Bank, World Development Report on Climate and Development 2009*, World Bank, 2011.

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 2011/12 session.

Teacher responsible: Dr Asher Ghertner, K101, Other teachers: Dr Murray Low, Prof Ian Gordon, Dr David Grover

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. The course covers an introduction to philosophy of science and discusses philosophical approaches to research such as Marxism, feminism, and postmodernism. The quantitative component of the course covers approaches to describing data visually and numerically, sampling techniques, the basics of statistical inference, and the principles of structured hypothesis testing. The course uses statistical software to analyse social deprivation data as well as the use of mapping software to represent these data spatially. The qualitative component of the course discusses research design and epistemology, the selection and analysis of case studies as a research method, the collection and analysis of primary data through fieldwork, and methods of interpreting primary and secondary texts. The final module includes a full week of fieldwork day trips to East and South London investigating themes of the impact of industrial restructuring, globalization, regeneration, and social exclusion, during which students are required to apply various methods from the course in their own research.

Availability: Compulsory for BA Geography. Optional for BSc Geography with Economics and BSc Environment and Development. 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: A Blunt et al. (Eds), *Cultural Geography in Practice*, 2003; D Ebdon, *Statistics in Geography*, 1985; R Flowerdew & D Martin (Eds), *Methods in Human Geography*, 1997; I Hay (Ed), *Qualitative Research Methods in Human Geography*, 2010; 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) Practical exercises (40%); (iii) Field work report (20%).

GY200

Economy, Society and Space

This information is for the 2011/12 session.

Teacher responsible: Prof. Diane Perrons, Dr Alan Mace and Dr Asher Ghertner

Availability: Available to students on BSc Environmental Policy, BSc Environmental Policy with Economics, BSc Environment and

Development, BA Geography and BSc Geography with Economics.

Course content: From a global perspective this course examines the inter-relatedness of economy and society and the spatiality of social and economic phenomena in contemporary societies. Issues covered include: political economy and theories of uneven development; imperialism and dispossession; the globalisation of production and consumption; the international division of labour, changing working conditions and patterns of inequality at different spatial scales, ; living wages and liveable cities, ; gentrification and displacement; and global cities, the slumworld and urbanisation in comparative perspective. We will examine relationships between economic and social restructuring, ; the geographies of privilege, exclusion and marginality; as well as responses through urban regeneration, urban renewal and city planning. At the end of the course students should be able to understand the relationship between the economic, social and spatial realms and communicate and apply these understandings to the contemporary geographies of everyday life.

Teaching: Lectures: 1 x 2-hour lecture weekly in MT and LT; Classes: fortnightly in MT and LT.

Formative coursework: Students will be expected to prepare written work for fortnightly classes, and write one formative essay each term related to course readings.

Indicative reading: U. Beck, *The Risk Society*, 1992; M. Castells, *The City and the Grassroots*, 1984; P. Dicken, *Global Shift: Mapping the Changing Contours of the World Economy*, 2010; D. Harvey, *The Enigma of Capital*, 2010; D. Harvey, *A Brief History of Neoliberalism*, 2007; K. Marx, *The Communist Manifesto*, 1848; D. Perrons, *Globalisation and Social Change*, 2004; K. Polanyi, *The Great Transformation*, 1944; M. Savage., A. Warde and K. Ward, *Urban Sociology, Capitalism and Modernity*, 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 2011/12 session.

Teacher responsible: Dr Giordano Mion, STC. S513a

Availability: This course is compulsory for students on BSc Geography with Economics. It is optional for BA Geography, BSc Economics, BSc Environmental Policy, BSc Environment and Development 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 and the role of the housing market.

Teaching: 40 hours of lectures (of which 4 hours will be devoted to interactive discussion of some readings) and 10 x one-hour classes over the MT and LT.

Formative coursework: Students will be expected to prepare for group discussion of some readings and hand in short essays and problem sets in both terms.

Indicative reading: Detailed reading lists will be given out at the beginning of each term. Readings will include journal articles. Some important items include: A O'Sullivan, *Urban Economics* (7th edn 2008), Irwin/McGraw-Hill; T A Pugel & P Lindert, *International Economics*, (14th edn) McGraw Hill, 2009

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 2011/12 session.****Teachers responsible:** Dr CC Mercer, STC. S412; other teachers involved: Dr S Chari, STC. S418**Availability:** Compulsory for BSc Environment and Development. 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 development in the Global South. The course focuses on key development theories, practices and trajectories. Section 1 (Development theories and practices) covers definitions and measurements of development, modernization, dependency, basic needs and post-development, the changing role of the state and the rise of the neoliberal project, the debt crisis, structural adjustment and PRSPs, participatory development and NGOs. Section 2 (Development trajectories) covers colonialism and labour regimes, agrarian change (households, kinship and gender relations), rural development, food famine and hunger, industrialization and labour movements, oil environment and subaltern struggles**Teaching:** 30 lectures (two per week MT weeks 1-9 and LT weeks 1-6) and 10 classes.**Formative coursework:** Students will be expected to produce two essays during the MT and LT, and also to prepare class presentations.**Indicative reading:** S. Chant and C. McIlwaine, *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; T Forsyth (Ed), *The Routledge Encyclopaedia of Development*, 2005; D. Simon (Ed.), *Fifty Key Thinkers on Development*, 2005; K Willis (2011) *Theories and practices in development*, 2nd ed; UNDP, *Human Development Report*, published annually; World Bank, *World Development Report*, published annually.**Assessment:** One 2,000 word essay to be submitted in 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 2011/12 session.****Teacher responsible:** Dr M M Low, STC. S512.**Availability:** BSc Environmental Policy, BSc Environment and Development, 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.**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 2011/12 session.****Teachers responsible:** Dr M Mason, STC.510. Other teachers involved, Professor D K C Jones, STC.417**Availability:** Compulsory for BSc Environmental Policy, BSc Environment and Development, 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 of teaching may change with staff availability. Part A: Introduction and Themes: this introduces students to social scientific perspectives on scientific knowledge and environmentalism. Part B: Environmental Risk and Science: this section examines the physical science basis of current regional and global environmental risks, including geohazards and global atmospheric pollution. Part C: Science and Environmental Governance: this final section of the course examines how environmental science is incorporated in global environmental governance. The course concludes with an examination of the notion of sustainability science.

Teaching: Lectures: (GY220) Two lectures per week in the MT and LT and weekly Classes (GY220. A)**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; 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; M Hulme, *Why We Disagree About Climate Change*, 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, *Global Environmental Outlook 4*, 2007.**Assessment:** A formal three-hour unseen examination paper (75%) and a course essay of no more than 2,000 words (25%).**GY222****Applied Environmental Economics****This information is for the 2011/12 session.****Teachers responsible:** Dr S Mourato, STC. S416. Other teacher involved: Professor Eric Neumayer, STC. S503.**Availability:** Second year compulsory course for BSc Environmental Policy with Economics, BSc Environment and Development 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 real world policymaking such as climate change, ecosystem service and biodiversity conservation, pollution control, resource depletion, and trade and the environment. 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, tropical forest conservation, and 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 2011/12 session.

Teachers responsible: Dr M. Low. Other lecturers include Mr D Grover, Dr Hyun Shin (S416)

Availability: BSc Environmental Policy, BSc Environmental Policy with Economics, BSc Environment and Development 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 covers a variety of different approaches to social science methodology including: (i) analysis of quantitative data using linear regression including hypothesis testing, (ii) analysis of quantitative spatial data using geographic information systems (GIS) software, (iii) techniques for qualitative data analysis including structured and unstructured interviewing, participant observation, and research ethics, including research ethics when conducting fieldwork (vi) techniques for the economic analysis of environmental issues; and (v) techniques for designing, carrying out and presenting the Independent Research Project

Teaching: GY240 shares most teaching arrangements with GY2A0. The teaching provision is comprised of 20 one-hour lectures and up to 25 hours of classes over MT and LT.

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: Assigned readings may include: A H Studemund (2001 or later edition) *Using Econometrics: A Practical*

Guide; J Bell, *Doing your Research Project - Guide for first time researchers in education and social science* (2nd edition), 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; A MacEachren, *Some truth with maps: a primer on symbolization and design*, 1994; K G Esterberg, *Qualitative methods in social research*, 2002; I Hay (Ed), *Qualitative research methods in human geography*, 2010. Students unfamiliar with basic inferential statistics and/or those who anticipate difficulty with the linear regression analysis component of the course in Michaelmas Term weeks 1-5 should prepare in advance by studying Chapter 16: *Statistical Principles in Studemund*, A H (2000) 'Using Econometrics: A Practical Guide.' Fourth edition (or later). Boston: Addison Wesley. or a similar text.

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 2011/12 session.

Teacher responsible: Dr Sharad Chari, STC. 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 course introduces students to socio-cultural and historical geography through past and present London. The city provides an opportunity for thinking about the interplay of culture, society, and space as we consider a series of questions about urban and social transformation. An important 'lab' component involves leaving the classroom to enter the LSE Archives, the Museum of London, and to walk the streets to interpret London's geographies. Michaelmas Term focuses on London within a series of 'great transformations' in the making of the modern world, culminating in the spatial and social divides of the Victorian city. The founders of the LSE were centrally concerned with understanding these divides in order to change them. Lent Term focuses on 20th and 21st century processes, and challenges that have tested the possibilities of this great metropolis including migration and racism, gentrification, inequality and labour politics. The course uses theoretical and historical insights to better understand the city that surrounds us.

A detailed syllabus handed out in the first week of the course will include the following topics: the great transformations of time, space and nature; labour and class politics; sexuality, hygiene and the Victorian city; the foundations of social science; writing and photographing London; the docks and the Empire; race, racism, immigration and the question of security; and urban inequality and labour politics today.

Teaching: 30 hours lectures, and 18 weekly classes as detailed in the course syllabus.

Formative coursework: Students are expected to write two formative essays and to participate actively in classes led by the Class Teacher.

Indicative reading: P Linebaugh and M Rediker, *The Many-Headed Hydra*, 2000; R Porter, *London: A Social History*, 1994; G Stedman Jones, *Outcast London*, 1984; L Nead, *Victorian Babylon: People, Streets and Images in Nineteenth-Century London* 2000; S Koven, *Slumming: Sexual and Social Politics in Late Victorian London*, 2004; S Wise, *The Blackest Streets: The Life and Death of a Victorian Slum*, 2009; J Schneer, *London 1900: The Imperial Metropolis*, 2001; S Hall et al, *Policing the Crisis: Mugging, the state, and law and order*, 1993; P Wright, *A Journey Through Ruins: The Last Days of London*, 2009; K Datta, Y Evans, J Herbert, J May, C McIlwaine and J Wills, *Global cities at work: New migrant divisions of labour*. Pluto, London, 2010; G Wemyss, *The Invisible Empire: White Discourse, Tolerance and Belonging*, 2009; P Gilroy, *After Empire: Multiculture or Postcolonial Melancholia*, 2004.

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 2011/12 session.

Teachers responsible: Dr M Low, STC. S512. Other teachers involved: Dr S Chari, Dr C Mercer, Mr D Grover, Dr Hyun Shin (STC. S416).

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 covers a variety of different approaches to social science methodology including: (i) analysis of quantitative data using linear regression including hypothesis testing, (ii) analysis of quantitative spatial data using geographic information systems (GIS) software, (iii) techniques for qualitative data analysis including structured and unstructured interviewing, participant observation, and research ethics, including research ethics when conducting fieldwork (vi) application of qualitative research techniques in the field; and (v) techniques for designing, carrying out and presenting an Independent

Teaching: 19 one-hour lectures and up to 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; A MacEachren, *Some truth with maps: a primer on symbolization and design*, 1994; K G Esterberg, *Qualitative methods in social research*, 2002; I Hay (Ed), *Qualitative research methods in human geography*, 2010

Students unfamiliar with basic inferential statistics and/or those who anticipate difficulty with the linear regression analysis component of the course in Michaelmas Term weeks 1-5 should prepare in advance by studying Chapter 16: *Statistical Principles in Studenmund*, A H (2000) *'Using Econometrics: A Practical Guide.'* Fourth edition (or later). Boston: Addison Wesley or a similar text.

Assessment: A two-hour unseen examination 50% , written coursework 50%.

GY300

Theories of Regional Development and Change

This information is for the 2011/12 session.

Teachers responsible: Dr Simona Iammarino STC. S410

Availability: Optional course for BSc Economics, BA Geography, BSc Environmental Policy, BSc Environment and Development, 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 around the world, including: human capital and education, innovation, international trade and quality of institutions.

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 2011/12 session.

Teachers responsible: DDr Gareth Jones, S506 and Dr Claire Mercer, S412

Availability: Optional for BSc Environmental Policy, BSc Environment and Development, 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. Framing Geo-Politics and Development: introduction to Geopolitics, Critical Geopolitics and Postcolonialism.
2. Geo-Politics and Empires: Africa, the 'Dark' Continent; End of Empire and the 'American Century'; Developmental States and Bretton Woods; The Cold War; New World (Dis)Order, Rogue States, Wild Zones; The War on Terror.
3. Geo-Politics and Neo-Liberal Development: Living with Perpetual Crisis; Corruption and Aid; Good Governance; Civil Society; Global Rights, Transnational Politics and Neoliberal Multiculturalism.
4. Critical Geo-politics and Representation: New Security Discourses: Drugs, Disease and Violence, Africa as the Dark Continent revisited.

Teaching: Lectures: weekly MT and LT; Classes: weekly MT and LT.

Formative coursework: Students are expected to complete four class essays during the year.

Indicative reading: No one book covers the syllabus. Key themes will be linked to a main or set of texts, complemented by a more detailed reading list.

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 2011/12 session.****Teachers responsible:** Dr M Low, STC. S512 and Dr Hyun Shin, STC. S416.**Availability:** BSc Environmental Policy, BSc Environment and Development, 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 policy and practice, e.g. urbanisation, urban redevelopment, mega-event politics, gentrification, right to the city. Case studies largely drawn from cities in mainland China and newly industrialised economies in East Asia

Teaching: 10 one-hour lectures (GY302) in MT; 10 one-hour lectures in LT; 1 2-hour lecture in ST (Revision Session); 18 one-hour classes (GY302. A) in ML/LT.**Formative coursework:** Students should produce two essays during the year.**Indicative reading:** D Judge et al, *Theories of Urban Politics*, 1995; J S Davies and D L Imbrosio, *Theories of Urban Politics* (second edition), 2009; 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; F Wu (ed.), *China's Emerging Cities*, 2007; G Andrusz et al, (Eds), *Cities after socialism*, 1996**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 2011/12 session.****Teachers responsible:** Professor Diane Perrons B506; Ms Alice Evans Dr Martina Klett Davies**Availability:** Optional third year course for BSc Environmental Policy, BSc Environment and Development, 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 - Gender inequality in a global context; Theorising the changing organisation of work, gender divisions between paid and unpaid work and the gendered structure of geographical space; Global cities: polarisation and feminisation of work, migrant workers and the global care chain. Gender divisions within the western world and policy responses: European welfare state regimes and 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, S Lewis & C Lyonette (eds), *Women, men, work and family in Europe*, Palgrave Macmillan 2007; B.Ehrenrich & A Hochschild, *Global Women*, Grant, 2003L McDowell, *Working bodies: interactive service employment and workplace identities*, Wiley-Blackwell, 2009 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, *Globalising Care Economies and Migrant Workers: Explorations in Global Care Chains*, Palgrave MacMillan 2009.LT: W Benedek, E Kisaakye & G Oberleitner (Eds), *Human Rights of Women: International Instruments and African Experiences*, Zed, 2002; S. Chant, *Gender, Generation and Poverty: Exploring the 'Feminisation of Poverty' in Africa, Asia and Latin America*, Elgar, 2007; S.Chant (Ed.) *The International Handbook of Gender and Poverty: Concepts, Research, Policy*, Elgar, 2010; S. Chant & M. Gutmann, *Mainstreaming Men into Gender and Development*, Oxfam, 2000; S. Chant and C Mcllwaine, *Geographies of Development in the 21st Century*, Elgar, 2009; 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.Parpert (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 2011/12 session.****Teacher responsible:** Dr Simona Iammarino, STC. S410**Availability:** Compulsory for BSc Geography with Economics. Optional for BA Geography, BSc Environmental Policy, BSc Environment and Development 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 and innovation 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%).

GY324 Environmental Governance

This information is for the 2011/12 session.

Teacher responsible: Dr Michael Mason STC.510. Other teachers involved, Dr Carmen Marchiori, KGS.102 and Dr Richard Perkins, STC.413.

Availability: Compulsory for BSc Environment and Development, BSc Environmental Policy and BSc Environmental Policy with Economics. Optional for BA Geography, BSc Geography with Economics. Also available as an outside option and to General Course students.

Course content: This course seeks to explore and critically interrogate the evolving patterns and processes of environmental governance. The course begins by introducing different conceptions of environmental governance, highlighting the multiple actors, scales and interactions involved. It then considers the role of the territorial state, focusing on the organisations of national environmental governance, and how public environmental policy is made and implemented. The next part switches focus to the role of corporations in environmental governance, outlining the motives, practices and outcomes of corporate environmentalism. Lent Term provision examines the issues, actors and processes that shape environmental governance at the transnational and global scales. Introductory lectures on the global environmental policy process introduce different scholarly perspectives informing current research (e.g. regime analysis, critical political economy and constructivism): these perspectives will be referred to as subsequent lectures address particular actor groups and issues (e.g. sustainable energy transitions, climate security). Students will be encouraged to think critically about the ways in which the regulation of global environmental risk is framed and politically contested.

Teaching: Ten hours of lectures and classes both in the MT and LT. A one-hour revision class in the ST.

Indicative reading: Adger, W.N and A. Jordan (eds) (2009) *Governing sustainability*. Cambridge: Cambridge University Press. Betsill, M.M, K. Hochstetler and D. Stevis (eds) (2006). *International environmental politics*. Basingstoke: Palgrave Macmillan. Blowfield, M. and A. Murray (2008). *Corporate responsibility: A critical introduction*. Oxford: Oxford University Press. Carter, N. (2006). *The politics of the environment: Ideas, activism and policy*. Cambridge: Cambridge University Press. O'Neill, K. (2009) *The environment and international relations*. Cambridge: Cambridge University Press.

Assessment: One three hour exam in the ST (75%) and one 2,500 word essay (25%).

GY325 Environment and Development

This information is for the 2011/12 session.

Teacher responsible: Dr Salvatore Di Falco

Availability: Compulsory for BSc Environment and Development, BSc Environmental Policy and BSc Environmental Policy with Economics students. Optional on BA Geography and BSc Geography with Economics. The course is also available as an outside option and to general course students.

Course content: The course starts by recognising that developing countries tend to be more dependent on natural resources and to have higher pollution levels than developed countries. They are also typically characterised by lower institutional capacity and fewer financial resources. As a consequence, the issues and concerns are somewhat different from the management of natural resources and the environment in developed countries. Sustainability is a much more immediate concept, since it must take account of pressing concerns such as basic subsistence and survival. This course explores the complex relationships between development, poverty and the

environment; it covers a range of important natural resource and environmental issues in developing countries, and provides students with the necessary tools critically to evaluate how these issues have been addressed by different stakeholders and at different levels of governance.

Teaching: Ten hours of lectures (fortnightly) and seminars (weekly) in the MT and LT. A one-hour lecture and seminar in the ST.

Indicative reading: Barbier, E. (2006), "Natural capital, resource dependency, and poverty in developing countries: the problem of dualism within dualism", in R. Lopez and M. Toman (eds), *Economic Development and Environmental Sustainability: New Policy Options*, Oxford: Oxford University Press, pp: 23-59. Deininger, K. and B. Minten (1999) "Poverty, policies, and deforestation: the case of Mexico", *Economic Development and Cultural Change*, 47(2): 313-344. Mäler, K.G. (2008) "Sustainable development and resilience in ecosystems", *Environmental and Resource Economics*, 39:17-24. Ostrom, E. et al. (eds) (2002) *The Drama of the Commons*, Washington: National Academies Press. Ostrom, E. (2003), "How types of goods and property rights jointly affect collective action", *Journal of Theoretical Politics*, 15(3): 239-270. Pichón, F.J. (1997). Colonist land allocation decisions, land use, and deforestation in the Ecuadorian Amazon frontier," *Economic Development and Cultural Change*, 45(4): 707-744. Pretty, J. & H. Ward (2001) "Social capital and the environment", *World Development*, 29(2), 209-227. Ravallion, M. (1997) "Famines and economics" *Journal of Economic Literature*, 35(3): 1205-1242. Ray, D. (1999), *Development Economics*, Princeton: Princeton University Press. Ruttan, V.W. (2002) "Productivity growth in world agriculture: sources and constraints" *The Journal of Economic Perspectives*, 16(4): 161-184. Seabright, P. (1993), "Managing local commons: theoretical issues in incentive design", *Journal of Economic Perspectives*, 17(4): 113-134.

Assessment: One 3 hour exam in the ST (75%) and one 2,500 word essay (25%).

GY350 Independent Research Project

This information is for the 2011/12 session.

Teachers responsible: Student's Academic Adviser in the Department of Geography and Environment

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, BSc Environment and Development, 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: Students plan their own independent research project from start to finish on a geography topic of their choice. Carrying out the project generally includes reviewing the literature in their chosen topic area, formulating a viable and geography-relevant research question, analysing primary or secondary evidence or other material appropriate to the investigation (often a case study, data set, archival source, fieldwork observation, survey results or interviews, but also other material), and drafting the findings from their investigation into a final, polished submission. Students are expected to deal themselves with the many procedural and analytical decisions that arise in independent research, but with guidance from Academic Advisers and others.

Teaching: In the course of conducting their independent research students can draw on various forms of teaching support. Students regularly report on their research progress to their Academic Advisers during regular meetings in MT and LT. Students are also assigned a PhD student in the Department who is familiar with their general research topic. Students have the option to arrange further supervision with their PhD Adviser on an individual basis. Structured workshops on dealing with common problems facing researchers using quantitative and qualitative methods are offered in both MT and LT.

Formative coursework: Students will be expected to report

regularly to their Academic Adviser on the progress they are making on their independent research project, at least during regular termly Advisee meetings if not more frequently. Students may also choose to arrange additional oversight and update arrangements with either their Academic Adviser or PhD Adviser.

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, and by the same deadline an electronic copy must be submitted by Moodle.

HY113

From Empire to Independence: the Extra-European World in the Twentieth Century

This information is for the 2011/12 session.

Teacher responsible: Dr Antony Best, E405

Availability: Optional for BA History, BSc Government and History, BSc International Relations and History, BSc Environment and Development and General Course students. Available as an outside option for first and second year students where regulations permit, and to General Course students.

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, revolutionary developments in Latin America, 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 Cuban revolution and the Central American wars of the 1980s; 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: There will be 20 lectures and 20 classes in the MT and LT, followed by two revision sessions in the ST.

Formative coursework: Students will be asked to write at least three essays and to present a number of brief class reports.

Indicative reading: W G Beasley, *The Rise of Modern Japan* (1990); A Best, J Hanhimäki, 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); Skidmore and Smith, *Modern Latin America* (2005).

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

HY114

War and Society from the Renaissance to the Napoleonic Era, c.1500-1815

This information is for the 2011/12 session.

Teacher responsible: Dr Paul Keenan, EAS.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: This course provides 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', 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 19 classes in the MT and LT, followed by two revision sessions in the ST.

Formative coursework: Students will be required to write three 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: 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: 90% three-hour written examination in the ST. 10% assessed class presentation

HY116

International History since 1890

This information is for the 2011/12 session.

Teacher responsible: Dr Piers Ludlow E502

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).

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 Kaylor, *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

Britain and Empire from 1780 to the Present Day

This information is for the 2011/12 session.

Teacher responsible: Dr Joanna Lewis, EAS. 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 decolonisation of Africa and the dramatic rise in migrants coming to Britain from former colonial territories. 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, decolonisation and 'immigration'. The course begins with setting out the British empire from 1780 and the debates about the rise of the so called Second British Empire, from the impact of the loss of the American colonies, to the swing to the East and British National identity. It then moves to consider in detail the relationship between British governance and the East India Company. Then we move to look at the expansion of imperial reach across the Pacific. Then we will examine the phenomenon of white settlers and British migration overseas including the rise of Australia. Continuing on with the consolidation of British rule as the nineteenth century progressed, the controversial history of the construction of race is considered during the Victorian era. We then move to the impact of the 1857 Indian 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-building in the Victorian and Edwardian empire: 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 then 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 Palestine and the handing over of power are then considered. We then shift geographical focus to look at two violent case studies in the post-war end of empire phase: the war against Communist insurgents in Malaya in relation to the Cold War; and secondly 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 immigration and racism is examined with regard to growing levels of post-colonial migration to Britain.

Teaching: There will be 20 lectures and 20 classes plus two revision sessions.

Formative coursework: Students will be required to write three essays and to make a number of presentations throughout the year which will be informally graded.

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) & R Hyam, ; L J Butler, *Britain and Empire: Adjusting to a post-imperial world* (2002); John Darwin, *The Empire Project* (2010); N. Ferguson, *Empire: How Britain Made the Modern World* (latest edn); B. Porter, *The Lion's Share: A Short History of British Imperialism 1850-1995* (latest edn). *Vital reference points are :* *Oxford History of the British Empire*, Vols II- V, and *Oxford History of the British Empire, Companion Series*, P Morgan and S Hawkins (eds) *Black Experience and the British Empire* (2004). For more detailed case studies, see, Linda Colley, *Britons: forging the nation 1707-1837* (1992); Catherine Hall, *Civilising Subjects: metropole and colony in the English imagination, 1830-1867* (2002). On popular imperialism see John Mackenzie (Ed), *Imperialism and popular culture* (1986) Stuart Ward (Ed), *British culture and the end of empire* (2001); Andrew Thompson, *The Empire Strikes Back: Britain and Imperialism* (2005); David Canadine, *Orientalism: how the British saw their empire* (2001); Bernard Porter, *The Absent Minded Imperialists* (2004); 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); Thomas Pakenham, *The Scramble for Africa* (latest edn); *General background histories of Britain*: 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* (latest edition); K. Robbins, *The Eclipse of a Great Power: Modern Britain 1870-1975* (latest edition); (1990) *Novels and travelogues* (latest editions): Joseph Conrad, *Heart of Darkness*; Ryder Haggard, *King Solomon's Mines*; Wilfred Thesiger, *Across the Empty Quarter*. **Assessment:** Three-hour written examination in the ST.

HY203

The Arab-Israeli Conflict: Nationalism, Territory, Religion

This information is for the 2011/12 session.

Teacher responsible: Dr K E Schulze, EAS. 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 three essays, 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 2011/12 session.

Teacher responsible: Dr Kristina Spohr Readman, EAS. E507

Availability: Intended primarily for second-year BA History, BSc International Relations and History, BSc International Relations and BSc Government and History students. Available as an outside option and to General Course students where regulations, timetabling constraints and teaching capacity permit.

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 in new ways - given that the historical discipline has methodologically evolved as well.

The course will provide an introduction to key topics in the new, international history of the 'first' Cold War, centring on the period between the end of World War II and the détente process of the 1970s. 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 two 2,000-word essays (one 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

The History of the United States since 1783

This information is for the 2011/12 session.

Teacher responsible: Professor Alan Sked, EAS. 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 write one essay in the Michaelmas term and one in the Lent term as well as do at least one class paper over the year. There will be a mock exam in the summer term.

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.

HY216

Four Reichs: Austria, Prussia and the Contest for Germany since 1618

This information is for the 2011/12 session.

Teacher responsible: Professor Alan Sked, EAS. E503

Availability: Optional for BA History, BSc International Relations and History, and BSc Government and History. This course is also available as an outside option to students on other programmes and is open to General Course students.

Course content: The aim of this course is to demonstrate how Austria (The Habsburg Monarchy, subsequently the Republic of Austria) tackled the German Problem as incorporated in a series of challenges: organising and controlling the Holy Roman Empire; withstanding the rivalries of Louis XIV's France and Frederick II's Prussia; resisting the French revolutionary and Napoleonic threat to Germany; organising the German Confederation after 1815; attempting to unify the Habsburg Monarchy and the German Confederation under Austrian leadership after the revolutions of 1848; contesting the leadership of Germany with Bismarck; allying with Imperial Germany in peace and war between 1879 and 1918; co-existing with Weimar Germany; experiencing Anschluss and war between 1938 and 1945; accepting a different path to independence from Germany between 1945 and 1955; taking a different view of the Nazi past from Germany after 1955; and

finally, joining Germany as a full member of the EU.

Teaching: 10 lectures and 10 classes in Michaelmas Term; 10 lectures and 10 classes in Lent Term; 2 classes in Summer Term

Formative coursework: Students will be expected to write one essay in the Michaelmas term and one in the Lent term as well as do at least one class paper over the year. There will be a mock exam in the summer term.

Indicative reading: Charles W. Ingrao, *The Making of the Habsburg Monarchy, 1618-1815*, 2nd. edition, Cambridge, 2000; Hajo Holborn, *A History of Modern Germany, 1648-1840*, Princeton, 1982; Alan Sked, *Metternich and Austria. An Evaluation*, Basingstoke, 2008; Alan Sked, Radetzky. *Imperial Saviour and Military Genius*, London, 2010; Alan Sked, *The Decline and Fall of the Habsburg Empire, 1815-1918* 2nd. edition, London and New York, 2001; Gary W. Shanafelt, *The Secret Enemy. Austria-Hungary and the German Alliance, 1914-1918*, New York, 1985; Barbara Jelavich, *Modern Austria. Empire and Republic. 1800-1986*, Cambridge, 1987; F. Parkinson (ed.), *Conquering the Past. Austrian Nazism Yesterday and Today*, Detroit, 1989; Rolf Steininger, *Austria, Germany and the Cold War from the Anschluss to the State Treaty, 1938-1955*, New York, 2008; David Art, *The Politics of the Nazi Past in Germany and Austria*, Cambridge, 2006; Peter J. Katzenstein, *Disjoined Partners. Austria and Germany since 1815*, Berkeley, 1976.

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

HY221

The History of Russia, 1682-1825

This information is for the 2011/12 session.

Teacher responsible: Dr Paul Keenan, EAS.E391

Availability: Primarily for 2nd year BA History, BSc International Relations and History, BSc International Relations and BSc Government and History students. May be taken by 3rd years, General Course students and as an outside option where regulations, timetabling constraints and teaching capacity permit.

Course content: The course provides 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 three 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; E Kimerling-Wirschafter, *Russia's Age of Serfdom*; D Saunders, *Russia in the Age of Reaction and Reform, 1801-1881*.

Assessment: Three-hour written examination in the ST(90%). Assessed class presentation (10%).

HY226

The Great War 1914-1918

This information is for the 2011/12 session.

Teacher responsible: Professor David Stevenson, E604 (Michaelmas term)

Dr Heather Jones, EAS. E508 (Lent and Summer terms)

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 one essay in the LT. They will also be required to do a timed mock exam essay in class at the end of 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 Not available in 2011/12

Early Colonial Empires: Europe and the World 1400-1750

This information is for the 2011/12 session.

Teacher responsible: Dr Joan Pau Rubiés, EAS. 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 two essays and one mock exam. They will also prepare one document exercise and 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

Frontiers of Nationalism, Statehood and Independence: the History of South-Eastern Europe 1914-1990

This information is for the 2011/12 session.

Teacher responsible: Professor Anita J Prazmowska, EAS. 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 one essay in MT, one essay in LT and one timed essay in ST. In addition students will be requested to make one class presentation.

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 Fejtó, *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 2011/12 session.

Teacher responsible: Dr Taylor Sherman, room E601

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: This course examines the history of South Asia from the eighteenth century to the present day. Focusing on the imperial relationship between Britain and India, it investigates the ways in which imperial rule shaped South Asian society, studies the nature of anti-colonial nationalisms, and explores the legacies of British rule for the independent states of South Asia.

The course will explain how and why the East India Company acquired an empire in India, and will explore the techniques by which the British sought to derive profit, prestige and power from its empire in South Asia. It will ask, to what extent did the British seek to reform India, and what were the consequences - intentional or otherwise - of imperial efforts to understand and change Indian society? The course will examine the ways in which different groups of Indians responded to, benefited from, and resisted colonial rule in India. The economic impact of colonialism will be considered, as the course asks, did British rule drain India of its wealth? In the second term, it will assess the impulses behind the emergence of Indian nationalism, and discuss Gandhi's philosophy and his political strategies. The course will consider why British India was partitioned in 1947 when India and Pakistan gained independence, and it will investigate the long-term consequences of partition, including the conflict over Kashmir. The course concludes with a discussion of the impact that colonialism has had on the political and economic development of independent India, Pakistan and Bangladesh.

Teaching: There will be 20 lectures and 20 classes. An additional two revision classes will be given in the 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 full reading list will be provided at the beginning of the course. The following are essential reading: Catherine B. Asher and Cynthia Talbot, *India before Europe* (Cambridge University Press, 2006) C. A. Bayly, *Indian Society and the Making of the British Empire* (Cambridge University Press, 1988); Bernard S. Cohn, *Colonialism and its Forms of Knowledge* (Princeton University Press, 1996); Barbara D. Metcalf and Thomas R. Metcalf, *A Concise History of India*, (Cambridge University Press, 2002); Douglas Peers, *India under colonial rule 1700-1885* (Longman, 2006); Sumit Sarkar, *Modern India 1885-1947* (London, 1989); Tirthankar Roy, *The Economic History of India 1857-1947* (Oxford University Press, 2006); R. Guha & G. Chakravorty-Spivak

(eds), *Selected Subaltern Studies* (Oxford University Press, 1988); M. K. Gandhi, *Hind Swaraj and Other Writings* (ed. A J Parel) (Cambridge University Press, 1997); D. Hardiman, *Gandhi: in His Time and Ours* (Permanent Black, 2003); A. Jalal, *The Sole Spokesman* (Cambridge University Press, 1985); Dipesh Chakrabarty, Rochona Majumdar and Andrew Sartori (eds.), *From the Colonial to the Postcolonial: India and Pakistan in Transition* (Oxford University Press, 2007); Sunil Khilnani, *The Idea of India* (Penguin, 1997); Ian Talbot, *Pakistan: a Modern History* (Hurst, 1998)

Assessment: One assessed essay (25%) of maximum length 3000 words in the Lent Term and one three-hour written examination (75%) in the Summer Term.

HY234 Not available in 2011/12 Muslims, Christians and Jews in the Early Modern World

This information is for the 2011/12 session.

Teacher responsible: Professor M J Rodríguez-Salgado, LCH. L210

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.

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 2011/12 session.

Teacher responsible: Dr Antony Best, room 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 three 2000 word essays in all and to sit a mock exam..

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.

HY238 The Cold War and European Integration, 1947-1992

This information is for the 2011/12 session.

Teacher responsible: Dr. N Piers Ludlow, EAS. 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; Genschler-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 three essays, the last one of which will be formally assessed. There will also be a mock exam in the Summer Term.

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 2011/12 session.

Teacher responsible: Dr Tanya Harmer, EAS. E602 (t.harmer@lse.ac.uk)

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 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 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 do two presentations, to write one 2,000-word essay and one 1,000-1,500-word book review, to contribute to weekly Moodle discussion forums, 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: E Williamson, *The Penguin 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*, Thomas Skidmore and Peter Smith, *Modern Latin America*, 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 2011/12 session.

Teacher responsible: Dr Roham Alvandi, Room E310

Availability: Compulsory for BA History students; optional for BSc Government and History and BSc International Relations and History. Not available to General Course students or as an outside option.

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 the published deadline in 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 Not available in 2011/12

Anglo-Spanish Relations in the Age of Elizabeth I

This information is for the 2011/12 session.

Teacher responsible: Professor M J Rodríguez-Salgado, LCH. L210

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*.

HY303 Russia in Revolution, 1914-1921

This information is for the 2011/12 session.

Teacher responsible: Professor Anita Prazmowska, EAS. E506

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 one essay during MT and one essay during LT. In addition students will have 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 ST.

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 2011/12 session.

Teachers responsible: Dr Paul Moore, room E603

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: 22 weekly seminars of 2 hours each (MT, LT, ST)

Formative coursework: Students will be expected to submit one 2500 word essay from topics designated in the course reading list and a timed gobbet exercise (30 minutes) each term.

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. The seminar in the first week of ST will include a mock exam.

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); R Evans, *The Third Reich in Power* (London, 2005) and *The Third Reich at War* (London, 2008); R Evans, *The Third Reich in Power* (London, 2005) and *The Third Reich at War* (London, 2008); 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: 90% three-hour written examination in the ST; 10% assessed presentation in the LT.

HY311

Limited War During the Cold War Era: The United States in Korea (1950-53) and Vietnam (1954-75)

This information is for the 2011/12 session.

Teacher responsible: Dr Steve Casey, EAS. E311

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, General Course students and as an outside option 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: 21 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 two 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.

HY314

Representing the Past: Historiography and Historical Methods

This information is for the 2011/12 session.

Teachers responsible: Dr Tim Hochstrasser, E407

Availability: Compulsory for BA History. Optional for BSc International Relations and History. Not available as an outside option or to General Course students.

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 2011/12 session.

Teacher responsible: Dr Tim Hochstrasser, EAS. 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 pieces of formative assessment are required, the first a source-criticism exercise in the Michaelmas Term (week 5), and the second a conventional essay in the Lent Term (week 4). In addition every student MUST give an assessed presentation in either the first or second terms, and there will be a mock-exam in the Summer Term.

Indicative reading: A full reading list will be provided at the start of the course. The following represent basic introductory reading only, and 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 2011/12 session.

Teachers responsible: Dr Paul Keenan, E391

Dr Paul Stock, E603

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 - 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, *Napoleon's 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

The Cold War Endgame

This information is for the 2011/12 session.

Teacher responsible: Dr Kristina Spohr Readman, EAS.E507

Availability: Primarily intended for third-year BA History students. BSc International Relations and History, General Course and outside option students may also 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. In doing so, we will ask what was the correlation between "high" and "low politics" in these events and processes?

Topics will include: the onset of détente and *neue Ostpolitik*; the impact of Helsinki (1975) and human rights; détente's death, Euromissiles and the war in Afghanistan; the second Cold War of the early 1980s, pacifism and transatlantic turmoil; the Pope and the 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 the road to the European Union; the eastern European revolutions and the collapse of the Soviet 'empire'; the Baltic independence struggle, Yeltsin, 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 two short class papers - as well as undertaking small weekly tasks on Moodle, and to submit two essays à 1500 words 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 on Moodle. 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, *Détente 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 Zelickow & 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); Idem et al (eds), *The Cambridge History of the Cold War*, vols 2-3 (2010); M E Sarotte, 1989 (2009). Also students should familiarise themselves with the Cold War International History Project homepage (<http://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.

HY321

The Struggle for the Persian Gulf, 1951-2003

This information is for the 2011/12 session.

Teacher responsible: Dr Roham Alvandi, Room E310

Availability: BA History and BSc International Relations and History. The course is also available as an outside option where programme regulations permit and with the permission of the course teachers.

Also available to General Course students.

Course content: This course examines the international history of the Persian Gulf as an ongoing struggle among external powers and local actors for regional supremacy. Through the use of documentary primacy sources, the course covers the history of this struggle for mastery in the Gulf in three stages. It begins with the decline of the British Empire in the Gulf after the Second World War in the face of Arab and Iranian nationalism. It then examines the long era of intense regional competition for primacy between Iran and Iraq, with particular reference to the Cold War and the 1979 Iranian Revolution. Finally, the course turns to the renewed Anglo-American military intervention in the Gulf since 1991 that continues until today.

As a List B paper, the course makes extensive use of primary sources as part of the weekly reading assignments. These will include American, British and Soviet government documents, as well as the public statements, diaries, memoirs and oral histories of Iranian, Iraqi and Saudi actors. These primary sources will all be in English and will all be available on Moodle for students to access.

Key topics covered in the course include: nationalism in Mussadiq's Iran and Qasim's Iraq; the Arab Cold War and the civil war in Yemen; the Cold War politics of reform in Mohammad Reza Shah's Iran and King Faisal's Saudi Arabia; the British withdrawal from the Persian Gulf between 1968 and 1971; Nixon and Kissinger in the Persian Gulf; the secret war between Iran and Iraq in Kurdistan from 1972 to 1975; the rise of OPEC and the 1973/74 energy crisis; the 1979 Iranian Revolution; the Iran-Iraq War of 1980 to 1988; the Persian Gulf War of 1991; the rise and fall of Iranian-American détente under Khatami; Saudi Arabia and the United States before and after 9/11; and the 2003 Anglo-American invasion of Iraq.

Teaching: Ten two-hour seminars in the Michaelmas Term; ten two-hour seminars in the Lent Term; two two-hour seminars in the Summer Term.

Formative coursework: Students will be required to write two conventional essays of 2000 words and one set of gobbet answers during MT and LT; and one timed mock exam in ST.

Indicative reading: Ervand Abrahamian, *A History of Modern Iran* (Cambridge University Press, 2008); Glen Balfour-Paul, *The End of Empire in the Middle East: Britain's Relinquishment of Power in Her Last Three Dependencies* (Cambridge University Press, 1991); Shahram Chubin and Charles Tripp, *Iran and Iraq at War* (I.B. Tauris, 1988); W. Taylor Fain, *American Ascendancy and British Retreat in the Persian Gulf Region* (Palgrave Macmillan, 2008); F. Gregory Gause III, *The International Relations of the Persian Gulf* (Cambridge University Press, 2010); Madawi Al-Rasheed, *A History of Saudi Arabia* (Cambridge University Press, 2002); Charles Tripp, *A History of Iraq*, Third Edition (Cambridge University Press, 2007); Daniel Yergin, *The Prize: The Epic Quest for Oil, Money, and Power* (Simon & Schuster, 1993).

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

ID100 Employment Relations

This information is for the 2011/12 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 and for General Course students.

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 in MT and LT are given by Eddy Donnelly and Stephen Dunn. Associated weekly classes start in the second week of the first term. Revision sessions will be held in ST.

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, 2007; 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 2011/12 session.

Teachers responsible: Dr Alexandra Beauregard and Dr Daniela Lup.

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 and for General Course students. Also available as an outside option.

Course content: Individual behaviour including: attitudes, motivation, personality, emotion, work-life balance and stress. Group and inter-group processes including: cohesion, power, and leadership. Organisational dynamics including: structure, culture, responses to work-life conflict, and change.

This course introduces students to social science theories and research regarding individual, group and organisational issues in order to analyse employee behaviour in the organisational context.

Teaching: Lectures: weekly conducted by Dr Alexandra Beauregard and Dr Daniela Lup.

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.

ID222 Half Unit Managing Employment Law

This information is for the 2011/12 session.

Teacher responsible: Stephen Dunn

Availability: Optional 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. Also available as an outside option.

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 2011/12 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, BSc Management and for General Course students. Also available as an outside option.

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: The course introduces students to the study of human resource management via a multi-disciplinary approach. Topics covered include: HRM strategy; reward systems; international HRM; diversity management; employee involvement.

Aims of the Course

(1) To examine the way people are managed at work; (2) To discuss the key social science theory and research relating to HRM; (3) To explore the main managerial problems in designing strategies and policies; (4) To measure the effects of human resource management on outcomes such as company performance and worker attitudes.

Teaching: Lecture: ID290, weekly MT/LT/ST. Classes: One hour class per week MT/LT/ST starting in MT week 2.

Formative coursework: Students are required to write two essays and make occasional group 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.

Assessment: One three-hour unseen examination paper in the summer.

ID300

Selected Topics in Employment Relations and Organisational Behaviour

This information is for the 2011/12 session.

Teachers responsible: Dr Virginia Doellgast and Dr Jonathan Booth.

Availability: This course is compulsory for BSc Human Resource Management and Employment Relations. Not available as an outside option. Available to General Course students with permission.

Pre-requisites: A general knowledge of the social sciences including modern history is required 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 Employment Relations and Organisational Behaviour.

The selection of topics changes from year to year, depending on current research interests of faculty and topical issues. Broadly, the course examines the institutional and organisational factors that influence management strategy, employee outcomes, and economic performance. In the MT the course examines topical issues in Comparative Employment Relations, whilst in the LT, it examines topics relating to 'the dark side' of organisational behaviour.

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. Students will be expected to complete an essay in Michaelmas Term and take part in a team project in Lent Term

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 2011/12 session.

Teachers responsible: Dr Emma Soane, Dr David Henderson, Dr Connson Locke, Dr Rebecca Newton and Dr Cécile Emery.

Availability: For students studying BSc Human Resource Management and Employment Relations. There are a limited number of places and early enrolment is recommended. Not available as an outside option. Available to General Course students with permission.

Course content: This course is designed to provide students with the knowledge, skills and analytical capabilities needed to exercise leadership in organisations. It explores several facets of leadership and considers how leadership develops. The emphasis will be on application of theory, comparing and contrasting ideas approaches to leadership, and self-reflection.

The course examines: leadership and management; trait, behavioural and contingency theories of leadership; individual differences in leadership; the dynamics between leaders and their followers; transformational and transactional forms of leadership; team leadership and co-leadership; leadership communication; leadership development.

Teaching: There will be ten one-hour lectures shared with MSc students starting in week one of Lent Term. There will be nine one-hour classes for undergraduate students in Lent Term starting in week two. In addition there will be a revision lecture and class in the Summer Term.

Students are expected to prepare for, and contribute to, the classes. Classes will include group work, preparing and giving presentations, case analyses, small group discussions, and self-assessment exercises.

Formative coursework: Students will complete a formative assessment based on previous exam questions. 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 main text is:

Northouse, P. (2009). *Leadership. Theory and Practice* (5th ed.) Thousand Oaks: Sage.

Additional readings are:

Daft, R. (2010). *The Leadership Experience* (5rd ed.). Mason, OH: Thomson/South-Western.

Goffee, R. and Jones, G. (2006). *Why Should Anyone Be Led By You?* Boston, MA: Harvard Business School Press.

Yukl, G. A. (2009). *Leadership in Organizations*. (7th ed.). Englewood Cliffs, NJ: Prentice Hall.

Assessment: Unseen two-hour examination in the ST (100%).

ID316 Half Unit

Managing Diversity in Organisations

This information is for the 2011/12 session.

Teacher responsible: Dr Alexandra Beauregard

Availability: BSc Human Resource Management and Employment Relations. Also available to General Course students and as an outside option where programme regulations permit. The course will be capped at 15 students.

Pre-requisites: ID290 Human Resource Management would be useful.

Course content: The primary aim of the course is to develop

students' understanding and critical awareness of issues associated with managing a workforce characterised by diversity in age, gender, race, religion, disability, and sexual orientation. The course endeavours to combine academic rigour with a practical focus on promoting equality, diversity and inclusion in the workplace, enabling students to both develop a critical understanding of relevant theoretical and empirical literature and apply acquired knowledge to specific diversity management scenarios. Seminars will require participation in group exercises designed to enhance students' appreciation of the wide range of issues associated with categorizing individuals as members of different groups, on whatever basis.

Students will become familiar with the drivers of increased workforce diversity, the psychological and sociological theories underlying discrimination and exclusion, current employment legislation related to diversity in the UK, EU and internationally, and the barriers to equality of opportunity in the workplace for minority groups. Students will examine "best practice" in diversity management programmes and learn to critically assess organisational policies and practices for managing workplace diversity with regard to their ability to enhance organisational performance and avoid costly litigation.

Teaching: Weekly lectures and classes in the Michaelmas Term. Lectures will be shared with Masters' students, but separate classes will be held for undergraduate students. Revision sessions will also be held in the Summer Term.

Formative coursework: Students are required to submit an essay of 1,800 words.

Indicative reading: A full reading list will be provided at the beginning of the course. Key texts include:

Davidson, M. J., & Fielden, S. L. (2003). *Individual diversity and psychology in organizations*. Chichester: Wiley. Stockdale, M., & Crosby, F. J. (2003). *The psychology and management of workplace diversity*. Oxford: Blackwell. Konrad, A. M., Prasad, P., & Pringle, J. K. (2005). *Handbook of workplace diversity*. London: Sage.

Assessment: A two-hour unseen examination in the Summer Term (100%).

ID399 Employment Relations Project

This information is for the 2011/12 session.

Teacher responsible: Sue Fernie

Availability: Optional for BSc Human Resource Management and Employment Relations, may only be taken in the third year. Not available to General Course students or as an outside option.

Teaching: Individual tutorials by arrangement. Seminars during MT and LT 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 Department of Management Reception, 3rd Floor New Academic Building by 16.00 on Monday 23 April 2012.

IR100 The Structure of International Society

This information is for the 2011/12 session.

Teacher responsible: Professor M Cox, COL 2.05a

Availability: Compulsory for BSc International Relations and BSc International Relations and History. Optional for BSc Environmental Policy and BSc Environment and Development. 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 2011/12 session.

Teacher responsible: Professor K Hutchings, CLM 4.07

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 Vitoria, 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*.

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 2011/12 session.

Teachers responsible: Dr C Alden, CLM 6.06 and Dr J Haacke, CLM 7.09

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 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 2011/12 session.

Teacher responsible: Dr C Alden, CLM 6.06

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 2011/12 session.

Teacher responsible: Dr J Meierhenrich, CLM 6.07

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: Major theoretical and empirical aspects of the role of international organizations in international politics, including, inter alia, their impact on the practice of international cooperation and conflict, the maintenance of international peace and security, the management of international economic relations, the promotion of international environmental standards, the prosecution of international crimes, and related matters of concern to international society. International organizations to be discussed range from the League of Nations to the United Nations, from the World Bank to the World Trade Organization, from the European Union to the African Union, and from NATO to the International Criminal Court.

Teaching: Lecture series (IR203). Classes (IR203A). There will be 20 lectures throughout the MT and LT, and 20 classes, starting in week two of the MT and continuing through the LT, followed by two revision classes in ST.

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: Indicative reading [Please note: 10 titles, only one of which is introductory; the 2009-2010 entry contained 8 titles, most of which were introductory]

Clive Archer, *International Organizations*, Third edition (London: Routledge, 2001); Michael Barnett and Martha Finnemore, *Rules for the World: International Organizations in Global Politics* (Ithaca: Cornell University Press, 2004); Jeffrey T. Checkel, ed., *International Institutions and Socialization in Europe* (Cambridge: Cambridge University Press, 2007); Simon Chesterman, Thomas M. Franck, and David M. Malone, eds., *Law and Practice of the United Nations: Documents and Commentary* (Oxford: Oxford University Press, 2008); Inis Claude, *Swords into Plowshares: The Progress and Problems of International Organization*, Fourth edition (New York: Random House, 1984); Andreas Hasenclever, Peter Mayer, and Volker Rittberger, *Theories of International Regimes* (Cambridge: Cambridge University Press, 1997); Alastair Iain Johnston, *Social States: China in International Institutions, 1980-2000* (Princeton: Princeton University Press, 2007); William A. Schabas, *The UN International Criminal Tribunals: The former Yugoslavia, Rwanda and Sierra Leone* (Cambridge: Cambridge University Press, 2006);

Wallace J. Thies, *Why NATO Endures* (Cambridge: Cambridge University Press, 2009); Ngaire Woods, *The Globalizers: The IMF, the World Bank, and Their Borrowers* (Ithaca: Cornell University Press, 2007).

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

IR302

The Ethics of War

This information is for the 2011/12 session.

Teacher responsible: Dr K Dalacoura, CLM 4.11

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, Algeria.

Teaching: Lectures: IR302, weekly for 17 weeks, MT (weeks 1-10 inclusive) and LT (weeks 1-7 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 2011/12 session.

Teacher responsible: Dr T Sattler, CLM 4.10

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. Ten lectures on Introduction to Economics (IR304.1) in MT.

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; R Heilbrunner, *The Worldly Philosophers*; S Strange, *States and Markets*; J Frieden & D Lake, *International Political Economy*; J Ravenhill, *Global Political Economy*; A Walter & G Sen, *Analyzing the 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 2011/12 session.

Teacher responsible: Professor C Coker, CLM 5.09

Availability: For, BSc International Relations, BSc International Relations and History, BSc Environmental Policy, BSc Environmental Policy with Economics and General Course students. Also open to students from other University of London institutions by arrangement with the teacher.

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

Sovereignty, Rights and Justice: Issues in IPT

This information is for the 2011/12 session.

Teachers responsible: Professor C J Brown, CLM 4.08

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.

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.

Teaching: 20 weekly lectures (IR306) commencing in week one of MT and 20 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).

Assessment: A formal three-hour written examination (100%).

IR308 Not available in 2011/12 Systemic Change in the Twentieth Century: Theories of the Cold War

This information is for the 2011/12 session.

Teacher responsible: Dr J Kent, CLM 4.05

Availability: For 3rd year BSc International Relations and BSc International Relations and History. Available to 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); Sarah Jane Corke, *US Covert Operations and Cold War Strategy: Truman, Secret Warfare and the CIA 1945-53* (2007).

Assessment: A three-hour unseen written examination divided into two sections with students required to answer questions from both sections.

IR311 Europe's Institutional Order

This information is for the 2011/12 session.

Teacher responsible: Professor Karen E. Smith, CLM 4.09

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); Mette Eilstrup-Sangiovanni, ed., *Debates on European Integration: A Reader* (Palgrave, 2006); 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, 12 March 2012. One three-hour written examination (75%) in the ST.

IR312 Half Unit Genocide

This information is for the 2011/12 session.

Teacher responsible: Dr Jens Meierhenrich CLM 6.07

Availability: This is an optional course for BSc International Relations and BSc International Relations with History. This course is also available to General Course students and as an outside option.

Teaching: Ten one-hour lectures and ten one-hour classes in the Lent Term; two one-hour lectures and two one-hour classes in the Summer Term.

Course content: This lecture course provides an introduction to the study of genocide. The course's disciplinary ambit ranges from anthropology to economics, from history to law, and from political science to sociology. Against the background of diverse disciplinary approaches, it explores major theoretical and empirical aspects of the role(s) of genocidal campaigns in international politics, inter alia, their origins, development, and termination; the manner of their perpetration, progression, and diffusion; their impact on the maintenance of international peace and security; their consequences for the reconstruction and development of states and the building of nations; and their adjudication in domestic and international courts and tribunals. Empirical cases to be discussed include Australia, Cambodia, China, the Democratic Republic of Congo, East Timor, Nazi Germany, Guatemala, Iraq, Northern Ireland, the Ottoman Empire, Rwanda, Uganda, the Soviet Union, Sudan, and the former Yugoslavia, among others. The course is designed to equip students with the analytic tools necessary for making sense of the evolution of the international system from the nineteenth century to the present - and for critically assessing the promise and limits of responding to collective violence.

Formative coursework: Students are required to research and write two essays (1,500 words each). In order to ensure a broad acquisition of knowledge, students should diversify the subject matter of their essays. In addressing a given essay topic, students must seek to integrate theory and history and bring empirical evidence to bear on the research question they have chosen. In

constructing their answers, students may examine a number of cases, drawing comparisons among them, or may focus on a single case. Essays must be fully - and carefully - referenced using one of the major conventions consistently. Submissions are due in Weeks 4 and Week 8 and must be made in hard copy. Feedback is to be sought from class teachers, who are responsible for marking essays.
Assessment: Two-hour exam (100%) in the Summer Term.

IR313 Half Unit Managing China's Rise in East Asia

This information is for the 2011/12 session.

Teacher responsible: Dr Jürgen Haacke CLM 7.09

Availability: BSc International Relations and BSc International Relations and History. Not available as an outside option. Available to General Course students.

Teaching: Ten two-hour classes in the Michaelmas Term, one two-hour class in the Summer Term.

Formative coursework: Students will write two essays with a maximum length of 2,000 words and present on class topics.

Course content: The main focus of this class-based half-course on the contemporary international relations of East Asia is the management of China's rise. The course begins by exploring China's re-emergence as a major regional power, in part by discussing the economic, political and military dimensions of Chinese power, as well as the major aspects of its declaratory and substantive foreign and security policy. It also examines from different theoretical and political perspectives the implications that China's rise has been posing for East Asia. As regards the management of China's growing capabilities and influence, the course explores what political and security strategies vis-à-vis China have in turn been adopted by the key states that are either resident in or have a significant presence in the wider East Asia, such as the United States, Japan, Russia and India. The course explores the ways in which the management of China's rise has impacted on two key conflicts: the cross-Strait conflict and the conflict on the Korean peninsula, and the nature of the management of China's rise by states from continental and maritime Southeast Asia. It also examines how regional arrangements and institutional frameworks for dialogue and cooperation led by lesser regional states have served the management of China's rise. Concepts and theories from International Relations will be drawn upon as appropriate.

Assessment: One two-hour exam (100%) in the Summer Term.

IR314 Half Unit Southeast Asia: Intra-regional Politics and Security

This information is for the 2011/12 session.

Teacher responsible: Dr Jürgen Haacke CLM 7.09

Availability: BSc International Relations and BSc International Relations and History. Not available as an outside option. It is available to General Course students.

Teaching: Ten two-hour classes in the Lent Term, one two-hour class in the Summer Term.

Formative coursework: Students will write two essays with a maximum length of 2,000 words and present on class topics.

Course content: This class-based half unit-course examines key aspects of the contemporary international relations of Southeast Asia, with the primary focus being on the intramural relations of the member states of the Association of Southeast Asian Nations (ASEAN). In order to contextualise these intramural relations, the course first explores the different domestic political contexts in which Southeast Asian decision-makers operate, the historical backdrop to the region's major intrastate and interstate conflicts and disputes, the key security issues and challenges affecting the region and individual states, as well as the wider geopolitical context. The course also, secondly, engages in a comparative analysis of the foreign and security policies of the five original member states of ASEAN that will,

for instance, take account of the influence of geographical factors, the relevance of ethnic politics and nationalism, political change, leadership ambitions, and the main economic and security interests pursued by governments. Finally the course explores how the respective domestic backdrop and foreign policy outlook of Southeast Asian states have shaped the nature, effectiveness and limits of ASEAN as a vehicle for intramural political-security cooperation. In this context, the course assesses the grouping's efforts to establish an ASEAN political-security community. The course will conclude by comparing the role played respectively by the ASEAN states and extra-regional powers in managing regional security and order. Concepts and theories drawn from International Relations, and especially Foreign Policy Analysis, will be applied as appropriate.

Assessment: One two-hour exam (100%) in the Summer Term.

IR398 Dissertation

This information is for the 2011/12 session.

Teacher responsible: Professor C Coker, CLM 5.09

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 chosen topics within the areas of their particular expertise. 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 5 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. Detailed information concerning footnotes and referencing etc., is available on Moodle.

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 2011/12. 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 <http://www.lse.ac.uk/resources/calendar/academicRegulations/RegulationsOnAssessmentOffences-Plagiarism.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: The dissertation must be handed in to room CLM 6.11 by 5pm on Tuesday 8 May 2012.

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 academic advisor 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 academic advisor 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 2011/12 session.

Teachers responsible: Dr Edgar Whitley, NAB3.32 and Dr Susan Scott, NAB 3.12

Availability: Compulsory for BSc Management Sciences. Optional for BSc Actuarial Science, BSc Business Mathematics and Statistics, BSc Human Resource Management and Employment Relations.. Available to General Course students and 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 2011/12 session.

Teachers responsible: Dr Ela Klecun, NAB 3.37 and Dr Tony Cornford, NAB3.29

Availability: Optional for BSc Business Mathematics and Statistics, BSc Human Resource Management and Employment Relations, and BSc Management Sciences. Available to General Course students and as an outside option with the permission of the course teacher.

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 technology (ICT) into organisations and their working practices, from strategic intentions through design and implementation to use and the intended and unintended effects. Topics covered include: establishing requirements for information systems; the systems development process and methodologies; strategic perspectives on information systems; organizational change and information systems; e-business models; strategic information infrastructures; information systems 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 by organizations. Drawing on information systems and management literature, the course provides an opportunity for students to examine case studies of successes and failures and to explore 'real-world' issues of information systems management. Most of the theory presented in the course is dealt with in the Michaelmas Term beginning with a brief review of the history of information systems and the origins of the subject. In the Lent term this theory is drawn upon as students present in seminars based on selected readings.

Teaching: 10 two hour lecture in MT, 4 two hour lectures in LT, 5 two hour seminars in LT and 15 one hour classes in MT and LT.

Indicative reading: Avison, D. and G. Fitzgerald, Information Systems Development, McGraw Hill, 4th Edition, 2006; Checkland, P. and J. Poulter, Learning from Action: a Short Definite Account of Soft Systems Methodology and its Use for Practitioners, Teachers and Students, Wiley, 2006; Ciborra, C. The Labyrinths of Information: Challenging the Wisdom of Systems, Oxford University Press, 2002; Galliers, R. D. and W. Currie, The Oxford Handbook of Management Information Systems Critical Perspectives and New Directions, Oxford University Press, 2011; Laudon, K.C. and J.P. Laudon, Management Information Systems: Managing the Digital Firm, 12th Ed., Prentice Hall, 2011.

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 2011/12 session.

Teacher responsible: Dr Charlie Webb, F6.26

Availability: This is a compulsory course for Intermediate LLB students and BA Anthropology and Law first year students. It is also available to General Course students and as an outside option.

Course content: Introduction to the law of contract, 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 torts: negligence and other specific torts; causation, defences. Remedies for torts.

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 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 and tort. There is a resit examination in this paper in September.

LL105 Half Unit Property I

This information is for the 2011/12 session.

Teacher responsible: Professor Tim Murphy, NAB 7.22

Availability: This is a compulsory course for Intermediate LLB students and 2nd year BA Anthropology and Law. It is also available to General Course students and as an outside option.

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 2011/12 session.

Teachers responsible: Dr Thomas Poole, F7.19

Availability: This is a compulsory course for Intermediate LLB and BA Anthropology and Law students. It is also available to General Course students and as an outside option.

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).

Indicative reading: Basic texts: A. Le Sueur, M. Sunkin & J. Murkens, *Public Law: Text, Cases, and Materials* (Oxford: Oxford University Press, 2010); A.W. Bradley & K.D. Ewing, *Constitutional and Administrative Law* (London: Pearson, 15th edn., 2010). 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 2011/12 session.

Teacher responsible: Professor Mike Redmayne, F6.13

Availability: The course is compulsory for Intermediate LLB students and BA Anthropology and Law 2nd year students. It is also available to General Course students and as an outside option.

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.

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 2011/12 session.

Teacher responsible: Professor Linda Mulcahy, NAB.15

Availability: Compulsory for first year LLB students and BA Anthropology and Law students. It is also available to General Course students and as an outside option.

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. Where does law come from?
3. Towards Diversity? The judiciary and legal profession
4. The theory and practice of adjudication
5. The theory and practice of alternatives to courts
6. Reading Law: Statutory interpretation
7. Reading Law: Judicial precedent
8. The challenge of legal pluralism

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 Carl F Stychin and Linda Mulcahy (eds), *Legal Methods and Systems: Text and Materials*, 4th ed (2010) Thomson (Sweet and Maxwell).

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 2011/12 session.

Teacher responsible: Dr Thomas Poole, F7.19

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. Also available to General Course students.

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; Administrative Law and New Public Management; Administrative Law and Risk; Regulation & the Financial Crisis; Creating a Human Rights Culture; the Dark Side of the State: Terrorism and the Law; 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 2011/12 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. 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. This study divides into two parts. The first part examines several important aspects of, or themes in, the law's regulation of commercial contracting - in particular, the formation of commercial contracts and their interpretation; pre-contractual duties; long-term contracts and business relationships; multi-party projects; agreed remedies and ADR. The second part examines core topics in commercial law: sale of goods; money, payment and payment methods; credit, security and reservation of title; agency; assignment.

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.

Assessment: One three-hour (plus 15 minutes additional reading time) examination in the ST.

LL203

Law of Business Associations

This information is for the 2011/12 session.

Teachers responsible: Dr E Micheler, NAB7.35, Dr D Kershaw, NAB7.28 and Professor N Moloney, NAB 7.16

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. Not available as an outside option. Available to General Course students.

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, 2010).

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 2011/12 session.

Teacher responsible: Helen Reece; Emmanuel Voyiakis; Charlie Webb.

Availability: This is an optional course for LLB and BA Anthropology and Law. Available as an outside option. 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, as well as introducing theoretical perspectives on tort law.

(A) Duties of care; public authorities; pure economic loss; psychiatric injury; wrongful birth and life. (B) Interference with the person; assault; battery; the Wilkinson v Downton tort; harassment. (C) Defences: illegality (D) Causation: loss of chance; endangerment. (E) Theoretical perspectives: what is tort?; introduction to theories of tort; tort and private law; conceptions of responsibility and luck. (F) Strict liability regimes: vicarious liability; Rylands v Fletcher; defective products; theoretical perspectives on strict liability.

Teaching: There will be one 1-hour lecture/seminar a week. Classes will be run along with the lectures.

Formative coursework: At least two pieces of written work will be required.

Indicative reading: General Texts: W.V.T. Rogers, Winfield & Jolowicz on *Tort* (18th edn, 2010); Nicholas J. McBride & Roderick Bagshaw, *Tort Law* (3rd edn, 2008); B A Hepple, D Howarth & M H Matthews, *Tort: Cases and Materials* (6th edn, 2008); Simon Deakin, Angus Johnston & Basil Markesinis, *Markesinis and Deakin's Tort Law* (6th edn, 2007); John G Fleming, *The Law of Torts* (9th edn, 1998); Peter Cane, *Atiyah's Accidents, Compensation and the Law* (7th 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: Harvey Teff, *Causing Psychiatric and Emotional Harm: Reshaping the Boundaries of Legal Liability* (2008); Allan Beaver, *Rediscovering the Law of Negligence* (2007); Nicolette Prialux, *The Harm Paradox: Tort Law and the Unwanted Child in an Era of Choice* (2007); Robert Stevens, *Torts and Rights* (2007); Jules Coleman, *Risks and Wrongs* (2002); Gerald J. Postema, *Philosophy*

and the Law of Torts (1998); David G. Owen, *Philosophical Foundations of Tort Law* (1997); Richard A Epstein, *Theory of Strict Liability: toward a Reformulation of Tort Law* (1979).

Assessment: A three-hour (plus 15 minutes additional reading time) written examination in the ST.

LL205 Medical Law

This information is for the 2011/12 session.

Teachers responsible: Professor Emily Jackson and Dr Julie McCandless

Availability: This course is optional for Parts I and II LLB and BA Anthropology and Law. It is also available to General Course students and as an outside option.

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 and genetic information
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: one hour, weekly MT, LT.

Classes: one hour, weekly MT, LT.

Formative coursework: Students will be expected to prepare outline arguments for classes/seminars, in addition to handing in at least one essay in the first and second terms.

Indicative reading: Emily Jackson (2009) *Medical Law* (OUP, 2nd edition); Margaret Brazier and Emma Cave (2007) *Medicine, Patients and the Law* (Penguin, 4th edition).

Assessment: A formal three-hour examination (100%), where you must answer three questions from a choice of ten.

LL207 Civil Liberties and Human Rights

This information is for the 2011/12 session.

Teachers responsible: Dr Kai Moller, Professor Conor Gearty, Professor Jill Peay, Dr Peter Ramsay.

Availability: This is an optional course for 2nd and 3rd year LLB students and BA Anthropology and Law students. It is only available to students who have studied the first year Public Law course (LL106), or with permission from the course convener, an equivalent course.

Course content: The course offers an introduction to the Human Rights Act and the European Convention on Human Rights, with an emphasis on underlying theoretical and conceptual issues. The history of human rights protection in the UK; theoretical aspects of human rights; the Human Rights Act 1998; human rights and parliamentary sovereignty; human rights and standards of review; human rights and the common law; precedent and human rights law. The rights to life and freedom from torture; free expression; freedom of association and 'militant democracy'; freedom of religion; the right to respect for private and family life; equality and non-discrimination. Mental health and human rights. Terrorism, security and states of emergency; 'social learning'. Anomalous zones.

Teaching: One two-hour seminar per week.

Formative coursework: Students are expected to submit two essays during the year.

Indicative reading: For European Convention law there exists no textbook which deals with the issues in adequate depth, but

interested students may want to take a look at Harris, O'Boyle and Warbrick, *Law of the European Convention on Human Rights* 2nd edn (OUP, 2009) for an overview. For the second term, C. Gearty's book *Principles of Human Rights Adjudication* (2004) is a good starting point for further analysis but now rather dated. See the same author's *Civil Liberties* (OUP, 2007) and A Kavanagh, *Constitutional Review under the UK Human Rights Act* (CUP, 2009). In both terms, in-depth engagement with the primary materials and active participation in the seminars is essential for successful completion of the course.

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 2011/12 session.

Teacher responsible: Vivien Prais, NAB 6.02

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. Available to General Course students and as an outside option.

Course content: An introduction to the fundamental principles of contract law, company law and the law of corporate insolvency.

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 2011/12 session.

Teacher responsible: Professor Andrew Murray, NAB7.26

Availability: Available to students on Parts I and II LLB and to students on BA Anthropology and Law. Available to General Course students and as an outside option.

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. By following a socio-legal approach through case studies such as Google, Facebook and Twitter we will examine the effects of regulatory structures on the development of internet communities.

1. Introduction: Basic terminology. An introduction to Computers, Cyberspace and Internet Technology: How they developed and what role they play in modern society.
2. Digitisation and the Information Society: How the Digital Society differs from the Physical Society of Everyday Law. Physical vs. Digital Space.
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. Communities and Data: Identity, Privacy and Ownership of data - Social Networking and Identity (Facebook and Google). Data responsibility and accountability - Wikileaks and harm.

Teaching: One two-hour lecture and one one-hour class both held weekly in the MT, LT and 1 revision lecture meeting in the ST.

Formative coursework: Students will be required to produce two formative essays during the year.

Indicative reading: Murray, *Information Technology Law: The Law and Society* (OUP 2010); Reed & Angel, *Computer Law* (6th edn, OUP, 2007); Edwards & Waelde, *Law and the Internet* (3rd edn, Hart, 2009); Murray, *The Regulation of Cyberspace* (Routledge, 2006); Klang & Murray, *Human Rights in the Digital Age* (Glasshouse, 2005); Lessig, *Code and Other Laws of Cyberspace* (ver. 2.0) (Basic Books, 2004).

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

LL212

Conflict of Laws

This information is for the 2011/12 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. Not available as an outside option. Available to General Course students.

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: In addition to the Course Reader provided on Moodle, the following texts may serve as sources of reference throughout the course: Jonathan Hill & Adeline Chong, *International Commercial Disputes* (4th ed, 2010); Trevor Hartley, *International Commercial Litigation* (2009); Peter North & James Fawcett, *Cheshire & North's Private International Law* (14th ed, summer 2008); Adrian Briggs, *The Conflict of Laws* (2008).

Assessment: Three-hour written examination paper in ST.

LL221

Family Law

This information is for the 2011/12 session.

Teachers responsible: Helen Reece and Julie McCandless

Availability: Available to LLB and BA Anthropology and Law students. It is also available to General Course students and as an outside option.

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. Domestic violence: the legal framework, and the limits of legislation.
5. Financial provision: (a) conceptions of equality; (b) the legal framework for discretion (c) pre-nuptial agreements.

Term 2: Child Law:

1. Introductory concepts: (a) legal parenthood (b) children's welfare; (c) the welfare checklist; (d) principle of non-intervention; (e) 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) physical punishment.

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, cases and articles.

In case students wish to purchase any books the following are suggested:

Textbooks: J. Herring, *Family Law* (5th edn, Longman 2011); Judith Masson et al, *Cretney'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: Sonia Harris-Short and Joanna Miles, *Family Law: Text, Cases and Materials* 2nd edn (2011, OUP); Brenda Hale et al, *The Family. Law and Society: Cases and Materials* (6th edn, 2009, 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 2011/12 session.

Teachers responsible: Dr M Wilkinson, NAB 6.28. Also taught by Professor D Chalmers, Dr Jo Murkens, Dr V Heyvaert, Dr J Bomhoff and Mr J Komarek

Availability: This course is optional for 2nd or 3rd year LLB students, BA Anthropology and Law and BSc Management. It is also available to General Course students and as an outside option.

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 EU Legal System. The Judicial

Architecture of the European Union and relations between national courts and the Court of Justice. Enforcement of EU law in the Member States. The Single Market. Fundamental Rights. EU Citizenship. The Economic Constitution and Free Movement of Goods. Free Movement of Persons. The Social Economy and the Freedom to Provide Services.

Teaching: Two lectures and one 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* (2nd edn, CUP 2010) An alternative textbook that is useful to consult is Craig & De Burca, *EU Law* (4th edn, 2007), of which a 5th edition is forthcoming in 2011; other useful sources include Kaczorowska *EU Law* (2nd edn, 2010); Weiler, *The Constitution of Europe* (1999); Hix, *What's Wrong with the European Union and How to Fix It?* (2008); Ward, *A Critical Introduction to European law* (2009); J. Shaw et. al. *Economic and Social Law of the European Union* (2007); C Barnard, *The Substantive Law of the EU* (2nd edn, 2007). 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 Blackstone's *EU Treaties and Legislation* (OUP).

Assessment: One three-hour examination in the ST, containing 10 questions (of which some may be 'either/or') of which four are to be answered, and at least one question must be answered from each of two sections, which represent Lent and Michémas term work respectively.

LL233 Law of Evidence

This information is for the 2011/12 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 to General Course students and as an outside option.

Course content: This course explores aspects of the law of criminal evidence. Evidence law governs how cases are proved in court, in particular by laying down rules on what evidence the parties can use and by providing guidance to courts on the conclusions that can be drawn from evidence. The course does not attempt to cover every aspect of criminal evidence, but concentrates on selected issues in depth, with an emphasis on conceptual and policy issues.

Course outline: (i) reasoning: probability, drawing inferences, burden and standard of proof; (ii) fairness: improperly obtained evidence, privilege against self-incrimination, entrapment; (iii) pre-trial processes: confessions and eyewitness evidence; (iv) hearsay and confrontation; (v) bad character and sexual history; (vi) expert evidence: fingerprints, DNA.

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* (2009) or Dennis, *The Law of Evidence* (2007). Detailed course handouts are provided.

Assessment: A three-hour examination in the ST.

LL241 Introduction to Civil Law

This information is for the 2011/12 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 General Course students and as an outside option.

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 2011/12 session.

Teacher responsible: Dr Chaloka Beyani

Availability: This is an optional course for LLB Parts I and II, BA Anthropology and Law, and BSc International Relations students. Available to General Course students. Not available as an outside option. 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 Law and The Environment

This information is for the 2011/12 session.

Teachers responsible: Dr Veerle Heyvaert, NAB 7.06

Availability: This course is optional for Parts I and II of LLB, as well as BA Anthropology and Law and BSc Environment and Development students. Other undergraduate students with a keen

interest in the environment are welcome. Available to General Course students.

Course content: The aim of this course is to assess from an interdisciplinary perspective the role of UK law in the environmental field. The course also examines the strong influence of international and European law on the UK legal framework for environmental protection.

I. General features of environmental law in the UK:

The introductory sessions review theoretical and philosophical influences on the development of environmental principles and practices, and discuss the origins and development of environmental law in the UK. Further sessions focus on the concept of risk and precaution in environmental law, and analyse the domestic institutional framework.

II. Controlling space

This section reviews legal strategies for environmental protection through management of the built environment, parks and nature. It covers planning law, environmental impact assessment, and nature conservation law.

III. Controlling climate change

Studies international law and politics of climate change, the UK approach to climate change mitigation and adaptation, and discusses incentive-based regulation as a response to the climate change challenge

IV. Controlling enterprise

Section IV offers seminars on both process- and product-oriented regulation of enterprise. It also covers waste regulation, and investigates dynamics between international trade and regional environmental protection.

V. Remedying environmental harm

The final section examines the role of both case law and regulation in the remediation of environmental harm, paying attention to clean-up of contaminated land, common law and human rights based approaches to compensation, and legal responses to international environmental disasters.

Teaching: 20 seminars (LL250) MT and LT, and a revision session in ST.

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 Bell & McGillivray, *Environmental Law* (7th edition, Blackstone Press, 2008). Holder & Lee, *Environmental Protection, Law & Policy* (CUP, 2007) is a good additional source. A detailed reading list is provided for each seminar. Materials that are not sourced from Bell & McGillivray or Holder & Lee are made available on Moodle. 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 2011/12 session.

Teacher responsible: To be confirmed

Availability: This course is optional for Parts I and II LLB. It is also available to students on BA Anthropology and Law and to General Course students. Not available as an outside option.

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 2011/12 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 or as an outside option.

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. Corporate Rescue: Informal Rescue and Reconstruction; Formal Rescue Procedures including Administration and Pre-Packs
6. Liquidation; Pari Passu Distribution; Secured Creditors; Security Devices for Consumer Creditors and Commercial Suppliers
7. Repercussions of Corporate Insolvency on Directors and Employees
8. 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 2011/12 session.

Teacher responsible: Professor Hugh Collins

Availability: LLB, BA Anthropology and Law. Not available as an outside option. Available to General Course students.

Course content: The law of the UK and relevant European law governing collective labour relations and individual employment. Topics include: aims of labour law, techniques of regulation and dispute settlement, transnational regulation. The contract of employment and vulnerable workers. Anti-discrimination laws. Unfair Dismissal. Human rights at work. Trade union recognition, collective bargaining and the right to strike. Restructuring and redundancy.

Teaching: One 2 hour lecture a week plus one 1 hour class a week.

Indicative reading: Reading lists are supplied for each week's seminar and links are supplied on Moodle for most readings. As an introduction to each topic and the course as a whole, it is helpful to read H. Collins, *Employment Law* 2nd edn. Students should read

the latest edition of a text book; the leading texts are S. Deakin & G. Morris *Labour Law*; H Collins, K Ewing & A McColgan, *Labour Law: Text and Materials*; Smith and Wood, *Industrial Law*. 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 2011/12 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 2011/12 session.

Teacher responsible: Professor Robert Reiner

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. Available as an outside option. 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 2011/12 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 and to General Course students.

Pre-requisites: Students must have completed Property I (LL105)

Course content: Property II examines the 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 the reform of land law, the distinction between legal and equitable interests in land, the 1925 land legislation, registered land transfers, 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 2011/12 session.

Teachers responsible: Professor Christine Chinkin, Professor Susan Marks, Dr Andrew Lang, Dr Stephen Humphreys

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 to second and third year students as an outside option where regulations permit.

Course content: This course provides an introduction to the concepts, principles, institutions and debates that define public international law today. We begin with an overview of the international legal system, considering how international law is made, how it relates to national legal systems, and what scope exists for pursuing those who violate it. In this connection we examine the work of the International Court of Justice, the

International Criminal Court and the various ad hoc international criminal tribunals, along with judgments of national courts invoking international law. We then take up a range of topical issues of global concern, studying the ways in which they affect and are affected by public international law. The issues to be discussed include: war, trade and investment, terrorism and counter-terrorism, global poverty, and human rights. We also investigate aspects of the history of international law, its role in relation to the establishment and retreat of European empires, and its contemporary significance and prospects. Overall, our aim is to lay the basis for an informed assessment of the contribution and limits of international law as a force in world affairs.

Teaching: Two one-hour lectures and one one-hour class each week.

Formative coursework: Students are expected to participate actively in weekly classes and to write a number of assignments during the year, as set by their class teachers.

Indicative reading: Students are asked to buy: M. Evans (ed), *International Law* (3rd ed., 2010), and *Blackstone's International Law Documents*. Students may also wish to consult: D.J. Harris, *International Law: Cases and Materials* (7th ed., 2010); H. Charlesworth and C. Chinkin, *The Boundaries of International Law* (2000); M. Shaw, *International Law* (6th ed., 2008); A. Cassese, *International Law* (2nd ed., 2005); M. Koskenniemi, *From Apology to Utopia* (rev. ed., 2005); V. Lowe, *International Law* (2007); and I. Brownlie, *Principles of Public International Law* (7th ed., 2008). Detailed reading lists are provided throughout the course.

Assessment: A written examination of 3 hours plus 15 minutes reading time taken in the ST.

LL284 Half Unit Sentencing and Treatment of Offenders

This information is for the 2011/12 session.

Teacher responsible: Professor Jill Peay, NAB 6.11

Availability: Optional for LLB Part I or II and BA Anthropology and Law students. It is also available to General Course students and as an outside option.

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 LT and one two-hour seminar in the ST. Teaching is by a combination of lectures, 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 A. Ashworth (2010) *Sentencing and Criminal Justice*. (5th edition) Cambridge University Press.

Assessment: One two-hour examination in the ST.

LL293 Taxation

This information is for the 2011/12 session.

Teacher responsible: Dr Ian Roxan, NAB7.25, Eduardo Baistrocchi, NAB 7.33

Availability: This is an optional course for LLB second and third year and BA Anthropology and Law. Available to General Course students and as an outside option.

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.

Topics typically include: General principles of taxation, objectives of

tax system, types of taxation, structure and administration; role of HM Revenue and Customs in relation to direct taxes. Application and interpretation of tax legislation by the UK courts; tax evasion and tax avoidance. The individual's tax position. Tax and families. Taxation of employment income. Taxation of business income, including corporation tax. 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 via Moodle.

General: Current editions of: Lee, *Revenue Law - Principles and Practice*; Tiley, *Revenue Law*; Salter, Lee and Snape, *Revenue Law: Text and Materials*; James & Nobes, *The Economics of Taxation*. Legislation: Tolley, *Yellow Tax Handbook*; or CCH, *The Red Book*. Current editions must be used.

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 2011/12 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.

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 third part of the course focuses on the regulation of journalists' newsgathering practices, and covers such themes as harassment, surreptitious methods, cheque-book journalism, protection of sources, and access to state-held information. 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), Doley and Mullis (eds), *Carter Ruck on Libel and Privacy* (6th edn, Lexis Nexis, 2010), Warby, Moreham and Christie (eds) Tugendhat and Christie, *The Law of Privacy and the Media*, (2nd edn, OUP, 2002 and 2006 SUPP2011), 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 2011/12 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 2011/12 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 2011/12 session.

Teacher responsible: Dr Pablo Ibanez Colomo

Availability: Available to final year LLB students. It is also available to General Course students and as an outside option. A knowledge of EC law is desirable but not essential.

Course content: Competition law plays a major (and growing) role in the life of companies. In liberalised sectors, where entry and exit is free (which is to say in virtually all sectors of the economy), the behaviour of market players is constrained by rules conceived to ensure that consumers benefit from the competitive process in the form of lower prices, better product quality and increased innovation. Following an introduction in which competition law is put in its economic and political context, the course covers the main substantive and procedural aspects of the discipline, and more precisely the rules applying to: (i) anticompetitive agreements (such as price-fixing cartels and distribution agreements); (ii) abusive practices by dominant firms and (iii) mergers and acquisitions. In each of these areas, the course examines the systems in place in the EU and the UK. References to other regimes, and in particular to US law, will be made when relevant.

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: R. Whish *Competition Law* (6th ed 2008; 7th ed forthcoming); A. Jones and B. Sufrin, *EU Competition Law* (4th ed 2010); H. Hovenkamp, *The Antitrust Enterprise* (2005), G. Monti, *EC Competition Law* (2007); Mark Furse, *Competition Law of the EC and the UK* (6th ed 2008; 7th ed forthcoming by Sandra Marco Colino)

Assessment: One three-hour examination in the ST worth 75% and one assessed essay worth 25%.

LL305

Jurisprudence

This information is for the 2011/12 session.

Teacher responsible: Dr Emmanuel Melissaris, F6.17

Availability: This course is compulsory for LLB students and optional for BA Anthropology and Law. Available as an outside option and to General Course students.

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, 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 2011/12 session.

Teacher responsible: Dr Olga Sobolev, CMK. 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 2011/12 session.

Teacher responsible: Dr Olga Sobolev, CMK. 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 2011/12 session.

Teacher responsible: Dr Olga Sobolev, CMK. 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%).

LN104

Mandarin Language and Society 1 (Beginner)

This information is for the 2011/12 session.

Teacher responsible: Dr Catherine Hua Xiang, CMK.C516, Email: h.xiang@lse.ac.uk

Availability: Optional, open to all Undergraduate students and as an outside option. Available to General Course students. This course is capped at 12 students.

Pre-requisites: This is an ab-initio course, and in order to register, no prior knowledge of the target language is required.

Teaching: Six hours per week, (144hrs in total) which will feature: (a) interactive topic work and stimulating activities; (b) oral classes; (c) grammar seminars; (d) Chinese character classes (e) tutorials; and (f) guided study using online language exchange programmes, language laboratory, IT and web-based materials including a virtual learning environment supported by Moodle.

Course content: Beginners to intermediate study of Mandarin with reference to Chinese culture and society, including: (a) Speaking: individual and group oral presentations and role play; (b) Grammar and vocabulary work; (c) Writing: guided short essays in both Pinyin and Chinese characters; (d) Reading: recognising up to 750 Chinese characters and responding based on topical texts; (e) Listening: video and audio materials; and (f) Transferable skills.

Formative coursework: The students will be required to complete weekly exercises. This includes grammar activities, writing Chinese characters and online communicative materials.

Indicative reading: CH Xiang, 2010, *Mastering Chinese*, London. Palgrave Macmillan; X Liu (ed.), 2006, *New Practical Chinese Reader*, Vol. 1, text book and workbook, Beijing, Beijing Language and Cultural University Press; Y Po-Ching & D Rimmington, 2002, *Beginners Chinese - A Grammar and Workbook*, Routledge; *Oxford Chinese Dictionary*, 2010, Oxford Dictionaries.

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 2011/12 session.****Teacher responsible:** Dr Peter Skrandies, CMK. 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 of 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, Neuauflage or Oxford-Duden German-English, English-German 2003 or later; Duden, Die neue deutsche Rechtschreibung Die neuen Regeln. Die neuen Schreibungen, 1996. 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****German Language and Society 2 (Intermediate)****This information is for the 2011/12 session.****Teacher responsible:** Dr Peter Skrandies, CMK. 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 2011/12 session.****Teacher responsible:** Ms Mercedes Coca, CMK. 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, films and digital media; 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.**LN121****Spanish Language and Society 1 (Beginner)****This information is for the 2011/12 session.****Teacher responsible:** Ms Lourdes Hernández-Martin, CMK. 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, films and digital mediavideo 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:** 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 2011/12 session.****Teacher responsible:** Ms Lourdes Hernández-Martin, CMK. 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 films and digital media; 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 2011/12 session.

Teacher responsible: Mr Christophe Millart, CMK. C803, Email: c.millart@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 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 2011/12 session.

Teacher responsible: Mr Christophe Millart, CMK. 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 2011/12 session.

Teacher responsible: Mr Christophe Millart, CMK. 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).

LN140**Mandarin Language and Society 3 (Advanced)****This information is for the 2011/12 session.****Teacher responsible:** Dr Catherine Hua Xiang, CMK.C516, Email: h.xiang@lse.ac.uk**Availability:** Optional course, open to all Undergraduate students and as an outside option. Available to General Course students. This course is capped at 16 students.**Pre-requisites:** An A-level (Advanced level) pass or foreign equivalent is required. For undergraduates who have either successfully completed the intermediate course or can show other evidence of the necessary degree of proficiency.**Teaching:** Four hours per week (96hrs in total), which will feature: (a) interactive topic work and stimulating activities; (b) oral classes; (c) workshops; (d) reading classes (e) tutorials; and (f) guided study using online language exchange programme, language laboratory, IT and web-based materials including a virtual learning environment supported by Moodle.**Course content:** Advanced study of Mandarin within the framework of politics, economics, culture and society, including: (a) Speaking: individual and group oral presentations and debates; (b) Grammar and vocabulary work; (c) Writing: summary writing and short essay (d) Reading: recognising up to 2,500 Chinese characters and responding based on topical texts; (e) Listening: TV, video and audio materials; and (f) Transferable skills.**Formative coursework:** The students will be required to complete weekly exercises. This includes grammar activities, writing essays, in class presentation and online communicative materials.**Indicative reading:** X Liu (ed.), 2006, *New Practical Chinese Reader*, Vol. 4, textbook and workbook, Beijing. Beijing Language and Cultural University Press; Y Po-Ching & D Rimmington, 2002, *Intermediate Chinese - A Grammar and Workbook*, Routledge; S Ma (ed.), 2002, *Modern Advanced Mandarin Course*, Beijing Language and Cultural University Press; Oxford Chinese Dictionary, 2010, Oxford Dictionaries.**Assessment:** (a) Three-hour examination (60%); (b) Oral presentation (20%); (c) Portfolio of language work (20%).**LN200****Russian Language and Society 4 (Proficiency)****This information is for the 2011/12 session.****Teacher responsible:** Dr Olga Sobolev, CMK. 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 (20%).**LN210****German Language and Society 4 (Proficiency)****This information is for the 2011/12 session.****Teacher responsible:** Dr Peter Skrandies, CMK. 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 files; 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:** 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*, Neuauflage or Oxford-Duden *German-English, English-German* 2003 or later; Duden, *Die neue deutsche Rechtschreibung Die neuen Regeln*. Die neuen Schreibungen, 1996. 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 (20%).**LN220****Spanish Language and Society 4 (Proficiency)****This information is for the 2011/12 session.****Teacher responsible:** Ms Mercedes Coca, CMK. 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, films and digital media; 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, 1998

The 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 Teracé, 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 (20%).

LN230

French Language and Society 4 (Proficiency)

This information is for the 2011/12 session.

Teacher responsible: Mr Christophe Millart, CMK. C803, Email: c.millart@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) Three-hour examination (60%); (b) Oral presentation (20%); and (c) Dossier of language work (20%).

LN250

English Literature and Society

This information is for the 2011/12 session.

Teacher responsible: Dr Angus Wrenn, CMK. 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 2011/12 session.

Teacher responsible: Dr Angus Wrenn, CMK. 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 2011/12 session.

Teacher responsible: Dr Angus Wrenn, CMK. 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%).

LN253

European Literature and Society

This information is for the 2011/12 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 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) Literary treatment of the major philosophical trends of the twentieth century, including the aesthetics of Schopenhauer and Nietzsche, the analytical school of Russell, Berlin, the existentialism of Sartre, the paradox of the absurd of Camus, French and East European Phenomenology. (b) Related trips to galleries and theatre productions during the year; (c) Use of archive recordings of authors, and video; (d) Students encouraged to draw upon background in their main discipline, and to read widely.

Teaching: Two hours per week: one lecture and one class.

Formative coursework: Two essays per year, presentations.

Indicative reading: Dostoevsky *The Grand Inquisitor*; *St-Exupery The Little Prince*; Solzhenitzyn *One Day in the Life of Ivan Denisovich*; Camus *L'Étranger*; Kundera *Unbearable Lightness of Being*; Paul Celan; *Stoppard Dogg's Hamlet Cahoot's Macbeth*

Assessment: Three-hour written examination (75%); coursework project (25%).

LN320

Spanish Language and Society 5 (Mastery)

This information is for the 2011/12 session.

Teacher responsible: Mr Rafael Peñas Cruz, CMK. C806

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, films and digital media; 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 Martínez, 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 Warner Home

Video DVD; 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%).

LN330

French Language and Society 5 (Mastery)

This information is for the 2011/12 session.

Teacher responsible: Mr Christophe Millart, CMK. C803, Email: c.millart@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 (20%).

LSE100

The LSE Course: Understanding the causes of things

This information is for the 2011/12 session.

Teacher responsible: Director of LSE100: Dr J Leape. The LSE100 lectures are given by lecturers from a range of departments.

Availability: Compulsory course on all undergraduate programmes: students complete term one in Lent Term of their first year and term two in Michaelmas Term of their second year. The course is not available to General Course students or to second-year direct-entry students.

Course content: The course introduces students to the fundamental elements of thinking like a social scientist. Running through all of the social sciences are questions of evidence, explanation and theory. LSE100 uses current issues of public concern and intellectual debate to explore these questions from the perspective of different disciplines. No important issue can be fully understood through a single lens. The goal of the course is to enable students to complement the intellectual grounding in their discipline with a broad understanding of different ways of thinking. In six three-week modules the course will examine 'big' questions, such as:

How should we manage climate change?

Does culture matter?

Why are great events so difficult to predict?

Who should own ideas?

Who caused the financial crisis?

Is population growth a good thing?

Through questions like these (this list is only illustrative), students will explore different types of evidence, different forms of explanation and different strategies for abstraction and modelling that are used across the social sciences. The intention is not only to broaden students' intellectual experience, but also to deepen their critical understanding of their core disciplines.

The course also helps students to develop the skills necessary to act effectively as social scientists in the world. The focus on the core elements of social scientific reasoning will therefore be accompanied by a strong emphasis on critical thinking, research and communication skills.

Teaching: Term one: 20 hours of lectures (10 x 2 hours) and 10 hours of classes (10 x 1 hour) in Lent Term of year one.

Term two: 20 hours of lectures (10 x 2 hours) and 10 hours of classes (10 x 1 hour) in Michaelmas Term of year two.

Formative coursework: Students complete formative assessment activities in Modules One and Two in term one, and in Module Four in term two. These include writing assignments, problem sets or data analysis tasks, and a presentation.

Indicative reading: Readings are module-specific. Class reading packs are provided in hard copy and are all available from the LSE100 Moodle site with additional reading and resource recommendations.

Assessment: Term one: 1,500 word essay and 400-500 word in-class assessment activity.

Term two: two-hour examination, 400-500 word in class assessment activity and a group project.

Students' performance is assessed as Distinction, Merit, Pass or Fail.

MA100 Mathematical Methods

This information is for the 2011/12 session.

Teachers responsible: Dr Michele Harvey, COL. B415 and Professor Jan van den Heuvel, COL. B305.

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 Mathematics with 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 to General Course students and as an outside option. This course cannot be taken with MA107 Quantitative Methods (Mathematics), MA110 Basic Quantitative Methods and MA207 Further Quantitative Methods

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.

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/or 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 2011/12 session.

Teachers responsible: Professor Martin Anthony, COL. B311 and Dr Konrad Swanepoel, COL. B307.

Availability: This course is available to students on the following programmes: BSc Business Mathematics and Statistics, BSc Actuarial Science, BSc Mathematics and Economics and BSc Mathematics with Economics. Students on other degrees may take this course provided they satisfy the pre-requisites. Available as an outside option and to General Course students.

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.

Teaching: 40 lectures (MA103) and 20 classes (MA103. A) (for BSc Mathematics and/or 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 (100%).

MA107 Half Unit Quantitative Methods (Mathematics)

This information is for the 2011/12 session.

Teacher responsible: Professor Adam Ostaszewski, COL. B406

Availability: This course is available to students on the following programmes: BSc Accounting and Finance, BSc Environmental Policy, BSc Geography with Economics, BSc Environmental Policy with Economics, 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 to General Course students and as an outside option. This course cannot be taken with MA100,

Mathematical Methods' or MA110 Basic Quantitative Methods.

Pre-requisites: This is a basic course in Mathematics for students who have at least at 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 2011/12 session.

Teachers responsible: Dr James Ward, COL. 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 to General Course students and as an outside option. This course cannot be taken with MA100, Mathematical Methods or MA107 Quantitative Methods (Mathematics).

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 2011/12 session.

Teachers responsible: Professor Adam Ostaszewski, COL. B406

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), BSc Mathematics and Economics and BSc Mathematics with Economics. Also available as an outside option. Available to General Course students with permission.

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.

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 2011/12 session.

Teacher responsible: Dr James Ward, COL. B415

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), BSc Mathematics and Economics and BSc Mathematics with Economics. Available as an outside option. Available to General Course students with permission.

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 population dynamics. Singular values, and the singular values decomposition. Direct sums, orthogonal projections, least square approximations, Fourier series. Right and left inverses and generalized inverses.

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 Dorres, *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 2011/12 session.

Teacher responsible: Dr Amol Sasane, COL. B310.

Availability: The course is compulsory for BSc Mathematics and Economics and BSc Mathematics with Economics. It is optional on BSc Econometrics and Mathematical Economics, BSc Business, Mathematics and Statistics. Also available as an outside option. Available to General Course students with permission.

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.

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 2011/12 session.

Teacher responsible: Dr Michele Harvey, COL. B415

Availability: This course is intended primarily for students of BSc Management, BSc Management Sciences and BSc Accounting and Finance. Also available as an outside option. Available to General Course students with permission. This course cannot be taken with MA100 Mathematical Methods.

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.

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 2011/12 session.

Teacher responsible: Dr Luitgard Veraart COL. B411

Availability: The course is intended for students on BSc Mathematics and Economics, BSc Mathematics with 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) and Introduction to Abstract Mathematics (MA103) are pre-requisites. Real Analysis (MA203) is desirable, and students who have not done MA203 should contact Dr Luitgard Veraart.

Course content: The course describes various techniques of optimisation, gives a mathematical presentation of the relevant theory, and shows how they can be applied.

Teaching: 20 lectures (MA208) and 10 classes (MA208. 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: 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 2011/12 session.

Teacher responsible: Dr Amol Sasane, COL. B310

Availability: The course is intended for students on BSc Mathematics and Economics, BSc Mathematics with Economics and BSc Business Mathematics and Statistics. Also available as an outside option. Available to General Course students with permission.

Pre-requisites: Mathematical Methods (MA100) and Introduction to Abstract Mathematics (MA103) are pre-requisites. Real Analysis (MA203) and/or Further Mathematical Methods (Calculus) (MA200) are highly desirable, and students who have done neither MA203 nor MA200 should contact Dr Malwina Luczak.

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. **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 2011/12 session.

Teacher responsible: Dr Jozef Skokan, COL. B303

Availability: BSc Mathematics and Economics and BSc Mathematics with Economics. Also available as an outside option. Available to General Course students with permission.

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, generating functions, recurrence relations. Graph Theory: basic concepts (graph, adjacency matrix, etc), walks and cycles, trees and forests, colourings. Optional topics include coding theory, designs, and algorithms and their efficiency.

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%).

MA211 Half Unit Algebra and Number Theory

This information is for the 2011/12 session.

Teacher responsible: Professor Martin Anthony, B311

Availability: BSc Mathematics and Economics, BSc Business Mathematics and Statistics, BSc Mathematics with Economics. Available as an outside option. Available to General Course students with permission.

Pre-requisites: MA100 Mathematical Methods and MA103 Introduction to Abstract Mathematics.

Course content: The aim of this course is to continue (from MA103) the study of abstract algebraic structures. There are two main strands in the course. First, we develop further the theory of groups, using permutation groups as a key example. We investigate the important concepts of normal subgroups and quotient groups. Secondly, we introduce rings, and study factorisation in rings, where we also look at some connections with number theory.

Groups: Review of basic group theory; permutations and permutation groups; homomorphisms; conjugation, normal subgroups and quotient groups; the first isomorphism theorem for groups.

Rings: basic properties of rings and examples (including polynomial rings, matrix rings, and number rings); subrings, ideals and ring

homomorphisms; divisibility in integral domains; greatest common divisors; Euclidean rings and unique factorisation; applications to number theory; principal ideal domains.

Teaching: 20 hours of lectures and 10 hours of classes in the MT. Revision lecture in ST.

Formative coursework: Weekly exercises will be set and marked.

Indicative reading: *Introduction to Algebra*, Peter J Cameron (OUP 1988);

Rings, Fields and Groups: Introduction to Abstract Algebra, Reg Allenby (Butterworth-Heinemann, 2nd edition 1991).

Assessment: Unseen two hour examination in the ST (100%).

MA300 Game Theory

This information is for the 2011/12 session.

Teachers responsible: Professor Bernhard von Stengel, COL. B412, and Professor Olivier Gossner, COL. B309.

Availability: Optional for BSc Accounting and Finance, BSc Business Mathematics and Statistics, BSc Econometrics and Mathematical Economics, BSc Economics, BSc Mathematics with Economics and BSc Mathematics and Economics. Available as an outside option. Available to General Course students with permission. This course cannot be taken with MA301 Game Theory I.

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. Strategic value of information. Equilibrium selection. Repeated Games.

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 2011/12 session.

Teachers responsible: Professor Bernhard von Stengel, COL. B412.

Availability: Optional for BSc Accounting and Finance, BSc Business Mathematics and Statistics, BSc Management, BSc Management Sciences, BSc Mathematics with Economics and BSc Mathematics and Economics. Available as an outside option. Available to General Course students with permission.

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. If time permits: The Nash bargaining solution. Multistage bargaining.

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 2011/12 session.

Teacher responsible: Professor Olivier Gossner COL. B309

Availability: This course is available to students on the following programmes: BSc Accounting and Finance, BSc Mathematics and Economics, BSc Mathematics with Economics and BSc Business Mathematics and Statistics. Available as an outside option. Available to General Course students with permission.

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.

Teaching: 20 lectures in LT 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*.

MA305 Half Unit Optimisation in Function Spaces

This information is for the 2011/12 session.

Teacher responsible: Dr Amol Sasane, COL. B310

Availability: The course is intended for 3rd year students on BSc Mathematics and Economics, BSc Mathematics with Economics and BSc Business Mathematics and Statistics. Available as an outside option. Available to General Course students with permission.

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. Controlability. Dynamical programming. Applications to Economics.

Teaching: 20 lectures (MA305) and 10 classes (MA305. A), in the LT. 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 2011/12 session.

Teacher responsible: Dr Pavel Gapeev, COL. B410

Availability: The course is an option for 3rd year students on BSc Mathematics and Economics, BSc Mathematics with Economics and BSc Business Mathematics and Statistics. Also available as an outside option. Available to General Course students with permission.

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 and 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. The course contains some elements of stochastic analysis such as Brownian motion, stochastic integration, stochastic change of variable formula, change of probability measures. These analytic tools are used for the pricing of contingent claims in stochastic models of financial markets. 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.

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. S E Shreve, *Stochastic Calculus for Finance*. Volume I: The Binomial Asset Pricing Model; Volume II: Continuous-Time Models. Springer, New York, 2004

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 2011/12 session.

Teacher responsible: Dr Pavel Gapeev COL. B410

Availability: The course is intended for 3rd year students on BSc Mathematics and Economics, BSc Mathematics with Economics and BSc Business Mathematics and Statistics. Available as an outside option. Available to General Course students with permission.

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.

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*. J Jacod & Ph Protter, *Probability Essentials*; A Klenke *Probability Theory. A Comprehensive Course*.

Assessment: A two-hour formal examination in the ST.

MA314 Half Unit Theory of Algorithms

This information is for the 2011/12 session.

Teacher responsible: Dr Konrad Swanepoel, COL. B307

Availability: The course is intended for 3rd year students on BSc Mathematics and Economics, BSc Mathematics with Economics and BSc Business Mathematics and Statistics. Available as an outside option. Available to General Course students with permission.

Pre-requisites: Familiarity with abstract concepts, advisable course Introduction to Abstract Mathematics (MA103). Willingness to cope with technical details of computer usage.

Course content: Basics of Java programming. The Euclidean algorithm. Time complexity of algorithms. Asymptotic notation. Heaps. Sorting. Recursive algorithms. Stacks and queues. Linked lists. Graphs. Breadth-first and depth-first search. Connectivity and topological sorting. Dijkstra's algorithm.

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 2011/12 session.

Teacher responsible: Dr Robert Simon, COL. B407

Availability: The course is intended for 3rd year students on BSc Mathematics and Economics, BSc Mathematics with Economics or BSc Business Mathematics and Statistics degrees. Available as an outside option. Available to General Course students with permission. This course cannot be taken with MA211, Algebra and Number Theory in 2010/11

Pre-requisites: Students must have passed MA103 Introduction to Abstract Mathematics and, ideally, have taken MA211 Algebra and Number Theory. Students who have not taken MA211 may still take the course with the lecturer's permission. (A small amount of additional reading on their part will be required.)

Course content: The aim of the course is to continue the study of abstract algebraic structures and show how these structures can be used to solve concrete problems. There are three strands: Group actions; Rings, polynomials and fields; Applications, including coding and cryptography.

Group actions; revision of permutation groups; orbits and stabilizers, the orbit-stabilizer theorem; applications to counting problems.

Rings, polynomials and fields: revision of rings; quotient rings;

polynomial rings and the Euclidean algorithm for polynomials; irreducible polynomials and factorisation of polynomials. fields; fields as quotients of polynomial rings; construction and properties of finite fields:

Applications: Designs and orthogonal latin squares ; Error-correcting codes, including linear codes, cyclic codes and perfect codes; cryptography.

Teaching: 20 lectures (MA 315) and 10 classes (MA 315. A) in LT, plus revision session 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 but additional reading is recommended.

Discrete Mathematics, N L Biggs, (specifically Chapters 20-24, together with some introductory material from earlier chapters).

Introduction to Algebra, Peter J Cameron (OUP 1988);

Rings, Fields and Groups: Introduction to Abstract Algebra, Reg Allenby (Butterworth-Heinemann, 2nd edition 1991).

Codes and Cryptography, D J A Welsh (Clarendon Press 1988)

Codes, N.L. Biggs (Springer, 2008).

Assessment: A two-hour formal examination in the ST.

MA316 Half Unit Graph Theory

This information is for the 2011/12 session.

Teachers responsible: Dr Julia Boettcher, COL. B404 and Dr Jozef Skokan, COL. B303

Availability: BSc Mathematics and Economics and BSc Mathematics with Economics. Available as an outside option. Available to General Course students with permission of the course tutor.

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. Optional topics include Ramsey theory, 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%).

MA317 Half Unit Complex Analysis

This information is for the 2011/12 session.

Teacher responsible: Professor Steve Alpern COL. B304

Availability: BSc Mathematics and Economics, BSc Mathematics with Economics, and BSc Business Mathematics and Statistics. Available as an outside option. Available to General Course students with permission.

Pre-requisites: Solid grounding in mathematics, especially analysis, in particular MA203 Real Analysis.

Course content: The course will cover the fundamental concepts and methods in complex analysis. The basic object of study in the course will be a complex differentiable function in a region, and the far-reaching consequences of the notion complex differentiability will be dealt with in the course. The specific topics that will be covered are: the geometry of complex numbers, complex differentiation, Cauchy-Riemann equations, Cauchy's integral theorem, Cauchy's integral formula, Taylor series. We continue by covering: Liouville's Theorem, Maximum Modulus Theorem, Rouché's Theorem. We also give a brief introduction to Laurent Series and use of the Residue Theorem. The core results will be illustrated with computational examples and applications.

Teaching: 20 lectures and 10 classes in Michaelmas Term; Revision

lectures in Summer Term.

Indicative reading: (1) S.D. Fisher. *Complex Variables*. Corrected reprint of the second (1990) edition, Dover Publications, Inc., Mineola, NY, 1999.

(2) J.E. Marsden and M.J. Hoffman. *Basic Complex Analysis*. Second edition, W. H. Freeman and Company, New York, 1987.

(3) D.O. Tall. *Functions of a Complex Variable*. Routledge and Kegan Paul, London, 1985.

Assessment: Two hour unseen exam in the Summer Term (100%).

MG204

Capitalism, Democracy and Work in Comparative Perspective

This information is for the 2011/12 session.

Teacher responsible: Dr Carola Frege

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%).

MN101

Introduction to Psychology and Behavioural Science for Management

This information is for the 2011/12 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 2011/12 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.

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, Racial discrimination, Negotiation, Experiments on Incentives, Placebo effects of price, CEO pay, 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 2011/12 session.

Teacher responsible: Dr Vikram Pathania

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 applying microeconomics ideas to solve problems. Topics covered include consumer theory, production, applications to the labour market, market structure, monopoly, oligopoly, product differentiation, pricing, game theory, decision analysis, bargaining, auctions, and asymmetric information.

Teaching: Lectures (MN201): two hours x 10 MT and LT, two hours x 2 ST. Classes (MN201. A): one hour x 8 MT: one hour x 10 LT: one hour x 2 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), and P Milgrom & J Roberts, *Economics, Organisation and Management* (1992) and J Tirole, *The Theory of Industrial Organisation* (1990) will also be referred to.

Assessment: A three-hour written final exam counting for 100%.

MN203

Social Science Research Methods for Management

This information is for the 2011/12 session.

Teacher responsible: Dr Jordi Blanes 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 2011/12 session.

Teacher responsible: Dr Vishal Talwar

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.

Course content: This course aims to introduce students to the discipline of marketing and its importance in the overall management process. It aims to consider the process and strategic nature of Marketing in different organisational contexts and environments and to develop an understanding of the key elements and dynamics impinging on marketing decisions. Through the use of case studies, participants will develop their applied skills. The cases are drawn from various industries and countries, giving the student exposure to a wide variety of internationally orientated marketing issues. In the LT, attention is paid to application and students are required to use the marketing knowledge gained in MT to solve real world marketing problems.

Teaching: Lectures: 17 lectures. Twenty one-hour classes in MT, LT and ST beginning in second week of MT.

Indicative reading: Kotler and Keller (2012) *Marketing Management*, 14th Edition (Global), Pearson PrenticeHall
Lambin, J-J, Chumpitaz, R. & Schuiling, I. (2007), *Market-driven management: Strategic and operational marketing* (2nd edition). London: Palgrave Macmillan

Further references will be provided during the course.

Assessment: 1. One report (40%). This will be written by a group for which all members will normally receive the same mark.

2. One formal three-hour examination (60%).

MN303 Half Unit

International Context of Management

This information is for the 2011/12 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: Mapping the Changing Contours of the World Economy* (6th edn), Sage Publications (2011); R W Griffen & M W Pustay, *International Business: A Managerial Perspective* (6th edn), Pearson Prentice-Hall (2010); 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 2011/12 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, mixed strategies, unpredictability, randomization, commitment, credibility, threats and promises, and strategies under risk and uncertainty. 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, International edition, 2010) by Avinash Dixit, David Reiley, and Susan Skeath. This 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.

of social science disciplines that are relevant if marketing is to be critically understood. It aims to consider the process and strategic nature of Marketing in different organisational contexts and environments and to develop an understanding of the key elements and dynamics impinging on marketing decisions. Case studies will be used to help develop students' application skills. The cases are drawn from various industries and countries, giving the student exposure to a wide variety of internationally orientated marketing issues.

Teaching: Lectures: 12 lectures (MN302) in MT and ST.

Classes: 11 one-hour classes (MN307. A).

Indicative reading: Kotler and Keller (2012) *Marketing Management*, 14th Edition (Global), Pearson PrenticeHall
Lambin, J-J, Chumpitaz, R. & Schuiling, I. (2007), *Market-driven management: Strategic and operational marketing* (2nd edition). London: Palgrave Macmillan

Further references will be provided during the course.

Assessment: One formal two-hour examination in the ST (70%)
One piece of coursework in MT (30%)

OR202 Operational Research Methods

This information is for the 2011/12 session.

Teacher responsible: Dr D C Lane, NAB 3.33.

Availability: Compulsory for students on the BSc Management Sciences. Optional for BSc Accounting and Finance, BSc Business Mathematics and Statistics, BSc Econometrics and Mathematical Economics, BSc Economics and BSc Management. Also available to General Course students and as an outside option.

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 LT/ST.

Classes: OR202.1A 2 in MT, LT and ST. OR202.2A 12 MT and LT. 5 x 2 hours optional computer help in MT and LT.

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*

MN307 Half Unit Aspects of Marketing Management

This information is for the 2011/12 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.

This course aims to introduce students to the discipline of marketing. One of its important objectives is to emphasise the range

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 2011/12 session.

Teacher responsible: Dr Gilberto Montibeller, NAB3.16

Availability: Compulsory for third year BSc Management Sciences students in the 2011-12 session. Optional for BSc Business Mathematics and Statistics, BSc Econometrics and Mathematical Economics, BSc Economics and BSc Management. Also available to General Course students and as an outside option.

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 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. The course extends the mathematical programming models taught in OR202.2 by introducing more complex models, including integer programming. The course focuses particularly on the computer implementation of mathematical programming models using specialist software.

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.

OR307 Simulation Modelling and Analysis (see separate course guide for OR307)

Teaching: OR301.1 10 lectures MT, OR301.1A nine classes MT and nine computer help sessions MT.

OR301.2 10 seminars LT.

OR307 (see separate course guide for OR307)

Formative coursework: OR301.1 : students will have the opportunity to submit a mock project and receive feedback OR307: see separate course guide for OR307

OR301.2: the first of the two written, critical reviews of published papers (referred to above) will receive feedback

Indicative reading: OR301.1: H P Williams: *Model Building and Mathematical Programming*, Wiley, and the relevant chapters of F S Hillier and G J Lieberman: *Introduction to Operations Research*, McGraw-Hill

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 2011/12 session.

Teacher responsible: Dr Alec Morton, NAB3.07

Availability: Only to students in the final year of the BSc Management Sciences. Any student intending to take this course in the third year must 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 2011/12 session.

Teacher responsible: Dr Barbara Fasolo, NAB 3.15, Dr Alec Morton, NAB 3.07 and Dr Gilberto Montibeller NAB 3.16

Availability: Compulsory for third year BSc Management Sciences students. Optional on BSc Business Mathematics and Statistics, BSc Management and other BSc degrees where regulations permit. Also available to General Course students.

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: 9 x 2hrs MT; 11 x 2hrs LT; and 1 x 2hrs ST
Classes: 8 x 1hr MT; 11 x 1 hr LT, 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 2011/12 session.

Teacher responsible: Dr G Montibeller, NAB 3.16

Availability: For students on the BSc Management Sciences and BSc Business Mathematics and Statistics. Also available to other BSc degrees where regulations permit and to General Course students.

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).

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 (2008) *Risk Analysis - A Quantitative Guide*, Wiley: Chichester, 3rd 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 2011/12 session.

Teacher responsible: Professor John Worrall

Availability: Compulsory for BSc Politics and Philosophy, BSc Philosophy and Economics and BSc Philosophy, Logic and Scientific Method. Also available as an outside option and to General Course students.

Pre-requisites: None. Logic is formal but presupposes no particular background reading or training.

Course content: 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 been true as well - that is, by showing that some observationally testable claim is deducible from the theory. Mathematics is of course centrally concerned with proofs and proofs are deductive inferences. Finally, philosophy is centrally concerned with arguments or deductions. To take one example, many 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. But since there is evil, it follows that there can be no such god. 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. The course begins with a simple system called propositional or truth-functional logic, which despite its simplicity captures a great range of important arguments. The system of predicate logic that

we study next is, however, still more powerful and provides the logical basis not only for ordinary inferences but also for inferences in the sciences.

Teaching: Lectures PH 101 x 30 (MT, LT). Classes PH101. A x 20 (MT, LT). (Some extra lectures may be arranged to ensure that the lectures and classes remain coordinated.)

Formative coursework: Formative coursework will take the form of a number of computer based quizzes and a number of regular exercises. Both of these will be set on the basis of the material covered in lectures. In the case of the computer based quizzes, students are required to complete them before a specific deadline; these will be discussed in class. In the case of the regular exercises, students are required to complete these and to be ready to present and discuss answers in the associated class; some of these will be formatively assessed by the class teachers. Successful completion of both the quizzes and the regular exercises 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 2011/12 session.

Teacher responsible: Dr Alex Voorhoeve

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 and to General Course students.

Course content: In his Letter to Menoeceus, 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, Wittgenstein and Parfit. 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:

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: The purchase of the following books is required:

Plato: Republic. Translated and edited by Robin Waterfield. ISBN: 0192833707 - Oxford Paperbacks

René Descartes: *Meditations on First Philosophy*, with selections

from the Objections & replies. John Cottingham, (Editor); ISBN: 0521558182 - Cambridge University Press.
Most of the readings will be articles and excerpts from books and will be made available via Moodle.

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

PH201 Philosophy of Science

This information is for the 2011/12 session.

Teacher responsible: Dr Miklos Redei

Availability: BSc Philosophy and Economics, BSc Philosophy, Logic and Scientific Method, BSc Politics and Philosophy and also available as an outside option and to General Course 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 3-5): Hume's problem of induction and Popper's falsificationism, Lakatos' Methodology of Scientific Research Programmes, underdetermination of theory by evidence, the positive instance account. Bayesian confirmation theory (weeks 6-8): probability theory and the interpretation of probability, Bayesianism. Explanation (weeks 9-10): the Deductive-Nomological model of explanation, statistical explanation. Reductionism (week 11): reductionism and pluralism. Theories and laws (week 12-13): the regularity and necessitarian views of natural laws, the best systems-account, instrumentalism. Realism versus antirealism (weeks 14-15): scientific realism and the no miracles argument, inference to the best explanation, antirealism and the pessimistic meta-induction, constructive empiricism, entity realism, structural realism. Kuhn's philosophy of science (weeks 16-17): normal science and paradigms, scientific revolutions and incommensurability. Sociological approaches to science (weeks 18-20): social constructivism, strong programme, feminist epistemology.

Teaching: Lectures PH201 x 20 (MT, LT); Classes PH201. A x 20 (MT, LT).

Formative coursework: Students will be expected to write 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.

Assessment: A three-hour written examination in the Summer term.

PH203 Philosophy of the Social Sciences

This information is for the 2011/12 session.

Teachers responsible: Michaelmas and Summer term: Dr J McKenzie Alexander, LAK. T501b

Lent term: Dr Amandine Catala

Availability: BSc Philosophy and Economics, BSc Environmental Policy, BSc Environmental Policy with Economics, BSc Politics and Philosophy, BSc International Relations and BSc Philosophy, Logic and Scientific Method. Available to General Course students and as an outside option.

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 two essays per term and to give class presentations.

Indicative reading: A detailed reading list may be found on the Moodle page for the course. Useful preliminary background readings include: *The Philosophy of Social Science Reader* Francesco Guala and Daniel Steel (eds); Daniel Little, *Varieties of Social Explanation*; Alex Rosenberg, *Philosophy of Social Science*; Martin Hollis, *The Philosophy of Social Science*; Brian Skyrms, *Evolution of the Social Contract*. A useful anthology is *Readings in the Philosophy of Social Science*, edited by Michael Martin and Lee McIntyre.

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

PH211 Philosophy of Economics

This information is for the 2011/12 session.

Teacher responsible: Dr Armin Schulz

Availability: Compulsory for BSc Philosophy and Economics.

Optional for BSc Econometrics and Mathematical Economics, BSc Politics and Philosophy, BSc Philosophy, Logic and Scientific Method and BSc Economics. This course is available as an outside option and to General Course students.

Pre-requisites: Students are expected to have taken or to be taking EC201 Microeconomic Principles I or EC202 Microeconomic Principles II or their equivalent.

Course content: Philosophical issues in economics. The nature of economic theories, models and laws. Idealisation, explanation and realism in economic models. Causality in economic models. The nature of measurement in economics. Values in economics. Economic Freedom. Economic justice. The positive/normative distinction. Rational choice theory, game theory, and their difficulties. Neuroeconomics and behavioural economics. Social choice theory. 'Old' and 'new' welfare economics. Pareto optimality, interpersonal comparability, and theories of well-being. Utilitarianism, Rawlsianism, and egalitarianism.

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: H Kincaid and D Ross (eds), *The Oxford Handbook of Philosophy of Economics*; N Stern, *The Economics of Climate Change*; E McClennen, *Rationality and Dynamic Choice*; M Friedman, *Essays in Positive Economics*; A Sen, *Development as Freedom*; N Cartwright, *Hunting Causes and Using Them*; J Reiss, *Error in Economics*; D Hausman, *The Inexact and Separate Science of Economics*; S H Heap et al., *The Theory of Choice*; D Hausman and M McPherson, *Economic Analysis, Moral Philosophy, and Public Policy*; D Hausman (ed), *The Philosophy of Economics: An Anthology*; D Kahneman et al., *Judgment under Uncertainty*; A Sen, *The Idea of Justice*.

Additional reading suggestions, particularly of articles, will be made in the lectures and the seminars.

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

PH213 Scientific Revolutions: Philosophical & Historical Issues

This information is for the 2011/12 session.

Teacher responsible: Dr Charlotte Werndl

Availability: Optional for BSc Philosophy, Logic and Scientific Method, BSc Politics and Philosophy, BSc Politics and Philosophy and BSc Philosophy and Economics. No prior systematic knowledge of physical and biological science is presupposed. Also available to General Course students and as an outside option.

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. The chemical revolution: What were Priestley and Lavoisier's experiments, and what exactly lead scientists to supplant phlogiston by oxygen? What does this tell us about theory change in general? In particular, in what sense was the replacement of phlogiston by oxygen rational?

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 lecture slides on each topic including (i) a list of essential reading and suggestions for further reading and (ii) '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 2011/12 session.

Teacher responsible: Dr Alex Voorhoeve

Availability: BSc Philosophy and Economics, BSc Philosophy, Logic and Scientific Method, BSc Politics and Philosophy. Available to General Course students and as an outside option.

Course content: This course covers central topics in moral and political philosophy. We will read seminal texts by some of the greatest writers of the western tradition in moral and political philosophy: Aristotle, David Hume, Adam Smith, Immanuel Kant and John Stuart Mill. We'll also discuss leading contemporary authors, including Philippa Foot, John Rawls, Robert Nozick, Bernard Williams and Frances Kamm. Through the study of major philosophers, this

course provides students with the tools to think and write clearly and independently about moral and political problems.

Teaching: Lectures PH214 x 20 (MT, LT); Classes PH214. A x 20 (MT, LT).

Formative coursework: Students will be required to participate in class discussions and to write two essays per term.

Indicative reading: Aristotle, *The Nichomachean Ethics*, Irwin translation, Hackett.

David Hume, *A Treatise of Human Nature*, David Fate Norton and Mary Norton, editors, Oxford.

Immanuel Kant, *Groundwork of the Metaphysics of Morals* Mary J. Gregor (Editor), Christine M. Korsgaard (Introduction), Cambridge University Press.

J.S. Mill, *Utilitarianism*, Hackett.

John Rawls, *A Theory of Justice*, revised, 2nd edition, Oxford University Press.

Adam Smith, *The Essential Adam Smith*. Robert Heilbroner (Editor) Norton.

A detailed reading list 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* and Alex Voorhoeve's *Conversations on Ethics* are good places 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 2011/12 session.

Teacher responsible: Miklos Redei

Availability: BSc Philosophy, Logic and Scientific Method, BSc Philosophy and Economics and BSc Politics and Philosophy. The course is also available as an outside option where programme regulations permit, and is available to General Course students.

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 ordinals and cardinals, transfinite induction, Axiom of Choice and its equivalents, Continuum Hypothesis, Russell paradox). Formal languages, syntactic-semantic, theorem-metatheorem, soundness and completeness and some model theory are the main topics covered from classical first-order logic, together with an outline of Peano arithmetic, decidability and Gödel's incompleteness theorems. The idea of possible world semantic and the semantic characterization of the basic types of modal propositional logics are covered from modal logic. In both set theory and logic, emphasis is on the conceptual-structural elements rather than on technical-computational details. Not all theorems are proven and not all proofs are complete.

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 solutions for two sets of problems.

Indicative reading: Peter J. Cameron. *Sets, Logic and Categories*. Springer undergraduate mathematics series. Springer, London, Berlin, Heidelberg, 1999. (main text for set theory); Sider, Theodore. *Logic for Philosophy*. Oxford University Press 2010. (main text for logic); J. Crossley. *What is Mathematical Logic?* Oxford University Press, Oxford, 1972.; H.B. Curry. *Foundations of Mathematical Logic*. McGraw-Hill, New York, 1963.; L. Goble, editor. *The Blackwell Guide to Philosophical Logic*, Oxford, 2001. Blackwell.;

G.E. Hughes and M.J. Cresswell. *A New Introduction to Modal Logic*. Routledge, New York, 1996. (main text for modal logic); D. Lewis. *Counterfactuals*. Blackwell, Oxford, 2nd edition, 2001. First edition: 1979.; D. Makinson. *Sets, Logic and Maths for Computing*. Springer, London, 2008.

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

PH218

Philosophy of the Biological and Cognitive Sciences

This information is for the 2011/12 session.

Teacher responsible: Dr Armin Schulz and Dr Kristina Musholt

Availability: The course is primarily intended for BSc Philosophy, Logic and Scientific Method, BSc Philosophy and Economics and BSc Politics and Philosophy students. It is available to General Course students and as an outside option to students from other departments.

Course content: An introduction to some of the key issues in the philosophy of the biological and cognitive sciences. Topics to be discussed include: the 'modern synthesis', fitness, the units of selection problem, the nature of species, adaptation and adaptationism, phylogenetic inference, macroevolution, ecology, the idea of the mind as a computer and the language of thought, consciousness, social cognition, emotions and their role in thinking, innateness and cognitive development, the modularity of mind, evolutionary psychology, connectionism, and embodied approaches to cognition.

Teaching: Lectures PH218 x 20 (MT, LT); Seminars PH218. A x 20 (MT, LT).

Formative coursework: Students are expected to write at least two essays per term, give class presentations, and participate actively in class discussion.

Indicative reading: K Sterelny & P Griffiths, *Sex and Death*; E Sober, *The Philosophy of Biology*; R Dawkins, *The Extended Phenotype*; S Okasha, *Evolution and the Levels of Selection*; E Sober (ed), *Conceptual Issues in Evolutionary Biology*; P Harvey & M Pagel, *The Comparative Method in Evolutionary Biology*; A Clark, *Mindware: An Introduction to the Philosophy of Cognitive science*; J Fodor, *The mind doesn't work that way*; P Thagard, *Mind: Introduction to Cognitive Science* (Second Edition); P Thagard, D Gabbay, J Woods (eds), *Philosophy of Psychology and Cognitive Science*; J Barkow, L Cosmides, J Tooby (eds), *The Adapted Mind*; M Tomasello, *Why we cooperate*.

Additional reading suggestions, particularly of articles, will be made in the lectures and the seminars.

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

PH220

Evidence and Scientific Method

This information is for the 2011/12 session.

Teacher responsible: Dr Roman Frigg

Availability: BSc Philosophy, Logic and Scientific Method, BSc Politics and Philosophy and BSc Philosophy and Economics. It is available as an outside option and to General Course students.

Course content: This course focuses on the notion of evidence, especially as it relates to policy decisions. 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; the use of large scale computer models in the study of climate change and the way in which model outputs are taken to provide policy-relevant information; the issue of evidence in the creationism versus Darwinism debate and its implication for public education.

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.

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

PH221

Problems of Analytic Philosophy

This information is for the 2011/12 session.

Teacher responsible: Foad Dizadji-Bahmani

Availability: Optional for BSc Philosophy and Economics, BSc Econometrics and Mathematical Economics, BSc Philosophy, Logic and Scientific Method, BSc Politics and Philosophy and BSc Economics. This course is available as an outside option and to General Course students.

Pre-requisites: PH103 Reason, Knowledge and Values

Course content: The aim of the course is to give an overview of some central themes in analytic philosophy. The content of the course is accumulative and charts, broadly speaking, the rise of logical positivism, its problems and its ramifications in contemporary philosophy. However, the emphasis will be on developing a sharp understanding of the central concepts, arguments and the logical relationships between different ideas rather than amassing a detailed historical narrative. In particular, we will focus on two themes associated with the "analytic turn": the attempt to make language more logically perspicuous and (perhaps, thereby) to rid philosophy of metaphysics. In so doing, we will encounter the works of some of the most prominent analytic philosophers of the 20th century, including Frege, Russell, Wittgenstein, Carnap, Quine, Putnam, Kripke and Lewis.

Topics may vary by year.

Teaching: Twenty one-hour lectures (MT and LT) and twenty one-hour classes (MT and LT).

Formative coursework: Students will be expected to write two essays per term and to give class papers.

Indicative reading: Readings include some of the following: B. Russell, *Problems of Philosophy*; L. Wittgenstein *Tractatus Logico-Philosophicus*; A.J. Ayer, *Language, Truth, and Logic* W.V.O. Quine, *From a Logical Point of View*; K; S. Kripke, *Naming and Necessity*; L. Wittgenstein *Philosophical Investigations*; D. Lewis, *On the Plurality of Worlds*;

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

PH222

Philosophy and Public Policy

This information is for the 2011/12 session.

Teacher responsible: Dr. Amandine Catala

Availability: BSc. Philosophy and Economics; BSc. Philosophy, Logic, and Scientific Method; BSc. Politics and Philosophy. Available as an outside option to all second or third year UG students, and to General Course students, but there is a cap of 45 students.

Pre-requisites: None. Taking the course after or in conjunction with PH214 Morality and Values, or GV262 Political Concepts will enable the student to get more out of the course. But the course can be taken independently.

Course content: The course offers critical reflection on the design and evaluation of public policies from the perspective of moral and

political philosophy and the theory of social choice. To this end, we study a range of theories and concepts that are used in policy evaluation. We often discuss and evaluate them by focusing on specific policy proposals. The course addresses questions such as: Should there be a cap-and-trade system for carbon emissions? If so, how should emission rights be allocated? What should the government's measure of well-being be? How should health care resources be allocated? Should there be a market for transplant organs? If so, what form should this market take? If not, how can the current shortage of transplant organs be limited? To what kinds of 'irrationalities' can democratic voting lead? Are there voting systems which have fewer drawbacks than others?

Teaching: 1 hour weekly lecture; 1 hour class teaching.

Formative coursework: Two 1,500 word essays in the first term; Two 1,500 word essays in the second term.

Indicative reading: Daniel, N. and Sabin, J. (2002) *Setting Limits Fairly: Can We Learn to Share Health Care Resources?* Oxford University Press.

Elster, J. (1993) 'Majority Rule and Individual Rights', in: *On Human Rights - The Oxford Amnesty Lectures*.

Buchanan, A. (1985) *Ethics, Efficiency and the Market*. Rowman and Littlefield.

Dryzek, J.S. (1997) *The Politics of the Earth - Environmental Discourses*. OUP

Elster, J. (1992) *Local Justice - How Institutions Allocate Scarce Goods and Necessary Burdens*. Russell Sage Foundation.

Goodin, R.E. (1995) *Utilitarianism as a Public Philosophy*. CUP

Sen, A. (2001) *Development as Freedom*. OUP

Scanlon, T. M. (2003) *The Difficulty of Tolerance*. Cambridge University Press.

Wittman, D. (1995) *The Myth of Democratic Failure-Why Political Institutions Are Efficient*. The University of Chicago Press, Chicago.

Assessment: One 3-hour exam: 100% of final grade.

PH299

Essay on an approved subject in Philosophy

This information is for the 2011/12 session.

Teacher responsible: Dr Marie Milofsky

Availability: BSc Philosophy, Logic and Scientific Method, BSc Philosophy and Economics. This course is not available as an outside option or to General Course students.

Course content: The essay may be on any topic falling within the scope of the philosophy courses for Philosophy.

Assessment: Essays must be submitted by June 1. They should be 5,000-7,000 words, and should be typewritten.

PS102

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

This information is for the 2011/12 session.

Teacher responsible: Dr Bradley Franks, STC. S307.

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. Also available to General Course students and as an outside option.

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.

PS203

Societal Psychology: Theory and Applications

This information is for the 2011/12 session.

Teacher responsible: Dr Andy Wells, STC. S305

Availability: Optional for BSc Sociology. Also available to General Course students and as an outside option.

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.

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 2011/12 session.****Teacher responsible:** Professor E. Munro, OLD 2.46**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 General Course students and 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*, 4th edn, 2011; A Deacon, *Perspectives on Welfare*, 2002; H Dean, *Social Policy, Short Introductions*, 2006; 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 2011/12 session.****Teacher responsible:** Professor T Newburn, OLD 2.27**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 to General Course students and as an outside option.**Course content:** This course introduces students to sociological ideas and thinking and seeks to link these to some key illustrative areas of social policy. The course takes as its organising theme in the first term the idea of 'social order' and explores this through such concepts such as social hierarchy and stratification, social integration and interaction, social control, urbanisation and risk. In turn, these are then explored in greater empirical detail in the second term through social policy concerns such as: health inequality; education and social class; unemployment, poverty and deprivation; surveillance and social control; and globalisation and development.**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, excellent background reading can be found in: Fulcher, J. and Scott, J. (2011) *Sociology*, Oxford: Oxford University Press, 4th edition; Giddens, A. (2009) *Sociology*, Cambridge: Polity Press, 6th edition; Mills, C. Wright, *The Sociological Imagination* (most recent edition, OUP, 2000); and Alcock, P et al., (2003) *The Student's Companion to Social Policy*, Oxford: Basil Blackwell.**Assessment:** A three-hour written examination in the ST.**SA103****Population, Economy and Society****This information is for the 2011/12 session.****Teacher responsible:** Dr Ernestina Coast, OLD M2.24**Availability:** It is optional for BSc Actuarial Science, BSc Environmental Policy, BSc Environment and Development, 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 to General Course students and 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 2011/12 session.****Teachers responsible:** Professor D Piachaud, OLD 2.30 and Dr Kitty Stewart, OLD 2.36**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 to General Course students and 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 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*, OUP 2004; 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 2011/12 session.

Teacher responsible: Dr Coretta Phillips, OLD M2.27

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. The course will be capped at 30 students. Information on applying to take this course will be available on the Department of Social Policy website.

Course content: The course introduces students to the study of crime and its control in contemporary society. It begins by considering different conceptualisations of crime, and its measurement, before critically examining the multiple ways in which crime patterns are understood by the public, politicians, the media, and criminologists. These understandings are used to explore particular crime types such as white collar crime and violent crime. Next the course explores the impact of major social divisions - such as gender, age, ethnicity, class and community - on the social distribution of crime and considers how these patterns influence political responses to controlling crime. Lastly, the course selects key controversies in controlling crime, focusing on criminal justice agencies such as the police and considering practices such as crime prevention and punishment.

Teaching: 19 x one- hour lectures, and 20 x one- hour classes and at least two revision sessions in Summer Term.

Formative coursework: Three non-assessed essays will be required. Students will be expected to do the reading associated with the classes.

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; 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 2011/12 session.

Teachers responsible: Dr M Shiner, OLD 2.49 and Dr D Boucas

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. Descriptive and inferential statistics, including bivariate and multivariate techniques. Analysis of data particularly from surveys. 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. Available to General Course students and as an outside option.

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 covering the

individual project. Dr D Boucas.

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 early in the LT, 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 2011/12 Education Policy

This information is for the 2011/12 session.

Teacher responsible: Professor A West, OLD 1.16

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. Not available to General Course students or as an outside option.

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.

SA213 European Social Policy

This information is for the 2011/12 session.

Teacher responsible: Dr S Mangen, OLD 2.62

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. Also available as an outside option.

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 2011/12 session.

Teachers responsible: Dr M Shiner (OLD 2.49)

Availability: This is a recommended course for BSc Social Policy and Criminology and an optional course for BSc Social Policy, BSc Social Policy and Economics, BSc Social Policy and Sociology and BSc Social Policy with Government. Available to General Course students and as an outside option.

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; drug and alcohol related crime; varieties of criminal behaviour including violence, sexual crime and stalking; mental disorder and crime; victims and victimisation; fear of crime; public attitudes towards punishment; offender profiling; criminal investigation; eye witness testimony and legal decision making; 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*, 2004/2010; PB Ainsworth, *Psychology and Crime: Myths and Reality*, 2000; D Carson & R Bull, *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 2011/12 session.

Teacher responsible: Professor T Newburn, OLD 2.27

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. Available to General Course students and as an outside option.

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; McLaughlin, E. et al, (2002) *Criminological Perspectives*; Tierney, J (2009) *Criminology: Theory and Context*; Burke, R H *An Introduction to Criminological Theory*, 2009; Walklate, S *Understanding Criminology*, 2003; Downes, D and Rock, P (2011) *Understanding Deviance*; 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 2011/12 session.

Teacher responsible: Professor H Dean, OLD 2.30

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, BSc Social Policy and Criminology and BSc Environment and Development. Available to General Course students and as an outside option.

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; D. Dorling, *Injustice: Why social inequality matters*, The Policy Press, 2010; 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; 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 2011/12 session.

Teacher responsible: Dr S Mangen, OLD 2.62

Availability: Compulsory for BSc Social Policy, BSc Social Policy

and Economics, BSc Social Policy and Criminology (compulsory for first and second years in 2011/12, optional for third years), BSc Social Policy and Sociology and BSc Social Policy with Government. Available to General Course students and as an outside option.

Course content: The course is divided into three parts. The first deals with various approaches to theorising about the state in terms of what each implies for its role in interventions in the area of collective social welfare and the social values on which these are based. Particular attention is played to the interplay between preferences for interventions by the state, the individual and family and the market.. 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, merit and redistribution are addressed. The final part examines evidence of the economic and social impact of policies in selected welfare areas.

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 Not available in 2011/12 Demographic Description and Analysis

This information is for the 2011/12 session.

Teacher responsible: Dr A Gjonca, OLD M2.25

Availability: An optional course for students on BSc Social Policy, BSc Social Policy and Economics, BSc Social Policy and Sociology, BSc Economics, BSc Management Sciences, BSc Actuarial Science, BSc Environmental Policy, BSc Social Policy with Government and BSc Social Policy and Criminology. Available to General Course students and as an outside option. 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: 21 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

Crime Control: Ideas and Controversies

This information is for the 2011/12 session.

Teacher responsible: Dr Michael Shiner, OLD 2.49

Availability: This is a core course for BSc Social Policy and Criminology and an optional course for other Bachelor's degrees in Social Policy. Available to General Course students and as an outside option.

Course content: The purpose of the course is to provide students with an understanding of, and critical perspective on, key debates in contemporary crime control policy. The course examines the emergent features of current responses to problems of crime and social order, focusing in particular on issues such as: policing and security; crime prevention and surveillance; youth, crime and control; drugs policy; and punishment. Attention is given to both historical and comparative perspectives, together with analyses of developments in current government policy.

Teaching: Lectures: 19 x SA309. Classes: 19 x SA309. A, MT and LT, and 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: 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: D Garland, *The Culture of Control: Crime and Social Order in Contemporary Society*, 2001; T Newburn, *Handbook of Policing*, 2008; N Tilley, *Handbook of Crime Prevention and Community Safety*, 2005; D Gilling, *Crime Reduction and Community Safety: Labour and the Politics of Local Crime Control*, 2008; RJ MacCoun and P Reuter, *Drug War Heresies: Learning from Other Vices, Times and Places*; R. Hughes, R. Lart and P. Higate, *Drugs: Policy and Politics*, 2006; J Muncie, *Youth and Crime*, 2009; W Taylor, R Earle and R Hester, *Youth Justice Handbook: Theory, Policy and Practice*, 2010.

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

SA320

Comparative and International Social Policy

This information is for the 2011/12 session.

Teacher responsible: Dr Timo Fleckenstein, OLD 1.17

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 and are expected to read for and prepare contributions to class discussion each week.

Indicative reading: K Armington & 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 2011/12 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. Not available to General Course students or as an outside option.

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 2 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 2011/12 session.

Teacher responsible: Dr Alasdair Cochrane, V504

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 and to General Course students.

Course content: The course aims to introduce students to sociological theory by examining the work and ideas of six key thinkers in social thought. For each thinker, the course will provide an overview of their contribution to the discipline of sociology, examine in detail one or more of their important texts, and also apply their analysis to a contemporary social issue.

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.

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.

SO110**Key Issues in Contemporary Societies: An Introduction to Contemporary Sociology**

This information is for the 2011/12 session.

Teacher responsible: Dr Carrie Friese, STC. S207

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 and to General Course students.

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. The sociological problems covered in the course can vary from year to year. They normally include: Class, power and inequality; Race, ethnicity and multi-culturalism; Nation states, war and conflict; Money, markets and work; Identity, cosmopolitanism, nationalism and religion; Gender, sexuality and the body; Punishment, illness and deviance; Science, technology and biomedicine.

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.

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 2011/12 session.

Teachers responsible: Dr Don Slater, STC. S218a and Dr Ayona Datta, STC. S209

Availability: Compulsory for BSc Sociology and BSc Social Policy and Sociology. Optional for the Diploma in Sociology. Also available as an outside option and to General Course students.

Course content: This course engages key sociological issues through the critical reading of empirical research studies. The course explores the connections between theoretical arguments and the practice of social enquiry and analysis. Indicative topics include: culture, religion, bodies, risk, migration, nature, rights. Blocks of lectures will focus on three different research texts within each theme.

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.

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 2011/12 session.

Teachers responsible: Dr Robin Archer, STC. S283 and Dr Manali Desai, STC. 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. Also available to General Course students.

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.

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 Not available in 2011/12 Gender and Society

This information is for the 2011/12 session.

Teacher responsible: Dr Suki Ali, STC. 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.

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 examination in the ST (100%).

SO210 Crime, Deviance and Control

This information is for the 2011/12 session.

Teacher responsible: Dr Janet Foster S268

Availability: Optional course for BSc Sociology, BSc Social Policy and Sociology and the Diploma in Sociology. Also available to General Course students and as an outside option.

Pre-requisites: Students should have completed introductory courses in sociological theory and social structure.

Course content: This course encourages students to think about and debate some of the major issues in Criminology. We explore the social construction of crime and deviance; the different sources of information about them; key factors that shape patterns, perspectives and experiences of crime and deviance, including social class, gender, ethnicity and the media; different Criminological theories that have been used to explain crime and deviance; informal and formal social control and; crime prevention.

Teaching: This course will consist of 20 lectures (S210) during MT and LT and 23 one hour classes (S210A) during MT, LT and ST.

Formative coursework: One formative essay in both the MT and LT.

Indicative reading: There is no set text for this course, and a full reading list is provided at the first class. The following is useful introductory reading that includes topics covered on the course: Carrabine E et al (2008) *Criminology: A Sociological perspective*; Downes, D & Rock, P (2011, 4th Edition) *Understanding Deviance*; Maguire, M et al, (2007, 4th Edition) *The Oxford Handbook of Criminology*, Tierney, J (2010, 3rd Edition) *Criminology: Theory and Context*; Walklate, S (2011) *Criminology: The Basics*.

Assessment: A three-hour unseen examination in the ST (70%) and a 1,500-2,000 word essay (30%). The essay must be submitted to the Sociology administration office, Room S219a, no later than 4.30pm, on Tuesday week 2 of ST.

SO211 Sociology of Health and Medicine

This information is for the 2011/12 session.

Teachers responsible: Dr Ilina Singh, COL. B803 and Dr Carrie Friese, STC. S207

Availability: Optional Course for BSc Sociology, BSc Social Policy and Sociology and the Diploma in Sociology. Also available to General Course students and as an outside option.

Course content: The course provides an introduction to the sociology of health, illness, healthcare and the development of medicine as a social institution. It focuses on the social, economic, political and ethical aspects of health and healing as well as biomedical knowledge and technologies. Indicative topics include: genomics, reproductive technologies, pharmaceuticals, clinical trials, health inequalities, neuroscience, and biomedical enhancement. Indicative concepts include: medicalisation and biomedicalisation, biosociality, bioeconomics and biocapital, governmentality and biological citizenship. The course aims to develop an understanding of key issues in medicine and society that are empirically grounded and theoretically engaged, thereby introducing students to social bases of health and illness.

Teaching: This course will consist of weekly lectures during MT and LT and weekly classes during MT and LT. One revision session will be held during the ST.

Formative coursework: Students will be expected to produce four essays of 1,000-1,500 words due in Weeks 5, 10, 15 and 20.

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; Duster, T. (2003) *Backdoor to Eugenics*. New York: Routledge; Habermas, J. (2003) *The Future of Human Nature*. Cambridge: Polity; Nelkin, D and Lindee, M.S. (1995) *The DNA Mystique: The Gene as a Cultural Icon*. New York: W.H. Freeman; Rapp, R. (2000) *Testing Women, Testing the Fetus: The Social Impact of Amniocentesis in America*. New York: Routledge.

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 Not available in 2011/12 Work, Management and Globalisation

This information is for the 2011/12 session.

Teacher responsible: Dr Patrick McGovern, STC. 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.

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. Two hard copies must be submitted to the Sociology Administration Office, Room S219a, no later than 4.30pm on Tuesday, week 2 of ST, a third copy must be uploaded to Moodle.

SO221 Issues and Methods of Social Research

This information is for the 2011/12 session.

Teacher responsible: Dr Christopher T Husbands, STC. S287

Availability: Compulsory course for BSc Sociology and Diploma in Sociology. Also available to General Course students and as an outside option.

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. There are also introductions to contemporary survey research techniques by telephone and by the Internet. Students apply some of the techniques taught in the course to 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.

Indicative reading: There is no single textbook that covers the content of the whole course but students are encouraged to buy: A Bryman, *Social Research Methods* (3rd edn 2008) or R H Hoyle, M J Harris & C M Judd, *Research Methods in Social Relations* (7th edn 2002). Other useful textbooks are: D A de Vaus, *Surveys in Social Research* (5th edn 2001); C Marsh, *The Survey Method* (1982); C A Moser & G Kalton, *Survey Methods in Social Investigation* (2nd edn 1971, reprinted 1985); and A N Oppenheim, *Questionnaire Design, Interviewing and Attitude Measurement* (new edn 1992).

Assessment: A three-hour written examination in the ST based on the full syllabus (60 per cent). The remaining 40 per cent 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. Two hard copies of each piece of coursework are to be handed in to the Department of Sociology's Administration Office, S219A, no later than 1630 on the due date, with a further copy being posted to Moodle.

SO224 The Sociology of Race and Ethnicity

This information is for the 2011/12 session.

Teacher responsible: To be confirmed

Availability: Optional Course for BSc Sociology for 2nd and 3rd years and the Diploma in Sociology. Also available to General Course Students and as an outside option

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 and ST.

Formative coursework: A 2,000 word formative essay in MT and LT.

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, *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); P.H. Collins & J. Solomos (eds) *Sage Handbook of Race and Ethnic Studies* (Sage 2010)

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 week 2, LT (30%) with a third copy posted onto Moodle; a three-hour examination (70%) in the ST.

SO302 Sociological Project

This information is for the 2011/12 session.

Teacher responsible: Dr Juan Pablo Pardo-Guerra, STC. S265

Availability: Compulsory for BSc Sociology. Not available as an outside option or to General Course students.

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 coursework, 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.

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.

SO307 Human Rights, Social Suffering and Justice

This information is for the 2011/12 session.

Availability: This is an optional course for BSc Sociology, BSc Social Policy and Sociology, and the Diploma in Sociology. This course is also available to General Course students and as an outside option.

Teaching: Twenty lectures and twenty classes over the Michaelmas and Lent Terms. A two-hour revision class in the Summer Term.

Formative coursework: Two formative essays are required of 1,500 words in length. One to be submitted in the MT and the other in the LT.

Course content: The course as a whole introduces students to philosophical and theoretical approaches to human rights in addition to engaging them with a specific set of empirical problems in the field. The first term engages students with a range of controversies surrounding the nature, justification and practice of human rights. Some of the debates that will be covered over the course of the term include: the proper function of human rights; the appropriate content of human rights; the relevant holders of human rights; how and whether human rights can be justified;

the tension between human rights and democracy; the problem of rights conflicts; the relativist challenge to human rights; the Marxist critique of human rights; and the charge that human rights are a form of 'hegemonic power'. The second term moves into a more empirical engagement with human rights as a set of practices and responses to social suffering. It covers human rights and social movements in the post-45 era; explaining mass violations of human rights (the case of genocide); perpetrators, atrocity and obedience to authority; collective trauma and social suffering; bearing witness to suffering (media representations, human rights reporting); and doing justice (international criminal tribunals and truth commissions).

Indicative reading: M. Freeman, *Human Rights: An Interdisciplinary Approach*, (Cambridge: Polity, 2002).

P. Jones, *Rights*, (Basingstoke: Palgrave, 1994).

J. Nickel, *Making Sense of Human Rights*, (Oxford: Blackwell, 2007).

S. Shute & S. Hurley (eds.), *On Human Rights: The Oxford Amnesty Lectures*, (New York: Basic Books, 1993).

S. Lukes, *Moral Relativism*, (London: Profile Books, 2008).

S. Cohen, *States of Denial* (Cambridge: Polity, 2001).

Z. Bauman, *Modernity and the Holocaust* (Cambridge: Polity, 1991).

P. Hayner, *Unspeakable Truths* (London: Routledge, 2001).

I. Wilkinson, *Suffering: A Sociological Introduction* (Cambridge: Polity Press, 2005).

N. Stammers, *Human Rights and Social Movements* (London: Pluto, 2009).

Assessment: A 3,000 word essay (30%), two copies to be handed in to the Sociology Administration Office, S219a, no later than 4.30pm on the second Thursday of the LT with a third copy posted onto Moodle; a three-hour examination (70%) in the ST.

ST102 Elementary Statistical Theory

This information is for the 2011/12 session.

Teachers responsible: Dr Jouni Kuha, COL.8.02 and Dr Piotr Fryzlewicz COL.6.01

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 Mathematics with Economics, BSc Geography with Economics and BSc Mathematics and Economics. Optional for BSc Accounting and Finance, BSc Management and MSc Philosophy and Economics. Available to General Course students and as an outside option. This course cannot be taken with ST103 Statistical Methods for Social Research or ST107 Quantitative Methods (Statistics).

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 and conditional distributions, the moment generating function. Important distributions of statistics, including the binomial, Poisson, uniform and normal distributions.

Sampling distributions of statistics and 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; 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 2011/12 session.

Teachers responsible: Dr Wicher Bergsma, COL.6.06 and Dr Noha Youssef, COL.7.10

Availability: Compulsory for BSc Sociology students. Optional for BSc Human Resource Management and Employment Relations and the Diploma in Sociology. Also available to General Course students and as an outside option. This course cannot be taken with ST102 Elementary Statistical Theory or ST107 Quantitative Methods (Statistics).

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 2011/12 session.

Teacher responsible: Dr James Abdey, COL.7.10

Availability: BSc Accounting and Finance, BSc Environmental Policy, BSc Government and Economics, BSc Geography with Economics, BSc Environmental Policy with 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 to General Course students and as an outside option. This course cannot be taken with ST102 Elementary Statistical Theory or ST103 Statistical Methods for Social Research.

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 2011/12 session.

Teacher responsible: Dr Nicholas Cron

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. Available to General Course students and as an outside option.

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: MT 14, LT 20, ST 3. LT lectures will be shared with ST103. Classes: MT 8, LT 10, ST 3.

Formative coursework: Written answers to set exercises expected weekly.

Assessment: Coursework assessment (30%); three-hour open-book examination ST (70%).

ST201 Half Unit

Statistical Models and Data Analysis

This information is for the 2011/12 session.

Teachers responsible: Dr Clifford Lam, COL.6.09

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. Available to General Course students and as an outside option. 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 2011/12 session.

Teachers responsible: Dr Matteo Barigozzi, COL.6.02 and Dr Kostas Kalogeropoulos, COL.6.10

Availability: BSc Actuarial Science, BSc Accounting and Finance, BSc Business Mathematics and Statistics, BSc Econometrics and Mathematical Economics, BSc Mathematics and Economics, BSc Mathematics with Economics, BSc Econometrics and Mathematical Economics and MSc Econometrics and Mathematical Economics (Two Year Programme). Available to General Course students and as an outside option.

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 (Dr Matteo Barigozzi): 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.

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 2011/12 session.

Teachers responsible: Dr Clifford Lam, COL.6.09, and Dr Wicher Bergsma, COL.6.06

Availability: Primarily for BSc Management Sciences and BSc Accounting and Finance. Available to General Course students and as an outside option. 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 C Lam).

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, WL winston & CJ Zappe, *Managerial Statistics*; DH Hildebrand and RL 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 2011/12 session.

Teacher responsible: Dr Wicher Bergsma, COL.6.06

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 or SA201 Research Methods for Social Policy. Available to General Course students and as an outside option to students who meet these requirements. 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* (4th Edition, 2008).

Assessment: Two-hour written examination in the ST (80%), course work (20%).

ST211 Half Unit

Applied Regression

This information is for the 2011/12 session.

Teacher responsible: Dr Noha Youssef, COL.7.10

Availability: BSc Business Mathematics and Statistics and BSc Actuarial Science. Available to General Course students and as an outside option.

Course content: Tabulation, Graphical representation, Regression, Detection of outliers, Model diagnostics, Analysis of Variance.

Teaching: 10 hours of classes and 20 hours of lectures/computer lab sessions.

Formative coursework: Weekly moodle quizzes.

Indicative reading: 1. P. Newbold, W.L. Carlson and B. Thorne.

Statistics for Business and Economics, Prentice-Hall, Fifth Edition. (2003)

2. Neter, J., Kutner, M. , Nachtsheim, C. and Wasserman, W. *Applied Linear Statistical Models*, McGraw-Hill, Fourth Edition. (2004) .

3. Abraham, B. Ledolter, J. *Introduction to Regression Modelling*, Thomson Brooks Cole. (2006) .
4. S. Weisberg *Applied Linear Regression*, Wiley, 3rd edition. (2005) (intermediate).

Assessment: Two hour unseen examination in the Summer Term (50%) and project (50%).

ST212 Half Unit Applied Statistics Project

This information is for the 2011/12 session.

Teacher responsible: Dr Kostas Kalogeropoulos, COL.6.10

Availability: BSc Business Mathematics and Statistics and BSc Actuarial Science. Not available to General Course students or as an outside option.

Pre-requisites: ST102 Elementary Statistical Theory or SA201 Research Methods for Social Policy.

Course content: Tabulation, Graphical representation. Students will produce a project involving a critical investigation and collation of statistical data on a topic of their own interest.

Teaching: 10 hours of Lectures including an one hour training session on presentation skills and 1 day of presentations.

Assessment: Project (90%) and presentation (10%).

ST226 Half Unit Actuarial Investigations: Financial

This information is for the 2011/12 session.

Teacher responsible: Dr Angelos Dassios, COL.6.15

Availability: BSc Actuarial Science, BSc Business Mathematics and Statistics, BSc Management Sciences. Available to General Course students and as an outside option.

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,

Teaching: Lectures ST226: 20 MT.

Seminars: 10 MT.

Formative coursework: Compulsory written answers to one set of problems.

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 2011/12 session.

Teacher responsible: Dr Erik Baurdoux, COL.6.04

Availability: Primarily for students on the following programmes: BSc Actuarial Science, BSc Business Mathematics and Statistics. Also available to General Course students and as an outside option.

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 Generalised Linear Models

This information is for the 2011/12 session.

Teacher responsible: Dr Clifford Lam, COL.6.09

Availability: Primarily for students on the following programmes: BSc Actuarial Science, BSc Business Mathematics and Statistics and BSc Mathematics with Economics. Also available to General Course students and as an outside option.

Pre-requisites: Pre-requisites: ST102 Elementary Statistical Theory and ST202 Probability, Distribution Theory and Inference.

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 2011/12 session.

Teacher responsible: Dr Umut Cetin, COL.6.08

Availability: Primarily for students on the following programmes: BSc Actuarial Science, BSc Mathematics with Economics and BSc Business Mathematics and Statistics. Also available to General Course students and as an outside option.

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 2011/12 session.

Teacher responsible: Professor Piotr Fryzlewicz, COL.6.01

Availability: Primarily for students on the following programmes: BSc Actuarial Science, BSc Mathematics with Economics and BSc Business Mathematics and Statistics. Also available to General Course students and as an outside option.

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 2011/12 session.

Teacher responsible: Dr Angelos Dassios, COL.6.15

Availability: Primarily for students on the following programmes: BSc Actuarial Science, BSc Business Mathematics and Statistics. Also available to General Course students and as an outside option.

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: 30 MT, 20 LT.

Seminars: 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 2011/12 session.

Teacher responsible: Dr Hao Xing, COL.7.12

Availability: Primarily for students on the following programmes: BSc Actuarial Science, BSc Business Mathematics and Statistics. Also available to General Course students and as an outside option.

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 MT.

Seminars: 10 MT.

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 2011/12 session.

Teacher responsible: Dr James Abdey, COL.7.10

Availability: Primarily for students on the following programmes: BSc Management Sciences; BSc Management, BSc Business Mathematics and Statistics and BSc Accounting and Finance. Also available to General Course students and as an outside option. 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: 18 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: Malhotra, N.K. and D.F. Birks (2006) *Marketing Research: An Applied Research* (Third edition), Prentice Hall; McGivern, Y. (2008) *The Practice of Market Research* (Third edition), Prentice Hall.

Assessment: Two-hour examination in the ST.

ST308 Half Unit

Bayesian Inference

This information is for the 2011/12 session.

Teacher responsible: Dr Kostas Kalogeropoulos, COL.6.10

Availability: Optional on BSc Business Mathematics and Statistics, BSc Actuarial Science, BSc Accounting and Finance and BSc Mathematics with Economics. Available to General Course students and as an outside option.

Pre-requisites: MA100 and ST102. ST202 is also recommended. Students should be prepared to use computer packages when required. Available as an outside option where regulations permit and with permission of the teacher responsible.

Course content: Statistical decision theory: risk, decision rules, loss and utility functions, Bayesian expected loss, Frequentist risk. Bayesian Analysis: Bayes theorem, prior, posterior and predictive distributions, conjugate models (Normal-Normal, Poisson-Gamma, Beta-Binomial), Bayesian point estimation, credible intervals and hypothesis testing, Bayes factors and model selection. Comparison with Frequentist approaches.

Implementation: Asymptotic approximations (Laplace approximation, Monte Carlo methods, stochastic simulation), Markov Chain Monte Carlo (MCMC) simulation (Gibbs sampler, Metropolis-Hastings algorithm). Computer tools (R, WinBUGS).

Teaching: 20 hours of lectures and 10 hours of classes in the LT. Two hours of lectures in the ST.

Initial classes will be theoretical. They will be converted to computer workshops including preparation for the project towards the end of the course.

Formative coursework: Optional problem sets and computer exercises.

Indicative reading: J.O. Berger, *Statistical Decision Theory and Bayesian Analysis*.

D. Gamerman, H. F. Lopes, *Markov Chain Monte Carlo: Stochastic Simulation for Bayesian Inference*

Assessment: A project (20%) and two-hour exam in the ST (80%).

ST327

Market Research: An Integrated Approach

This information is for the 2011/12 session.

Teachers responsible: Dr James Abdey, COL.7.10, Mr Karsten Shaw

Availability: Optional for students on the following programmes: BSc Business Mathematics and Statistics and BSc Management Sciences. Also available to General Course students and as an outside option.

Pre-requisites: Probability and statistics to the level of ST203 Statistics for Management Sciences or MN203 Social Science Research Methods for Management or MG202 Analytical Methods for Management. 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: Bartholomew, D.J., Steele, F., Moustaki, I. and J.I. Galbraith (2008) *Analysis of Multivariate Social Science Data* (Second edition), Chapman and Hall; Malhotra, N.K. and D.F. Birks (2006) *Marketing Research: An Applied Research* (Third edition), Prentice Hall; McGivern, Y. (2008) *The Practice of Market Research* (Third edition), Prentice Hall.

Assessment: ST327.1: three-hour written examination in the ST (60%); ST327.2 course work (40%).

ST330

Stochastic and Actuarial Methods in Finance

This information is for the 2011/12 session.

Teacher responsible: Dr Pauline Barrieu, COL.6.03

Availability: Primarily for students on the BSc in Actuarial Science but also available to General Course students and as an outside option.

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.

Courses not available to General Course students in 2011-12

Accounting

AC330 Financial Accounting, Analysis and Valuation

Anthropology

AN399 Special Essay Paper in Social Anthropology

AN249 Research Methods in Social Anthropology

Economic History

EH237 Theories and Evidence in Economic History

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

EH326 Innovation and Finance in the 19th and 20th Centuries

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

EH390 Dissertation in Economic or Social History

Economics

EC331 Quantitative Economics Project

Employment Relations and Organisational BehaviourID399

Employment Relations Project

Government

GV314 Empirical Research in Government

GV390 Government Essay Option

Geography and Environment

GY350 Independent Research Project

Law

LL202 Commercial Contracts

LL204 Advanced Torts

LL253 The Law of Corporate Insolvency

LL298 Essay on an approved Legal Topic (H)

LL299 Full Unit Essay Option

Managerial Economics and Strategy

MN100 Orientation for Management Students

MN101 Introduction to Psychology and Behavioural Science for Management

Management Science

OR302 Applied Management Sciences

Social Policy

SA320 Comparative and international Social Policy

SA349 A Long Essay on an Approved Topic

SA204 Education Policy

Sociology

SO302 Sociological Project

Statistics

ST212 Applied Statistics Project

--

Diploma Programme Regulations

Key to Diploma Regulations
(H) means a half-unit course
(C) means this course is capped
(n/a 11/12) means not available in the 2011/12 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	Courses to the value of two full units from the following: AC211 Managerial Accounting or AC330 Financial Accounting, Analysis and Valuation (if not already selected under paper 2 above), or AC310 Management Accounting, Financial Management and Organisational Control AC340 Auditing, Governance and Risk Management 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 EH240 Organisational Theory and Behaviour British Business and Economic Performance since 1945: Britain in International Context 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.

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 (modular) (H)
2	SA4G2 Health Economics (modular) (H)
3	SA4E1 Health Administration and Management (modular) (H)
4	SA4E2 Resource Allocation and Cost-effectiveness Analysis (modular) (H)
Year 2	
5-6	Optional courses to the value of one full unit: SA4F2 Principles of Evidence-Based Medicine and Clinical Trials (modular) (H) SA4G3 Pharmaceutical Economics and Policy (modular) (H) SA4G4 Statistical Methods in Health Care Economic

Evaluation (modular) (H)
 SA4G5 Valuing Health and Welfare (modular) (H)
 SA4G6 Measuring Health System Performance (modular) (H)
 SA4G7 Health Systems and Policies in Developing Countries (modular) (H) (n/a 11/12)
 SA4K8 Health Care Quality Management (modular) (H)
 SA4K9 Advanced Health Economics (modular) (H)
 IS416 Health Information Systems (modular) (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	Either SO201 Sociological Analysis or 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 (n/a 11/12) SO210 Crime, Deviance and Control SO211 Sociology of Health and Medicine SO212 Work, Management and Globalisation (n/a 11/12) SO224 The Sociology of Race and Ethnicity SO307 Human Rights, Social Suffering and Justice 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 11/12) means not available in the 2011/12 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 Financial Reporting in Capital Markets, or AC410 Management Accounting, Strategy and Organisational Control or both AC411 Accounting, Strategy and Control (H) and AC414 Financial Reporting, Capital Markets and Business Combinations (H) Students should select remaining papers to the value of two full units:
3 & 4	AC410 Management Accounting, Strategy and Organisational Control (if not taken under paper 2 - cannot be taken with AC411) AC411 Accounting, Strategy and Control (H) (if not taken under paper 2 - cannot be taken with AC410) AC412 Accountability, Organisations and Risk Management (H) AC414 Financial Reporting, Capital Markets and Business Combinations (H) (if not taken under paper 2 - cannot be taken with AC420) AC420 Financial Reporting in Capital Markets (if not taken under paper 2 - cannot be taken with AC414) 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 *MSc Accounting and Finance: International Accounting and Finance* on their certificate. Students who take AC410 or AC420 as Paper 3 may choose to have *MSc Accounting and Finance: Accounting and Financial Management* 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.

MSc Accounting, Organisations and Institutions

Academic-year programme. Students take courses to the value of four units. There is also a pre-session course held in the week before MT: AC425 MSc Accounting, Organisations and Institutions: Pre-session course.

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) + AC414 Financial Reporting, Capital Markets and Business Combinations (H) ** AC420 Financial Reporting in Capital Markets -- 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) (n/a 11/12) EH464 The Historical Context of Business (H) EH475 The Rise and Decline of Economic Policy in Twentieth-Century Europe (n/a 11/12) 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 (n/a 11/12) SO430 Economic Sociology SO469 Risk and Governance: A Sociological Approach (H) Any course with the approval of the Programme Director * Students with a substantive and verifiable background in accounting must do either AC410 # or AC420 -- as Paper 2 or a combination of AC411 + and AC414` # Cannot be taken with AC411 + Cannot be taken with AC410 -- cannot be taken with AC414 **cannot be taken with AC420

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) (n/a 11/12) AN420 The Anthropology of South-East Asia (H) AN421 The Anthropology of Industrialisation and Industrial Life (H) AN424 The Anthropology of Melanesia (H) (n/a 11/12) AN429 The Anthropology of Southern Africa (H) (n/a 11/12) AN436 The Anthropology of Development (H) (n/a 11/12) 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 11/12) AN444 Investigating the Philippines- New Approaches and Ethnographic Contexts (H) (n/a 11/12) AN447 China in Comparative Perspective AN451 Anthropology of Politics (H) AN453 The Anthropology of India (H) (n/a 11/12) AN456 Anthropology of Economy (1): Production and Exchange (H) AN457 Anthropology of Economy (2): Development: Transformation and Globalisation (H) AN458 Children and Youth in Contemporary Ethnography (H) (n/a 11/12) AN459 Anthropology and Media (H) AN461 Anthropological Approaches to Questions of Being (H) (n/a 11/12) AN462 The Anthropology of Post-Soviet Eurasia (H) AN463 The Anthropology of Borders and Boundaries (H) (n/a 11/12) AN464 Ethnography of a Selected Region (H) (n/a 11/12) AN465 Medical Anthropology (H) (n/a 11/12) AN467 The Anthropology of South Asia (H) (n/a 11/12) AN468 The Anthropology of Schooling (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 11/12) DV427 Public Management of Development (H) (n/a 11/12) DV428 Managing Humanitarianism (H) DV429 Global Civil Society (H) GY467 Development, Diaspora and Migration (H) Any other courses offered by Anthropology or Development Studies, as approved AN499 Dissertation
4	
Notes	* means subject to agreement of the MSc Law, Anthropology and Society Programme Director.

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)** FM492 Principles for Finance EC484 Econometric Analysis*** EC487 Advanced Microeconomics GV4A3 Social Choice Theory and Democracy (H) (n/a 11/12) OR401 Techniques of Operational Research (H) OR406 Mathematical Programming: Theory and Algorithms (H) OR408 Combinatorial Optimisation (H) OR409 Auctions and Game Theory (H) (n/a 11/12) 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. *** This option will not be available to these who have already studies FM212, or who have done a course is Finance as part of an undergraduate degree.

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&3	Courses to the value of two full units 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

GY423 Environment and Development
 GY465 Concepts in Environmental Regulation (H)
 GY475 Issues in Environmental Governance (H)
 GY468 Environment and Development: Sustainability, Technology and Business (H)
 GY469 Environment and Development: Resources, Institutions and the Global South (H)
 LL416 Regulating New Medical Technologies +
 LL465 Law and Social Theory
 LL4C1 Innovation, Technology and Patent Law (n/a 11/12)
 LL4C8 Current Issues in Intellectual and Cultural Property Law
 LL4Z8 Banking Law (H)
 MY400 Fundamentals of Social Science Research Design (H)
 MY421 Qualitative Research Methods (H)
 MY426 Doing Qualitative Fieldwork (H)
 MY427 Qualitative Research With Non-Traditional Data (H)
 MY429 Special Topics in Qualitative Research Methods (H)
 MY451 Introduction to Quantitative Analysis (H)
 MY456 Survey Methodology (H)
 PH411 Philosophy of Biological and Cognitive Sciences
 PH415 Philosophy and Public Policy
 PH423 Evidence, Objectivity and Policy
 PS439 Science, Technology and Resistance (H)
 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)
 SO426 Classical Social Thought (H)
 SO427 Modern Social Thought (H)
 SO433 Cultural Theory (H)
 SO447 Topics in Race, Ethnicity and Postcolonial-Studies
 SO466 Race and Biopolitics (H) (n/a 11/12)
 SO469 Risk and Governance: A Sociological Approach (H)
 SO470 The Sociology of Markets and Economic Life (H)
 Up to one full course option from the approved courses offered by other departments
 SO499 Dissertation

4

Notes

+ 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 optional courses to the value of two units, and write a dissertation, as shown below. Attendance at tutorials and the seminar is compulsory.

Students intending to use this degree to convert to a discipline in which they hope to qualify to do a research degree, should choose all their options (papers 2 and 3) in that discipline. At least one option should be a general introduction to that discipline (e.g. paper 2 courses) and others can be found on the departmental website the student is interested in.

Otherwise students select courses from paper 3 (these courses expect students from this MSc) or they can choose other options not listed below. In either case, the student must email the teacher responsible for the course, backing up their request to join it.

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) <i>and</i>
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 |

- | | |
|---|---|
| 3 | in one of the disciplines above may take a full unit course from paper 3)
Courses to the value of one unit from the following:
AN402 The Anthropology of Religion
AN405 The Anthropology of Kinship, Sex and Gender
AN421 The Anthropology of Industrialization and Industrial Life (H)
AN436 The Anthropology of Development (H) (n/a 11/12)
AN439 Anthropology and Human Rights (H) (n/a 11/12)
AN451 Anthropology of Politics (H)
AN453 The Anthropology of India (H) (n/a 11/12)
AN456 Anthropology of Economy (1): Production and Exchange (H)
AN457 Anthropology of Economy (2): Development, Transformation and Globalisation (H)
AN459 Anthropology and Media (H)
AN460 Taiwan in Comparative Perspective (H)
AN462 The Anthropology of Post-Soviet Eurasia (H)
AN468 The Anthropology of Schooling (H)
DV432 China in Developmental Perspectives (H)
EH446 Economic Development in East and Southeast Asia (n/a 11/12)
EU443 European Models of Capitalism (H)
GV432 Government and Politics in China (H) (n/a 11/12)
GV4D3 Local Power in an Era of Globalization, Democratization and Decentralization (H)
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
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)
Other Anthropology courses (to the value of one full unit) may be taken, subject to the approval of the Programme Director.
AN498 Dissertation- MSc China in Comparative Perspective
Students also take non-assessed AN446 Tutorials for MSc China in Comparative Perspective
*means subject to space |
| 4 | |

Notes

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: Research Studio course, two compulsory half-unit courses, an independent project, and one unit of optional courses.

Paper Course number and title

- | | |
|---|--|
| 1 | SO448 City Design: Research Studio |
| 2 | SO451 Cities by Design (H) |
| 3 | SO465 City-making: the Politics of Urban Form (H) |
| 4 | Courses to the value of one full unit from the following:
GY409 Globalisation and Regional Development (H) (n/a 11/12)
GY410 Economics of Local and Regional Development (H) |

	GY430 Contemporary Urbanism
	GY431 Cities, People and Poverty in the South (H) (n/a 11/12)
	GY438 Cities and Social Change in East Asia (H)
	GY439 Cities, Politics and Citizenship (H)
	GY446 Planning for Sustainable Cities (H)
	GY447 The Economics of Regional and Urban Planning (H)
	GY448 Social and Political Aspects of Regional and Urban Planning (H)
	GY455 Economic Appraisal and Valuation (H)
	GY479 The Urban Revolution (H)
	SA429 Social Exclusion, Inequality and the 'Underclass' Debate (H)
	SA4C6 International Housing and Human Settlements (H)
	SA4F9 Housing, Neighbourhoods and Communities (H)
	SO452 Urban Environment (H) (n/a 11/12)
5	SO449 Independent Project
	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: Latin America, Democracy, Nationalism and Ethnicity, Conflict Studies, Politics and Markets or Asia, and take a minimum of one full unit from within that stream.

Paper Course number and title

Stream 1: Latin America

1	GV467 Introduction to Comparative Politics (H) (M)
2	GV499 Dissertation
3	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 2: 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) GV442 Globalisation and Democracy (H) GV444 Democracy and Development in Latin America (H) (L) GV4C9 Democratization and its Discontents in Southeast Asia (H) (M)
5 & 6	Courses to the value of 1.5 units from the approved paper option list

Stream 3: 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) GV4C7 Warfare and National Identity (H) (M) GV4C9 Democratization and its Discontents in Southeast Asia (H) (M) GV4D2 Social Theory and Political Commitment: the Case of Max Weber and Nationalism (H) (M) (n/a 11/12) HY411 European Integration in the Twentieth Century SO464 Ethnic and Religious Violence in Post-Colonial Societies (H) (n/a 11/12)
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 4: Conflict Studies

1	GV467 Introduction to Comparative Politics (H) (M)
2	GV499 Dissertation
3	GV4A8 Nationalist Conflict, Political Violence and Terrorism (H) (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

GI413 Gender and Militarisation (H)
GV4B8 The Politics of Civil Wars (H) (L) (n/a 11/12)
GV4C2 Globalisation, Conflict and Post-Totalitarianism (H) (L) (n/a 11/12)
GV4C9 Democratization and its Discontents in Southeast Asia (H) (M)
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)
GV4E3 Democratisation, Conflict and State-Building (H)
GV4E8 Conflict and Institutional Design in Divided Societies (H) (L)
IR422 Conflict and Peace Studies
IR466 Genocide (H)
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 5: 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

Approved Paper Option List (for all Comparative Politics streams) Any option listed above that has not already been taken*

AN436 The Anthropology of Development (H) (n/a 11/12)
AN451 Anthropology of Politics (H)
EU462 Partisanship in Europe (H)
GV427 Democracy in East and South Asia (H) (L)
GV432 Government and Politics in China (H) (M) (n/a 11/12)
GV436 National and Ethnic Conflict Regulation (H) (M) (n/a 11/12)
GV439 Government and Politics in Eastern Europe (H)
GV465 War, Peace and the Politics of National Self-Determination (H) (L)
GV4A5 Public Policy Responses to International Migration (H)
GV4B9 The Second Europe (H)
GV4D2 Social Theory and Political Commitment: The Case of Max Weber and Nationalism (H) (M) (n/a 11/12)
GV4D3 Local Power in an Era of Globalization, Democratization and Decentralization (H) (L)
GV4C4 Legislative Politics: US (H) (L)
GV4C6 Legislative Politics: European Parliament (H) (L)
GV4C7 Warfare and National Identity (H) (M)
GV4C9 Democratization and its Discontents in Southeast Asia (H) (M)
GV4E7 Islamic Republic of Iran: Society, Politics, the Greater Middle East (H) (M) (n/a 11/12)
GV4E8 Conflict and Institutional Design in Divided Societies (H) (L)
GV4F2 Popular Politics on the Middle East (H) (L) (n/a 11/12)

GV4F3 Russian Federation: Politics, Transformation and Governance (H) (L) (n/a 11/12)
 GV4F9 The Politics of Modern sub-Saharan Africa (H)
 IR411 Foreign Policy Analysis III
 SA4M1 Politics of Social Policy: Welfare and Work in Comparative Perspective (H)

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	MY4M1 Foundations of Social Research 1 <i>or</i> MY4M2 Foundations of Social Research 2
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 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 LL445 International Criminal Law LL4B9 Corporate and Financial Crime 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) + LL4Z8 Theories of Criminal Law and Criminal Justice (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 (n/a 11/12) SO424 Approaches to Human Right 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: <i>Either</i> MC418 Theories and Concepts in Media and Communications II (Processes of communication in modern life) (H) SO426 or 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) (n/a 11/12) GI410 Screening the Present: contemporary cinema and cultural critique (H) GY430 Contemporary Urbanism GY439 Cities, Politics and Citizenship (H) GY479 The Urban Revolution (H) MC402 The Audience in Media and Communications (H) MC408 Theories and Concepts in Media and Communications I (Media and Power) (H) MC420 Identity, Transnationalism and the Media (H) MC423 Global Media Industries (H) MY427 Non-Traditional Data: New Dimensions in Qualitative Research (H) PS410 Social Representations (H) PS411 Current Communication Research (H) PS437 Representations, Institutions and Communities (H) (n/a 11/12) PS439 Science, Technology and Resistance (H) PS451 Cognition and Culture (H) SO425 Regulation, Risk and Economic Life (n/a 11/12) SO445 New Media, Development and Globalisation (H) (n/a 11/12) SO447 Topics in Race, Ethnicity and Postcolonial-Studies SO461 Racial Formations of Modernity (H) SO463 Contemporary Social Thought SO466 Race and Biopolitics (H) (n/a 11/12) SO467 Race, Ethnicity and Migration in Britain (post-1945) (H) SO469 Risk and Governance: A Sociological Approach (H) Or any other MSc level course offered in the School, subject to the consent of the candidate's teachers.
6	SO499 Dissertation

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: AC464 Management Accounting and Financial Accounting: Decisions, Control, Reporting and Disclosure AC470 Accounting in the Global Economy (H) AC490 Management Accounting, Decisions and Control (H) AC491 Financial Accounting, Reporting and Disclosure (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 11/12) DV427 Public Management of Development (H) (n/a

11/12)
 DV428 Managing Humanitarianism (H)
 DV429 Global Civil Society (H)
 DV432 China in Developmental Perspectives (H)
 DV433 The Informal Economy and Non-State Governance (H)
 DV434 Human Security (H)
 DV437 Nationalism, Democracy and Development in Contemporary India (H) (n/a 11/12)
 DV475 IT and Socio-economic Development
 DV483 Aspects of IT and Socio-economic Development (H)
 GI407 Globalisation, Gender and Development
 GI411 Gender, Postcolonialism, Development: Critical Perspectives and New Directions (H) (n/a 11/12)
 GV483 Public Management Theory and Doctrine (H)
 GV4C9 Democratization and its Discontents in Southeast Asia (H)
 GY407 Globalization, Regional Development and Policy (n/a 11/12)
 GY408 Local Economic Development and Policy
 GY409 Globalization and Regional Development (H) (n/a 11/12)
 GY410 Economics of Local and Regional Development (H)
 GY421 Gender and Development: Geographical Perspectives (H) (n/a 11/12)
 GY423 Environment and Development
 GY431 Cities, People and Poverty in the South (H) (n/a 11/12)
 GY432 Urban Ethnography (H)
 GY445 Urban Policy and Practice in the South
 GY447 The Economics of Regional and Urban Planning (H)
 GY464 Race and Space (H)
 GY467 Development, Diaspora and Migration (H)
 GY468 Environment and Development: Sustainability, Technology and Business (H)
 GY469 Environment and Development: Resources, Institutions and the Global South (H)
 ID430 Organisational Behaviour (H)
 ID431 Organisational Change (H)
 MG402 Public Management: A Strategic Approach (H)
 MG437 Business Model Innovation at the 'Base of the Pyramid' (H)
 SA435 NGOs and Development
 SA485 Planning for Population and Development (H)
 SA492 Reproductive Health Programmes: Design, Implementation and Evaluation (H)
 SA4B4 Child Rights, Child Poverty and Development (n/a 11/12)
 SA4C2 Basic Education for Social Development (H)
 SA4F1 Migration: Population Trends and Policies (H)
 SA4H7 Urbanisation and Social Policy in the Global South (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 (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 Department of International Development) 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 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) AN451 Anthropology of Politics (H) AN456 Anthropology of Economy (1): Production and Exchange (H) AN457 Anthropology of Economy (2): Development, Transformation and Globalisation (H) AN460 Taiwan in Comparative Perspective (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) DV427 Public Management of Development (H) DV428 Managing Humanitarianism (H) DV429 Global Civil Society (H) DV432 China in Developmental Perspectives (H) DV433 The Informal Economy and Non-State Governance (H) DV434 Human Security (H) (n/a 11/12) DV437 Nationalism, Democracy and Development in Contemporary India (H) DV475 IT and Socio-economic Development DV483 Aspects of IT and Socio-economic Development (H) EC307 Development Economics † EC428 Development and Growth ‡ EH446 Economic Development of East and Southeast Asia (n/a 11/12) GI400 Gender Theories in the Modern World: An Interdisciplinary Approach GI407 Globalisation, Gender and Development GI411 Gender, Postcolonialism, Development: Critical Perspectives and New Directions (H) (n/a 11/12) 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) GV4D3 Local Power in an Era of Globalization, Democratization and Decentralization (H) GY408 Local Economic Development and Policy GY420 Environmental Planning: National and Local Policy

Implementation
 GY421 Gender and Development: Geographical Perspectives (H) (n/a 11/12)
 GY423 Environment and Development
 GY431 Cities, People and Poverty in the South (H) (n/a 11/12)
 GY432 Urban Ethnography (H)
 GY438 Cities and Social Change in East Asia (H)
 GY445 Urban Policy and Practice in the South
 GY447 The Economics of Regional and Urban Planning (H) †
 GY464 Race and Space (H)
 GY465 Concepts in Environmental Regulation (H)
 GY467 Development, Diaspora and Migration (H)
 GY468 Environment and Development: Sustainability, Technology and Business (H)
 GY469 Environment and Development: Resources, Institutions and the Global South (H)
 GY475 Issues in Environmental Governance (H)
 IR418 International Politics: Asia and the Pacific †
 LL447 International Economic Law
 LL453 International Human Rights
 LL4C2 World Poverty and Human Rights (H) (n/a 11/12)
 LL4D6 International and European Environmental Law
 SA435 NGOs and Development §
 SA4H7 Urbanisation and Social Policy in the Global South (H) §
 SA481 Population Analysis: Methods and Models (H)
 SA485 Planning for Population and Development (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)
 † 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.

Notes

MSc Diplomacy and International Strategy

Full-year programme. Students take three full unit courses and a dissertation as shown.

Paper	Course number and title
1	IR442 Diplomacy and Challenges
2	IR443 Strategy in a Changing World
3	IR444 Strategy in Action
4	IR498 Dissertation: MSc Diplomacy and International Strategy

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 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

3 & 4	Microeconomics for MRes Students† 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 Generalized Linear Modelling and Survival Analysis (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 † For EC441 and EC442, students must obtain the permission of the relevant course proprietor. * Not available if EC441 is chosen as paper 2.
Notes	

MSc Econometrics and Mathematical Economics (two-year Programme)

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.

Paper	Course number and title
Year 1	
1	EC309 Econometric Theory
2	EC411 Microeconomics † 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 Economic Theory and its Applications
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 Generalized Linear Modelling and Survival Analysis (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.

- Notes**
- 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.
- * Not available if EC441 is chosen as Paper 2.

MSc Economic History (Research)

Full-year, five unit 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.

Paper Course number and title

- 1a EH401 Historical Analysis of Economic Change (H)
- 1b One of the following:
EH402 Research Design and Quantitative Methods in Economic History (H)
EH426 Quantitative Topics in Economic History I: Cross-section and Panel Data (H)**
EH427 Quantitative Topics in Economic History II: Time Series and Economic Dynamics (H)**
- 2 One of the following:
EH413 African Economic Development in Historical Perspective (H) **and**
EH418 Research Issues in African Economic Development (H) * (n/a 11/12)
EH422 Topics in Quantitative Economic History
EH446 Economic Development of East and Southeast Asia (n/a 11/12)
EH475 The Rise and Decline of Economic Policy in Twentieth Century Western Europe (n/a 11/12)
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 from below:
EH404 India and the World Economy (H) (n/a 11/12)
EH408 International Migration, 1500-2000: from slavery to asylum (H)
EH412 Research Topics in Economic History (H)
EH413 African Economic Development in Historical Perspective (H)
EH417 Political Economy of Late Industrialisation (H) (n/a 11/12)
EH419 Research Topics in Economic History B (H) (n/a 11/12)
EH423 Japan and Korea as Developing Economies (H) (n/a 11/12)
EH424 The British Economy in Global Perspective, 1000-2000 (H)
EH426 Quantitative Topics in Economic History I: Cross-section and Panel Data (H)**
EH427 Quantitative Topics in Economic History II: Time Series and Economic Dynamics (H)**
EH447 Great Depressions in Economic History (H)
EH451 Latin American Development: political economy of growth (H)
EH452 Latin American Development: case-studies in growth, poverty and social change (H)
EH453 Economic Globalisation: Long-term trends and consequences (H) (n/a 11/12)
EH463 The Long-Run Analysis of Firms and Industries (H) (n/a 11/12) **and**
EH464 The Historical Context of Business (H)
EH466 Labour and Work in Preindustrial Europe (H)
EH467 Epidemics: epidemic disease in history, 1348-2000 (H) (n/a 11/12)
EH485 Scientific, Technical and Useful Knowledge from Song China to the Industrial Revolution (H) (n/a 11/12)
EH486 Shipping and Sea Power in Asian Waters, c1600-1860 (H)

- EH487 International Economic Institutions since World War I (H)
EU438 Turkey: Political Economy and European Integration (H)
EU461 Economic History of Southeastern Europe and the Middle East, 1820-1970 (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
** These courses cannot be combined with EH422

MSc Economic History

Full-year programme. Students must take compulsory courses to the value of 1.5 units, and *either* optional courses to the value of two units and a half-unit dissertation, *or* optional courses to the value of 1.5 units and a full unit dissertation.

Paper Course number and title

- 1 EH401 Historical Analysis of Economic Change (H)
- 2 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&4** *Either*
EH498 Dissertation: MSc Economic History (H) *and* courses to the value of two full units from the following
Or
EH499 Dissertation: MSc Economic History and courses to the value of 1.5 units from the following:
EH402 Research Design and Quantitative Methods in Economic History (H)
EH404 India and the World Economy (H) (n/a 11/12)
EH408 International Migration, 1500-2000: from slavery to asylum (H)
EH412 Research Topics in Economic History A (H)
EH413 African Economic Development in Historical Perspective (H)
EH417 Political Economy of Late Industrialisation (H) (n/a 11/12)
EH418 Research Issues in African Economic History (H)* (n/a 11/12)
EH419 Research Topics in Economic History B (H) (n/a 11/12)
EH422 Topics in Quantitative Economic History
EH423 Japan and Korea as Developing Economies (H) (n/a 11/12)
EH424 The British Economy in Global Perspective, 1000-2000 (H)
EH426 Quantitative Topics in Economic History I: Cross-section and Panel Data (H)**
EH427 Quantitative Topics in Economic History II: Time Series and Economic Dynamics (H)**
EH446 Economic Development of East and Southeast Asia (n/a 11/12)
EH447 Great Depressions in Economic History (H)
EH451 Latin American Development: political economy of growth (H)
EH452 Latin American Development: case-studies in growth, poverty and social change (H)
EH453 Economic Globalisation: Long-term trends and consequences (H) (n/a 11/12)
EH463 The Long-Run Analysis of Firms and Industries (H) (n/a 11/12)
EH464 The Historical Context of Business (H)
EH466 Labour and Work in Preindustrial Europe (H)
EH467 Epidemics: epidemic disease in history, 1348-2000 (H) (n/a 11/12)
EH475 The Rise and Decline of Economic Policy in

Twentieth Century Western Europe (n/a 11/12)
 EH477 History of Economics: From Moral Philosophy to Social Science
 EH482 Pre-modern Paths of Growth: East and West compared, c1000-1800 (if not taken under paper 2)
 EH483 The Development and Integration of the World Economy in the 19th and 20th Centuries (if not taken under paper 2)
 EH485 Scientific, Technical and Useful Knowledge from Song China to the Industrial Revolution (H) (n/a 11/12)
 EH486 Shipping and Sea Power in Asian Waters, c1600-1860 (H)
 EH487 International Economic Institutions since World War I (H)
 EU438 Turkey: Political Economy and European Integration (H)
 EU461 Economic History of Southeastern Europe and the Middle East, 1820-1970 (H)
 * Please note that EH413 is a pre-requisite of this course
 ** These courses cannot be combined with EH422

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

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 EC400 Introductory Course in Mathematics and Statistics.

Paper	Course number and title
1	EC413 Macroeconomics
2	EC411 Microeconomics <i>or</i> EC487 Advanced Microeconomics †
3	EC402 Econometrics
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 11/12) EC453 Political Economy EC476 Contracts and Organisations FM402 Financial Risk Analysis (H) (Dissertation code FM4T0), plus either: FM413 Fixed Income Markets (H) (Dissertation code FM4U1) <i>or</i> FM440 Corporate Finance Theory (H) (Dissertation code FM4T3) Any other course in Economics approved by the candidate's teachers. Such approval will only be given in exceptional circumstances.
Notes	† Students must obtain the permission of the course proprietor.

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 EC413 Macroeconomics

3 & 4	EC402 Econometrics Two of the following: PH400 Philosophy of Science PH404 Scientific Revolutions: Philosophical and Historical Issues 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
5	PH499 Dissertation Students must also take PH418 Dissertation Seminar - Economics and Philosophy (non-assessed)

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.

Paper	Course number and title
Year 1	
1	EC201 Microeconomic Principles I <i>or</i> EC202 Microeconomic Principles II
2	EC210 Macroeconomic Principles
3	MA100 Mathematical Methods <i>or</i> MA200 Further Mathematical Methods (Calculus) (H) <i>and</i> MA201 Further Mathematical Methods (Linear Algebra) (H)
4	EC220 Introduction to Econometrics <i>or</i> 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 EC400 Introductory Course in Mathematics and Statistics.
Paper	Course number and title
1	EC413 Macroeconomics
2	EC411 Microeconomics <i>or</i> EC487 Advanced Microeconomics †
3	EC402 Econometrics
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 11/12) EC453 Political Economy EC476 Contracts and Organisations 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 † Students must obtain the permission of the relevant course proprietor.

MSc Empires, Colonialism and Globalisation

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

Paper Course number and title

- | | |
|--------------|--|
| 1 | HY423 Empire, Colonialism and Globalization |
| 2&3 | Either two courses from list A, <i>alternatively</i> one course from list A <i>and</i> one course or two half-unit courses from list B. |
| | List A |
| | HY424 The Napoleonic Empire: The Making of Modern Europe? |
| | HY429 Anglo-American Relations from World War to Cold War |
| | HY432 From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1999 |
| | HY433 Cultural Encounters from the Renaissance to the Modern World (n/a 11/12) |
| | HY434 The Rise and Fall of Communism in Europe 1917-1990 |
| | HY436 Race, Violence and Colonial Rule in Africa |
| | HY439 War Cultures, 1890-1945 (n/a 11/12) |
| | HY440 The Emergence of Modern Iran: State, Society and Diplomacy |
| | HY461 East Asia in the Age of Imperialism, 1839-1945 |
| | HY463 The Origins of the Cold War, 1917-1962 |
| | HY464 Crises and Detente in the Cold War, 1962-1975 (n/a 11/12) |
| | HY467 Media and politics, 1890-c.1970/80 (UK, Germany and the US) |
| | List B |
| | EH404 India and the World Economy (H) (n/a 11/12) |
| | EH446 Economic Development of East and Southeast Asia (n/a 11/12) |
| | EH451 Latin American Development: political economy of growth (H) |
| | EH452 Latin American Development: case-studies in growth, poverty and social change (H) |
| | EH486 Shipping and Sea Power in Asian Waters, c1600-1860 (H) |
| | EU426 The West: Identity and Interests (H) |
| | GV436 National and Ethnic Conflict Regulation (H) * (n/a 11/12) |
| | 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. |

MSc Environmental Policy and Regulation

Full-year programme. Students must take two compulsory courses, a dissertation, and either 1 or 1.5 units of optional courses.

Paper Course number and title

- | | |
|---|---|
| 1 | GY420 Environmental Regulation: Implementing Policy |
| 2 | GY423 Environment and Development or |

- | | |
|---|--|
| 3 | GY468 Environment and Development: Sustainability, Technology and Business (H)
Courses to the value of 1.5 units if taking GY468, or 1 unit if taking GY423 (under paper 2 above):
GY427 Climate Change: Science, Economics and Policy (H)
GY446 Planning for Sustainable Cities (H)
GY455 Economic Appraisal and Valuation (H)
DV415 Global Environmental Governance (H)
EU421 Policy-Making in the European Union (H)
IR407 International Political Economy of Environment
LL4D6 International and European Environmental Law
SO425 Regulation, Risk and Economic Life (n/a 11/12)
SO452 Urban Environment (H) (n/a 11/12)
SO469 Risk and Governance: A Sociological Approach (H) |
| 4 | GY499 Dissertation |

MSc Environmental Economics and Climate Change

Full-year programme. Students must take three compulsory courses, one full unit of options, and a dissertation as shown.

Paper Course number and title

- | | |
|---|--|
| 1 | GY426 Environmental and Resource Economics |
| 2 | GY427 Climate Change: Science, Economics and Policy (H) |
| 3 | GY428 Applied Quantitative Methods (H) |
| 4 | Courses to the value of one full unit from:
DV409 Economic Development Policy
EC411 Microeconomics
EC426 Public Economics
EC428 Development and Growth
EC453 Political Economy
EC476 Contracts and Organisations
GV4F6 The Philosophy and Politics of Environmental Change
GY409 Globalisation and Regional Development (H)
GY410 Economics of Local and Regional Development (H)
GY420 Environmental Regulation: Implementing Policy
GY446 Planning for Sustainable Cities (H)
GY455 Economic Appraisal and Valuation (H)
GY460 Techniques of Spatial Economic Analysis (H)
GY465 Concepts in Environmental Regulation (H)
GY469 Environment and Development: Resources, Institutions and the Global South (H)
GY475 Issues in Environmental Governance (H)
IR407 International Political Economy of Environment (n/a 11/12)
LL4A6 Climate Change: Ethics, Development and International Law (H)
SA4E6 Rural Development and Social Policy (H)
SA4F8 Behavioural Public Policy (H)
SA4L3 Happiness and Public Policy (H)
SO469 Risk and Governance: A Sociological Approach (H)
Or other relevant courses to the value of one full unit, subject to approval of the programme director and the relevant course proprietor. |
| 5 | GY499 Dissertation |

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 Environment and Development |
| 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 Gender, Globalisation and Development: An Introduction (H)
GY407 Globalization, Regional Development and Policy |

- (n/a 11/12)
 GY409 Globalization and Regional Development (H) (n/a 11/12)
 GY413 Regional Development and Policy (H)
 GY420 Environmental Regulation: Implementing Policy
 GY421 Gender and Development: Geographical Perspectives (H) (n/a 11/12)
 GY427 Climate Change: Science, Economics and Policy (H)
 GY430 Contemporary Urbanism
 GY431 Cities, People and Poverty in the South (H) (n/a 11/12)
 GY432 Urban Ethnography (H)
 GY438 Cities and Social Change in East Asia (H)
 GY439 Cities, Politics and Citizenship (H)
 GY445 Urban Policy and Practice in the South
 GY455 Economic Appraisal and Valuation (H)
 GY464 Race and Space (H)
 GY465 Concepts in Environmental Regulation (H)
 GY467 Development, Diaspora and Migration (H)
 GY475 Issues in Environmental Governance (H)
 GY479 The Urban Revolution (H)
 LL4A6 Climate Change: Ethics, Development and International Law (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 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)
 EU439 Political and Fiscal Integration and Disintegration in EU Member States (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 Welfare States (H)
 3 Courses to the value of one full unit from the following:
Institutions, Politics and Policies of the EU:
 EU420 European Union Law and Government (H)
 EU421 Policy-Making in the European Union (H)
 EU429 Economic and Social Policy in Mediterranean Europe (H)
 EU430 Europeanization: The Comparative Politics of Domestic Change (H)
 EU436 Law and Governance of the Single European Market (n/a 11/12)
 EU464 Migration and Mobility in the European Union (H)
 SA4F7 The Economics of European Social Policy (H)
 SA4M1 Politics of Social Policy: Welfare and Work in Comparative Perspective (H)
European Identity and Ideas:
 EU424 The Idea of Europe (H)
 EU426 The West: Identity and Interests (H)
 EU432 The Philosophy of Europe (H)
 EU437 Europe Beyond Modernity (H)

- EU447 Democracy, Ideology and the European State (H)
 EU448 Minorities and Migration in Europe (H) (n/a 11/12)
 GV4A5 Public Policy Responses to International Migration (H)

Regional courses:

- EU423 Greece and the European Union (H) (n/a 11/12)
 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, 1820-1970 (H)

Courses from 2B above not already taken

*A half unit from another MSc programme

- 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:
 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)
 IR431 European Union Policy-Making in a Global Context (H)
 SA4F7 The Economics of European Social Policy (H)
 4 **Other options**
 Choose to the value of a half unit from the following courses:
 GI414 Gender and Social Policy: Theory and Practice (H)
 GI415 Gender and European Welfare States (H)
 SA407 Financing Health Care (H)
 SA409 Social Security Policies (H)
 SA429 Social Exclusion, Inequality and the 'Underclass' Debate (H)
 SA4B8 Ethnicity, Race and Social Policy (H)
 SA4C9 Social Policy: Organisation and Innovation (H)
 SA4F8 Behavioural Public Policy (H)
 SA4F9 Housing, Neighbourhoods and Communities (H)
 SA4G8 The Third Sector (H)
 SA4M1 Politics of Social Policy: Welfare and Work in Comparative Perspective (H)
 SA4X6 Welfare Analysis and Measurement
 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 (Research)

Paper Course number and title

First year:

- 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 European State (H)
	EU452 European Political Economy
	SA4F7 The Economics of European Social Policy (H)
	EU457 Ethnic Diversity and International Society (H)
	GV450 European Politics: Comparative Analysis (H)
2	MY451 Introduction to Quantitative Analysis (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 MY451
	Availability of appropriate supervision
	A research proposal that is evaluated as coherent by the Doctoral Programme Committee
Notes	*assessed on a pass/fail basis

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 European 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 EU426 The West: Identity and Interests (H) EU430 Europeanization: The Comparative Politics of Domestic Change (H) EU432 The Philosophy of Europe (H) EU437 Europe Beyond Modernity (H) EU439 Political and Fiscal Integration and Disintegration in EU Member States (H) EU443 European Models of Capitalism (H) EU462 Partisanship in Europe (H) HY411 European Integration in the Twentieth Century Citizenship and Diversity EU448 Minorities and Migration in Europe (H) (n/a 11/12) EU457 Ethnic Diversity and International Society (H) EU460 European Society and Politics beyond the Nation State (H) EU463 European Human Rights Law (H) The European Union EU420 European Union Law and Government (H) EU421 Policy-Making in the European Union (H) EU464 Migration and Mobility 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 GV439 Government and Politics in Eastern Europe (H) 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) The European Union

	EU425 Interest Representation and Economic Policy-Making in Europe (H)
	SA4F7 The Economics of European Social Policy (H)
	Area Studies
	EU423 Greece and the European Union (H) (n/a 11/12)
	EU429 Economic and Social Policy in 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, 1820-1970 (H)
	GV4B9 The Second Europe (H)
	European History and Philosophy
	GV476 Twentieth-Century European Liberal Thought (H)
	GV4B6 Kant's Political Philosophy (H)
	GV4F7 The Political Theory of Jürgen Habermas (H)
	HY426 The European Enlightenment, c1680-1799
	PH404 Scientific Revolutions: Philosophical and Historical Issues
	PH405 Philosophy of the Social Sciences
	PH413 Philosophy of Economics
	A course from a relevant programme
4	EU499 Dissertation

MSc Finance and Economics (Research)

Academic-year (10 month) programme. Students must apply for entry into the programme at the start of October. Entry will be dependant upon the EC400 results and acceptance onto EC487 by the Department of Economics. Students must take courses as shown. They must submit a 6,000 word dissertation in one of the optional half unit courses and take a two-hour examination in the other course. Students are required to attend the Quantitative Methods September course FM458. The dissertation must be submitted by the last week of June.

Paper	Course number and title
1	FM436 Financial Economics
2	FM437 Financial Econometrics
3	EC487 Advanced Microeconomics*
4	Two half-unit courses selected from the following: 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) or FM407 Applied Financial Valuation (H) (Dissertation code FM4U7) FM440 Corporate Finance Theory (H) (Dissertation code FM4T3) or FM414 Cases in Corporate Finance (#) (Dissertation code FM4T4) 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)

Notes *students must obtain the approval of the EC487 course leader to take this course.
Students will be required to attend teaching for the course which they chose to write their dissertation on.

MSc Finance and Economics

Academic-year (10 month) 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 EC400 Introductory Course in Mathematics and Statistics and FM458 Probability and Stochastic Calculus. The dissertation must be submitted in the third week of June.

Paper	Course number and title
1	EC411 Microeconomics *
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): 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) or FM407 Applied Financial Valuation (#) (Dissertation code FM4U7) FM440 Corporate Finance Theory (H) (Dissertation code FM4T3) or FM414 Cases in Corporate Finance (H) (Dissertation code FM4T4) 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)
Notes:	*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 Private Equity

Academic-year (10 month) programme. Students must take three compulsory courses (FM410 Private Equity includes a dissertation) and optional courses to the value of 1.5 units. Admitted students are required to attend the Quantitative Methods September course. The dissertation must be submitted by the third week in June.

Paper	Course number and title
1	FM422 Corporate Finance
2	FM423 Asset Markets
3	FM410 Private Equity (H)
4	Three of the following half unit courses (students must select at least two courses from the list of dedicated options marked (*): FM405 Fixed Income Securities and Credit Markets (H)* FM406 Topics in Portfolio Management (H)* FM407 Applied Financial Valuation (H)* FM408 Financial Engineering (H)* FM409 Risk Management for Financial Institutions (H)* FM414 Cases in Corporate Finance (H)* FM440 Corporate Finance Theory (H) FM472 International Finance (H)
Notes	In exceptional circumstances it may be possible to take an unlisted optional course with the approval of the programme Director. Students are required to write a 6,000 word dissertation in FM410 and must sit examinations in all other courses. + with the approval of the course leader.

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 courses to the value of 2 full units. Students must select at least three courses from the dedicated list of options marked (*) 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)* FM414 Cases in Corporate Finance (H) (Dissertation code FM4T4)* 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 are required to write a 6,000 word dissertation (replacing the exam) in one of the half unit courses. Students will be required to attend teaching for the course which they choose to write their dissertation on. + With the approval of the course leader.

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 4 half unit courses to the value of 2 full units. Students must select at least three courses from the dedicated list of options marked (*) 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)* FM414 Cases in Corporate Finance (H) (Dissertation code FM4T4)* FM440 Corporate Finance Theory (H) (Dissertation code FM4T3) FM447 Global Financial System (H) (Dissertation code FM4T7) 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 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. FM404, FM440, FM447 and FM472 are taught during the daytime only. To take these courses students must be able to attend teaching during the day.

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) 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 (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	MY451 Introduction to Quantitative Analysis (H) or MY452 Applied Regression Analysis (H)
4	Options to the value of one full unit from the following*: 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) (n/a 11/12)
GI409 Gender, Globalisation and Development: An Introduction (H)
GI410 Screening the Present: Contemporary Cinema and Cultural Critique (H)
GI411 Gender, Post-colonialism, Development: Critical Perspectives and New Directions (H) (n/a 11/12)
GI413 Gender and Militarisation (H)
MY400 Fundamentals of Social Science Research Design (H)
MY421 Qualitative Research Methods (H)
MY427 Qualitative Research With Non-Traditional Data (H)
MY452 Applied Regression Analysis (H) (if not already taken under paper 3)
GI499 Dissertation

5

Notes *Options must be from the Gender Institute or Methodology Institute.

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) GI407 Globalisation, Gender and Development GI408 Cultural Constructions of the Body (H) (n/a 11/12) GI409 Gender, Globalisation and Development: An Introduction (H) GI410 Screening the Present: contemporary cinema and cultural critique (H) GI411 Gender, Post-colonialism, Development: Critical Perspectives and New Directions (H) (n/a 11/12) GI412 Narratives of the Modern (H) GI413 Gender and Militarisation (H) GV4D7 Dilemmas of Equality (H) (n/a 11/12) GY421 Gender and Development: Geographical Perspectives (H) (n/a 11/12) SA492 Reproductive Health Programmes: Design, Implementation and Evaluation (H) SA493 Demography of the Developing World (H) SO452 Urban Environment (H) (n/a 11/12) SO455 Key Issues in Biomedicine, Bioscience and Society SO466 Race and Biopolitics (H) (n/a 11/12) 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. * Students can take courses to a maximum of one full unit from outside the Gender Institute.

MSc Gender, Policy and Inequalities

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	GI414 Gender and Social Policy: Theory and Practice (H) and one of the following or another half unit course from paper 3: GI415 Gender and European Welfare States (H) GY421 Gender and Development: Geographical

	Perspectives (H) (n/a 11/12)
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) GI407 Globalisation, Gender and Development GI408 Cultural Constructions of the Body (H) (n/a 11/12) GI409 Gender, Globalisation and Development: An Introduction (H) GI411 Gender, Post-colonialism, Development: Critical Perspectives and New Directions (H) (n/a 11/12) GI413 Gender and Militarisation (H) GI415 Gender and European Welfare States (H) GV4D7 Dilemmas of Equality (H) (n/a 11/12) GY421 Gender and Development: Geographical Perspectives (H) (n/a 11/12) GY431 Cities, People and Poverty in the South (H) (n/a 11/12) PS418 The Social Psychology of Health Communication (H) (n/a 11/12) 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) SA4M1 Politics of Social Policy: Welfare and Work in Comparative Perspective (H) SO452 Urban Environment (H) (n/a 11/12) SO458 Gender and Societies (H) SO466 Race and Biopolitics (H) (n/a 11/12) SO467 Race, Ethnicity and Migration in Britain (post-1945) (H) GI499 Dissertation
4	

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: DV429 Global Civil Society (H) GI402 Gender, Knowledge and Research Practice (H) GI405 Globalising Sexualities (H) GI406 Feminist Political Theory (H) GI408 Cultural Constructions of the Body (H) (n/a 11/12) GI410 Screening the Present: contemporary cinema and cultural critique (H) GI411 Gender, Post-colonialism, Development: Critical Perspectives and New Directions (H) (n/a 11/12) GI413 Gender and Militarisation (H) GV4D7 Dilemmas of Equality (H) (n/a 11/12) GY421 Gender and Development: Geographical Perspectives (H) (n/a 11/12) GY431 Cities, People and Poverty in the South (H) (n/a 11/12) PS418 Social Psychology of Health Communication (H) (n/a 11/12) SA492 Reproductive Health Programmes: Design, Implementation and Evaluation (H) SA493 Demography of the Developing World (H)

	SA4F1 Migration: Population Trends and Policies (H) SO420 Globalisation: Economy, Politics and Power (H) SO452 Urban Environment (H) (n/a 11/12) SO455 Key Issues in Biomedicine, Bioscience and Society SO466 Race and Biopolitics (H) (n/a 11/12) 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	

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. <i>or</i> 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 Communications or by other departments with the permission of the programme director.
2	One of the following half units: MC4M1 Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis) (H) GI402 Gender, Knowledge and Research Practice (H) MY427 Qualitative Research With Non-Traditional Data (H)
3	GI400 Gender Theories in the Modern World: An Interdisciplinary Approach
4	GI403 Gender and Media Representation (H)
5	GI499 Dissertation

MSc Global History

Full-year programme. Students must take compulsory courses to the value of 2.5 units, and *either* optional courses to the value of one unit and a half-unit dissertation, *or* optional courses to the value of 0.5 units and a full unit dissertation.

Paper	Course number and title
1	EH481 Economic Change in Global History: Approaches and Analysis
2&3	Two of the following: 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 EH479 Dissertation: Global History (H) <i>and</i> courses to the value of one full unit from the following (if not already taken under paper 2) Or EH480 Dissertation: MSc Global History <i>and</i> courses to the value of 0.5 units from the following (if not already taken under paper 2): EH402 Research Design and Quantitative Methods in Economic History (H) EH404 India and the World Economy (H) (n/a 11/12) EH408 International Migration, 1500-2000: from slavery to asylum (H) EH412 Research Topics in Economic History A (H) EH413 African Economic Development in Historical

Perspective (H)
 EH417 Political Economy of Late Industrialisation (H) (n/a 11/12)
 EH418 Research Issues in African Economic History* (H) (n/a 11/12)
 EH419 Research Topics in Economic History B (H) (n/a 11/12)
 EH422 Topics in Quantitative Economic History
 EH423 Japan and Korea as Developing Economics (H) (n/a 11/12)
 EH424 The British Economy in Global Perspective, 1000-2000 (H)
 EH426 Quantitative Topics in Economic History I: Cross-section and Panel Data (H)**
 EH427 Quantitative Topics in Economic History II: Time Series and Economic Dynamics (H)**
 EH446 Economic Development of East and Southeast Asia (n/a 11/12)
 EH447 Great Depressions in Economic History (H)
 EH451 Latin American Development: political economy of growth (H)
 EH452 Latin American Development: case-studies in growth, poverty and social change (H)
 EH453 Economic Globalisation: Long-term trends and consequences (H) (n/a 11/12)
 EH463 The Long-Run Analysis of Firms and Industries (H) (n/a 11/12)
 EH464 The Historical Context of Business (H)
 EH466 Labour and Work in Preindustrial Europe (H)
 EH467 Epidemics: epidemic disease in history, 1348-2000 (H) (n/a 11/12)
 EH475 The Rise and Decline of Economic Policy in Twentieth Century Western Europe (n/a 11/12)
 EH477 History of Economics: From Moral Philosophy to Social Science
 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
 EH485 Scientific, Technical and Useful Knowledge from Song China to the Industrial Revolution (H) (n/a 11/12)
 EH486 Shipping and Sea Power in Asian Waters, c1600-1860 (H)
 EH487 International Economic Institutions since World War I (H)
 EU438 Turkey: Political Economy and European Integration (H)
 EU461 Economic History of Southeastern Europe and the Middle East, 1820-1970 (H)
 * Please note that EH413 is a pre-requisite of this course
 ** These courses cannot be combined with EH422

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 (H) |
| 3 | GV499 Dissertation |
| 4 | Courses to the value of 1.5 units 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 11/12)
 DV429 Global Civil Society (H)
 DV434 Human Security (H) (L)
 DV437 Nationalism, Democracy and Development in Contemporary India (H) (M) (n/a 11/12)
 GI407 Globalisation, Gender and Development
 GI409 Gender, Globalisation and Development: An Introduction (H)
 GV427 Democracy in East and South Asia (H) (L)
 GV432 Government and Politics in China (H) (M) (n/a 11/12)
 GV442 Globalisation and Democracy (H) (M)
 GV444 Democracy and Development in Latin America (H) (L)
 GV4C2 Globalisation, Conflict and Post-Totalitarianism (H) (L) (n/a 11/12)
 GV4C9 Democratization and its Discontents in Southeast Asia (H) (M)
 GV4D3 Local Power in an Era of Globalization, Democratization and Decentralization (H) (L)
 GV4E8 Conflict and Institutional Design in Divided Societies (H)
 GV4F2 Popular Politics in the Middle East (H) (n/a 11/12)
 GV4F8 Institutions in the Global Economy (H)
 GV4G2 Cosmopolitanism: Philosophy, Culture and Politics (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)

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 (n/a 11/12)
 EH483 The Development and Integration of the World Economy in the 19th and 20th Centuries
 EU431 European Integration from a Global Perspective (H) (n/a 11/12)
 EU443 European Models of Capitalism (H) (L)
 EU457 Ethnic Diversity and International Society (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) (n/a 11/12)
 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 11/12)

GV465 War, Peace and the Politics of National Self-Determination (H) (M)
GV479 Nationalism
GV4A5 Public Policy Responses to International Migration (H) (M)
GV4D2 Social Theory and Political Commitment: The Case of Max Weber and Nationalism (H) (L) (n/a 11/12)
GV4D4 Comparative Politics of Redistribution in Advanced Democracies
GV4E1 Comparative Democratization (H)
GY421 Gender and Development: Geographical Perspectives (H) (n/a 11/12)
IR407 International Political Economy of the Environment (n/a 11/12)
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: From Al-Andalus to Afghanistan
IR466 Genocide (H)
LL4C2 World Poverty and Human Rights (H) (n/a 11/12)
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

MSc Health, Community and Development

Full-year programme. Students must take two compulsory courses, 1.5 units of optional courses and a dissertation

Paper	Course number and title
1	PS461 Health, Community and Development
2	One of the following: PS457 Fundamental Research Methods for Social Psychology (H) MY421 Qualitative Research Methods (H) MY426 Doing Qualitative Fieldwork (H) MY429 Special Topics in Qualitative Research Methods (H) MY451 Introduction to Quantitative Analysis (H) MY452 Applied Regression Analysis (H) MY455 Multivariate Analysis and Measurement (H) MY456 Survey Methodology (H) MY457 Causal Inference for Observational and Experimental Studies (H)
3	Courses to the value of 1.5 units from the following: AN436 The Anthropology of Development (H) (n/a 11/12) DV420 Complex Emergencies (H) DV421 HIV/AIDS and Other Emerging Health Threats (H) DV428 Managing Humanitarianism (H) GY421 Gender and Development: Geographical Perspectives (H) (n/a 11/12) GY431 Cities, People and Poverty in the South (H) (n/a 11/12) MY426 Doing Qualitative Fieldwork (H) PS410 Social Representations (H) PS418 Social Psychology of Health Communication (H) (n/a 11/12) PS437 Representations, Institutions and Communities (H) (n/a 11/12) PS443 Societal Psychology (H) PS447 Psychoanalysis and Communication (H) PS460 Inter-cultural Relations and Racism (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)

4	PS498 Dissertation in Health, Community and Development
---	---

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) SA4F8 Behavioural Public Policy (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 Planning for Population and Development (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) 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) SA4F1 Migration: Population Trends and Policies (H) SA4F3 US Health Policies (H) SA4F6 Pharmaceutical Economics and Policies in Developing Countries (H) (n/a 11/12) SA4F8 Behavioural Public Policy (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 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 (modular) (H)
2	SA4G2 Health Economics (modular) (H)
3	SA4E1 Health Administration and Management (modular) (H)
4	SA4E2 Resource Allocation and Cost-effectiveness Analysis (modular) (H)
Year 2	
5	SA4E3 Dissertation in Health Economics, Policy and Management (H)
6-9	Optional courses to the value of two full units: SA4F2 Principles of Evidence-Based Medicine and Clinical Trials (modular) (H) SA4G3 Pharmaceutical Economics and Policy (modular) (H) SA4G4 Statistical Methods in Health Care Economic Evaluation (modular) (H) SA4G5 Valuing Health and Welfare (modular) (H) SA4G6 Measuring Health System Performance (modular) (H) SA4G7 Health Systems and Policies in Developing Countries (modular) (H) (11/12) SA4K8 Health Care Quality Management (modular) (H) SA4K9 Advanced Health Economics (modular) (H) IS416 Health Information Systems (modular) (H)

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 1680-1799

	HY429 Anglo-American Relations from World War to Cold War, 1939-1991 HY433 Cultural Encounters from the Renaissance to the Modern World (n/a 11/12) HY435 Political Islam: From Ibn Taymiyya to Osama Bin Laden HY436 Race, Violence and Colonial Rule in Africa HY438 Western Intellectuals and the Challenge of Totalitarianism HY451 Persecution in Europe: From Witch-Hunts to Ethnic Cleansing (n/a 11/12)
2 & 3	Two courses from the following list: HY411 European Integration in the Twentieth Century HY424 The Napoleonic Empire: The Making of Modern Europe? HY432 From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1999 HY434 The Rise and Fall of Communism in Europe 1917-1990 HY439 War Cultures, 1890-1945 (n/a 11/12) HY440 The Emergence of Modern Iran: State, Society and Diplomacy HY461 East Asia in the Age of Imperialism, 1839-1945 HY463 The Origins of the Cold War, 1917-1962 HY464 Crises and Detente in the Cold War, 1962-1979 (n/a 11/12) HY465 The International History of the Balkans since 1939: State Projects, Wars, and Social Conflict HY467 Media and politics, 1890-c.1970/80 (UK, Germany and the US) EH451 Latin American Development: political economy of growth (H) (n/a 11/12) EH452 Latin American Development: case-studies in growth, poverty and social change (H) EU426 The West: Identity and Interests (H) 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 Human Geography and Urban Studies (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	Advanced Research Methods course to the value of one unit chosen from: MY400 Fundamentals of Social Science Research Design (H) MY421 Qualitative Research Methods (H) MY426 Doing Qualitative Fieldwork (H) MY427 Qualitative Research With Non-Traditional Data (H) MY429 Special Topics in Qualitative Research Methods (H)
	Part II - Substantive Specialism
3	Courses to the value of 1.5 units from the following: GI407 Globalisation, Gender and Development GI409 Gender, Globalisation and Development: An Introduction (H) GY409 Globalisation and Regional Development (H) (n/a 11/12) GY415 Local Capacity and Economic Development Policy (H)

GY421 Gender and Development: Geographical Perspectives (H) (n/a 11/12)
 GY431 Cities, People and Poverty in the South (H) (n/a 11/12)
 GY432 Urban Ethnography (H)
 GY438 Cities and Social Change in East-Asia (H)
 GY439 Cities, Politics and Citizenship (H)
 GY445 Urban Policy and Practice in the South
 GY446 Planning for Sustainable Cities (H)
 GY447 The Economics of Regional and Urban Planning (H)
 GY448 Social and Political Aspects of Regional and Urban Planning (H)
 GY464 Race and Space (H)
 GY467 Development, Diaspora and Migration (H)
 GY479 The Urban Revolution (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 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
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. |
| 2 & 3 | AN436 Anthropology of Development (H) (n/a 11/12)
AN438 Law in Society: A Joint Course in Anthropology and Law
AN439 Anthropology and Human Rights (H) (n/a 11/12)
AN451 Anthropology of Politics (H)
AN456 Anthropology of Economy (1): Production and Exchange (H)
AN457 Anthropology of Economy (2): Development, Transformation and Globalisation (H)
DV411 Population and Development: An Analytical Approach (H)
DV418 African Development (H)
DV420 Complex Emergencies (H)
DV428 Managing Humanitarianism (H)
DV429 Global Civil Society (H)
EU448 Minorities and Migration in Europe (H)
EU457 Ethnic Diversity and International Society (H)
GI407 Globalisation, Gender and Development
GI409 Gender, Globalisation and Development: An Introduction (H)
GI413 Gender and Militarisation (H)
GV408 Contemporary Disputes about Justice (H)
GV436 National and Ethnic Conflict Regulation (H) (n/a 11/12)
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)
GV4B7 The Liberal Idea of Freedom (H)
GV4C2 Globalisation, Conflict and Post-Totalitarianism (H) (n/a 11/12)
GV4D7 Dilemmas of Equality (H) (n/a 11/12)
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 (n/a 11/12)
 IR466 Genocide (H)
 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
 LL468 Human Rights Law: The European Convention of Human Rights (H)
 LL469 Human Rights Law: The Human Rights Act (H)
 LL4A6 Climate Change: Ethics, Development and International Law (H)
 LL4A8 International Law and the Use of Force (H)
 LL4A9 Law in War (*jus in bello*) (H)
 LL4B6 Human Rights in the UK
 LL4C2 World Poverty and Human Rights (H) (n/a 11/12)
 LL4E6 International Dispute Resolution: Courts and Tribunals (H) (n/a 11/12)
 LL4H9 Human Rights in the Workplace (H)
 LL4K4 The International Law of Self-Determination (H)
 LL4L4 Law and the Holocaust (H)
 LL4L6 Theory of Human Rights Law (H)
 SA435 NGOs and Development**
 SA4B4 Child Rights, Child Poverty and Development (n/a 11/12)
 SA4B5 International Planning and Children's Rights (H)
 SA4B6 International Social Policy and Children's Needs (H) (n/a 11/12)
 SA4C8 Globalization and Social Policy (H)
 SA4D5 Social Rights and Human Welfare (H)
 SO447 Topics of Race, Ethnicity and Postcolonial-Studies
 SO457 Political Reconciliation (H)
 SO461 Racial Formations of Modernity (H)
 SO466 Race and Biopolitics (H) (n/a 11/12)
 SO467 Race, Ethnicity and Migration in Britain (post-1945) (H)
 SO499 Dissertation

4

Notes

*subject to space
 **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 International Development and Humanitarian Emergencies

Full-year programme. Students take courses to the value of three full units and a dissertation as shown.

Paper Course number and title

- | | |
|---|---|
| 1 | DV442 Development: History, Theory and Policy (International Development and Humanitarian Emergencies) (H) |
| 2 | DV443 Humanitarian Consultancy Project (H) |
| 3 | DV420 Complex Emergencies (H) or
DV428 Managing Humanitarianism (H) |
| 4 | Courses to the value of 1.5 units from the following:
DV420 Complex Emergencies (H) or
DV428 Managing Humanitarianism (H) (depending on which course taken under paper 3: students are encouraged to take both)
DV407 Poverty (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) |

	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 11/12)
	DV427 Public Management of Development (H) (n/a 11/12)
	DV429 Global Civil Society (H)
	DV433 The Informal Economy and Non-State Governance (H)
	DV434 Human Security (H)
	DV437 Nationalism, Democracy and Development in Contemporary India (H) (n/a 11/12)
	DV475 IT and Socio-economic Development
	AN436 The Anthropology of Development (H) (n/a 11/12)
	IR422 Conflict and Peace Studies (with permission)
	GV4C2 Globalisation, Conflict and Post-Totalitarianism (H)
	SA4E6 Rural Development and Social Studies (with permission) (H) (n/a 11/12)
	Other relevant courses with permission of degree programme and course managers.
5	DV410 Research Design and Dissertation in Development Studies and Development Management, including: DV410.1 Social Research Methods in Developing Countries

MSc International Employment Relations and Human Resource Management

Full-year programme. Students must take two compulsory courses, optional courses to the value of two units and a dissertation as shown.

Paper	Course number and title
1	ID432 International Employment Relations (H) <i>and</i> ID438 Globalisation and Human Resource Management (H)
2 & 3	Courses to the value of 2 units from the following: ID410 Management of Human Resources: Strategies and Policy (H) ID411 International and Comparative Human Resource Management (H) ID419 Cross Cultural Management (H) ID420 Leadership in Organisations: Theory and Practice (H) ID421 Human Resource Management - Public Policy, Institutions and Employment Regulation (H) ID423 The Dark Side of the Organisation (H) ID430 Organisational Behaviour (H) ID431 Organisational Change (H) ID433 Negotiation Analysis (H) ID434 Managing Diversity in Organisations (H) ID435 Organisational Theory (H) ID437 Reward System: Key Models and Practices (H) ID440 Corporate Social Responsibility and International Labour Standards (H) MG423 Leading Entrepreneurial Organisations in Global Markets (H) MG450 Network Structures in Organisations and Markets (H) MN432 Personnel Economics (H) SO438 Sociology of Employment I: Social Relations at Work (H) (n/a 11/12) SO439 Sociology of Employment II: Contemporary Management and Globalisation (H) (n/a 11/12) 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 (Health Economics)

Full-year programme. Students must take courses to the value of

five full units, including a full unit dissertation as shown.

Paper	Course number and title
1	SA407 Financing Health Care (H)
2	SA408 Health Economics (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) SA4F3 US Health Policies (H) SA4F6 Pharmaceutical Economics and Policies in Developing Countries (H) (n/a 11/12) SA4F8 Behavioural Public Policy (H) SA4L3 Happiness and Public Policy (H) SA4X6 Welfare Analysis and Measurement 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.
5	SA4A6 Dissertation: MSc International Health Policy and MSc International Health Policy (Health Economics)

MSc International Health Policy

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

Paper	Course number and title
1	SA407 Financing Health Care (H)
2	SA4D4 Measuring Health System Performance (H) At least two of the following three courses:
3	SA408 Health Economics (H) SA427 Pharmaceutical Economics and Policy (H) SA447 Foundations of Health Policy (H)
4	Courses to the value of two full units from the following: EC426 Public Economics I IS415 Healthcare Information Systems (H) MY451 Introduction to Quantitative Analysis (H) MY452 Applied Regression Analysis (H) SA405 European Social Policy 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) (n/a 11/12) SA4F8 Behavioural Public Policy (H) SA4L3 Happiness and Public Policy (H)

SA4X6 Welfare Analysis and Measurement
 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
 SA4A6 Dissertation: MSc International Health Policy and MSc International Health Policy (Health Economics)

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: AC471 Accounting in the Global Economy (MSc International Management) (H) ID433 Negotiation Analysis (H) ID410 Management of Human Resources: Strategies and Policies (H) MG423 Leading Entrepreneurial Organisations in Global Markets (H) 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) MN432 Personnel Economics (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 (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	MY4M1 Foundations of Social Research 1 or MY4M2 Foundations of Social Research 2
4	IR499 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	Courses to the value of two full units from: EU438 Turkey: Political Economy and European Integration (H) IR407 International Political Economy of the Environment (n/a 11/12) IR429 Economic Diplomacy IR445 Chinese Foreign and Security Policy IR451 Politics of Money in the World Economy IR457 The Political Economy of International Trade

IR460 Comparative Political Economy
 A course from another programme §
 IR499 Dissertation
 § means by special permission only

4
Notes

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	MY4M1MY4M2 Foundations of Social Research 1 or Foundations of Social Research 2
3	One of the following: DV413 Environmental Problems, Politics and Development (H) and DV415 Global Environmental Governance (H) EU426 The West: Identity and Interests (H) EU431 European Integration from a Global Perspective (H) (n/a 11/12) EU435 History and Theory of European Integration (H) EU437 Europe Beyond Modernity (H) EU438 Turkey: Political Economy and European Integration (H) GI413 Gender and Militarisation (H) GV479 Nationalism GV4E7 Islamic Republic of Iran: Society, Politics, the Greater Middle East (H) (n/a 11/12) IR411 Foreign Policy Analysis III IR412 International Institutions IR415 Strategic Aspects of International Relations IR416 The EU in the World IR418 International Politics: Asia and the Pacific 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) IR434 European Defence and Security (H) IR437 Postcolonial Perspectives in International Relations (H) IR438 Theory of International Society: English School Texts (H) (n/a 11/12) IR445 Chinese Foreign and Security Policy IR461 Islam in International Relations: From Al-Andalus to Afghanistan 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 (n/a 11/12) IR466 Genocide (H) IR481 Europe, the US and Arab-Israeli Relations (H) (n/a 11/12) IR482 Russia and Eurasia: Foreign and Security Policies (n/a 11/12) LL4A6 Climate Change: Ethics, Development and International Law (H) IR499 Dissertation

4
Notes

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	Courses to the value of two full units:

	DV413 Environmental Problems, Politics and Development (H) and
	DV415 Global Environmental Governance (H)
	EU426 The West: Identity and Interests (H)
	EU431 European Integration from a Global Perspective (H) (n/a 11/12)
	EU435 History and Theory of European Integration (H)
	EU437 Europe Beyond Modernity (H)
	EU438 Turkey: Political Economy and European Integration (H)
	GI413 Gender and Militarisation (H)
	GV479 Nationalism
	GV4E7 Islamic Republic of Iran: Society, Politics, the Greater Middle East (H) (n/a 11/12)
	IR411 Foreign Policy Analysis III
	IR412 International Institutions
	IR415 Strategic Aspects of International Relations
	IR416 The EU in the World
	IR418 International Politics: Asia and the Pacific
	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)
	IR434 European Defence and Security (H)
	IR437 Postcolonial Perspectives in International Relations (H)
	IR438 Theory of International Society: English School Texts (H) (n/a 11/12)
	IR445 Chinese Foreign and Security Policy
	IR461 Islam in International Relations: From Al-Andalus to Afghanistan
	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 (n/a 11/12)
	IR466 Genocide (H)
	IR481 Europe, the US and Arab-Israeli Relations (H) (n/a 11/12)
	IR482 Russia and Eurasia: Foreign and Security Policies (n/a 11/12)
	LL4A6 Climate Change: Ethics, Development and International Law (H)
	A course from another programme § *
4	IR499 Dissertation
Notes	§ means by special permission only

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 IR422 Conflict and Peace Studies IR437 Postcolonial Perspectives in International Relations (H) IR438 Theory of International Society: English School Texts (H) (n/a 11/12) 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 (n/a 11/12)
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:

	EU435 History and Theory of European Integration (H)
	GI413 Gender and Militarisation (H)
	IR411 Foreign Policy Analysis III
	IR412 International Institutions
	IR416 The EU in the World
	IR418 International Politics: Asia and the Pacific
	IR419 The International Relations of the Middle East
	IR431 European Union Policy Making in a Global Context (H)
	IR433 The International Politics of EU Enlargement (H)
	IR434 European Defence and Security (H)
	IR461 Islam in International Relations: From Al-Andalus to Afghanistan
	IR466 Genocide (H)
	IR481 Europe, the US and Arab-Israeli Relations (H) (n/a 11/12)
	IR482 Russia and Eurasia: Foreign and Security Policies (n/a 11/12)
	A course from another programme §
4	IR499 Dissertation to be submitted by 1st September on a topic approved by the Department.

Notes § means by special permission only

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 Long Essay due by 21 August 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 Financial Reporting in Capital Markets ‡ or AC464 Management Accounting and Financial Accounting: Decisions, Control, Reporting and Disclosure †
3	LL406 Introduction to Regulation (H) LL407 Media and Communications Regulation (H) 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 LL494 Value Added Tax LL4B9 Corporate and Financial Crime LL4C1 Innovation, Technology and Patent Law (n/a 11/12) LL4D1 Trademark Law (n/a 11/12) LL4D5 Legal Risk in Financial Markets (H) LL4D7 Law of Mergers, Acquisitions and Restructurings in Europe and the United States LL4F2 Law and Practice of International Finance (H) LL4F3 Mergers, Acquisitions and Restructurings in Europe (H)+ LL4F4 Takeover Regulation in the UK and the US (H) LL4H4 Financial Law (H) LL4H8 Employment Law (H) LL4H9 Human Rights in the Workplace (H) LL4S1 Cyberlaw (H) LL4S2 E-Commerce Law (H) LL4S5 Piracy, Content and Ownership in the Information Society (H) (n/a 11/12) LL4Z1 Business Taxation (H) LL4Z2 Principles of Taxation (H) LL4Z3 Consumption Taxes (H) LL4Z4 Value Added Tax in the European Context (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 Long Essay and a two-hour examination.
 - ‡ Prior knowledge of accounting needed.
 - † For those without prior knowledge of accounting.
 - § means by special permission only.

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)
 - AN439 Anthropology of Human Rights (H)
 - AN451 Anthropology of Politics (H) (n/a 11/12)
 - AN456 Anthropology of Economy (1): Production and Exchange (H)
 - AN457 Anthropology of Economy (2): Development, Transformation and Globalisation (H)
 - AN458 Children and Youth in Contemporary Ethnography (H) (n/a 11/12)
 - AN464 Anthropology of a Selected Region (H) (n/a 11/12)
 - AN465 Medical Anthropology (H) (n/a 11/12)
 - AN468 The Anthropology of Schooling (H)
 - LL400 Jurisprudence and Legal Theory
 - LL402 Alternative Dispute Resolution
 - LL416 Regulating New Medical Technologies
 - LL465 Law and Social Theory
 - LL474 Modern Legal History
 - LL4C1 Innovation, Technology and Patent Law (n/a 11/12)
 - LL4C8 Current Issues in Intellectual and Cultural Property Law
 - LL4D1 Trademark Law (n/a 11/12)
 - LL4D3 Cultural Property and Heritage Law (n/a 11/12)
 - LL4Z8 Theories of Criminal Law and Criminal Justice (H)
- Other course from Law, Anthropology or a related discipline may be taken subject to the approval of the course teachers.
- 4 AN499 Dissertation

- Notes**
- 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, an elective essay, or an extended essay (each as described in the LLM Handbook) as the assessment for one of their courses. To meet this requirement students may select a full unit course for which the nominated assessment is a full unit dissertation or select a half or full unit course for which the nominated assessment is in whole (half unit course) or in part (full unit course) an extended essay. Alternatively students may elect to substitute a dissertation (full unit course) or an elective essay (half unit course) for the nominated assessment for one of their LLM courses. In all cases, the requirements of the LLM Handbook apply.

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 full unit courses assessed wholly by dissertation, the dissertation must be submitted by the August deadline and must not exceed 15,000 words. The dissertation must provide evidence of original work or a capacity for critical analysis.

For courses examined in whole (half unit course) or in part (full unit course) by an extended essay or in whole (half unit course) by an elective essay, the essay must not exceed 8,000 words and must be submitted by the August deadline. The essay must provide evidence of original work or a capacity for critical analysis.

For courses examined by another form of summative essay(s), the essay(s) 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.

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.

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

- 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)
LL484	Regulation of Financial Markets (Dissertation code LL4V3)
LL4A5	Investment Funds Law in Europe (H) (Extended essay code LL4U2)
LL4B9	Corporate and Financial Crime (Dissertation code LL4W3)
LL4C9	Project Finance and Public Private Partnerships (H) (Extended essay code LL4Y5)
LL4D5	Legal Risk in the Financial Markets (H) (Extended essay code LL4X5)
LL4F1	Secured Financing in Commercial Transactions (H) (Dissertation code LL4Q4) (n/a 11/12)
LL4F2	The Law and Practice of International Finance (H) (Dissertation code LL4U5)
LL4G8	Law of Corporate Finance A (H) (Extended essay code LL4S8)
LL4G9	European Monetary and Banking Law (H) (Extended essay code LL4S9)
LL4H4	Financial Law (Extended essay code LL4X4) (H)
LL4K2	Law of International Economic and Financial Sanctions (H) (Extended essay code LL4J2)
LL4K3	Secured Credit in English, Comparative and International Law (Dissertation code LL4J3)
LL4K8	Law of Corporate Finance B (H) (Extended essay code LL4J8)
LL4K9	European Capital Markets Law (H) (Extended essay code LL4J9)
LL4Z9	Banking Law (H) (Extended essay code LL4ZJ)
Corporate and/or Commercial Law	
LL402	Alternative Dispute Resolution (Dissertation code LL4N2)
LL403	Copyright and Related Rights (Dissertation code LL4N3)
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) (n/a 11/12)
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)
LL491	Taxation of Corporate Transactions (Dissertation code LL4V4)
LL4B9	Corporate and Financial Crime (Dissertation code LL4W3)
LL4C5	Fundamentals of International Commercial Arbitration (H) (Extended essay code LL4Y1) (n/a 11/12)
LL4C6	Advanced Issues of International Commercial Arbitration (H) (Extended essay code LL4Y2)
LL4C9	Project Finance and Public Private Partnerships (H) (Extended essay code LL4Y5)
LL4D5	Legal Risk in the Financial Markets (H) (Extended essay code LL4X5)
LL4D7	Law of Mergers, Acquisitions and Restructurings in Europe and the United States (Dissertation code LL4X7)
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 11/12)
LL4F2	The Law and Practice of International Finance (H) (Extended essay code LL4U5)
LL4F3	Mergers, Acquisitions and Restructuring in Europe (H) (Extended essay code LL4M8)
LL4F4	Takeover Regulation in the UK and the US (H) (Extended essay code LL4M9)
LL4G6	International Commodity Sales Law (H) (Extended essay code LL4S6)
LL4G8	Law of Corporate Finance A (H) (Extended essay code LL4S8)
LL4G9	European Monetary and Banking Law (H) (Extended essay code LL4S9)
LL4H4	Financial Law (Extended essay code LL4X4) (H)

LL4K2	Law of International Economic and Financial Sanctions (H) (Extended essay code LL4J2)
LL4K3	Secured Credit in English, Comparative and International Law (Dissertation code LL4J3)
LL4K5	International Commercial Contracts: General Principles (H) (Extended essay code LL4J5)
LL4K6	International Uniform Sales Law (H) (Extended essay code LL4J6)
LL4K8	Law of Corporate Finance B (H) (Extended essay code LL4J8)
LL4K9	European Capital Markets Law (H) (Extended essay code LL4J9)
LL4S2	E-Commerce Law (H)
LL4Z1	Business Taxation (H) (Dissertation code LL4ZA)
LL4Z5	EU State Aid Law (H) (Extended essay code LL4ZE)

Corporate and Securities Law

LL425	European Monetary and Financial Services Law (Dissertation code LL4Q1)
LL437	Law of Corporate Finance (Dissertation code LL4Q8)
LL484	Regulation of Financial Markets (Dissertation code LL4V3)
LL4A5	Investment Funds Law in Europe (H) (Extended essay code LL4U2)
LL4B9	Corporate and Financial Crime (Dissertation code LL4W3)
LL4C9	Project Finance and Public Private Partnerships (H) (Extended essay code LL4Y5)
LL4D5	Legal Risk in the Financial Markets (H) (Extended essay code LL4X5)
LL4D7	Law of Mergers, Acquisitions and Restructurings in Europe and the United States (Dissertation code LL4X7)
LL4F2	The Law and Practice of International Finance (H) (Extended essay code LL4U5)
LL4F3	Mergers, Acquisitions and Restructuring in Europe (H) (Extended essay code LL4M8)
LL4F4	Takeover Regulation in the UK and the US (H) (Extended essay code LL4M9)
LL4G8	Law of Corporate Finance A (H) (Extended essay code LL4S8)
LL4G9	European Monetary and Banking Law (H) (Extended essay code LL4S9)
LL4H4	Financial Law (Extended essay code LL4X4) (H)
LL4K2	Law of International Economic and Financial Sanctions (H) (Extended essay code LL4J2)
LL4K3	Secured Credit in English, Comparative and International Law (Dissertation code LL4J3)
LL4K8	Law of Corporate Finance B (H) (Extended essay code LL4J8)
LL4K9	European Capital Markets Law (H) (Extended essay code LL4J9)

Criminology and Criminal Justice

LL445	International Criminal Law (Dissertation code LL4R5)
LL446	Regulation: Legal and Political Aspects (Dissertation code LL4R6)
LL458	Mental Health Law (Dissertation code LL4T5)
LL478	Policing and Police Powers (Dissertation code LL4V1)
LL4B9	Corporate and Financial Crime (Dissertation code LL4W3)
LL4G7	Mental Health Law: The Civil Context (H) (Extended essay code LL4S7)
LL4K2	Law of International Economic and Financial Sanctions (H) (Extended essay code LL4J2)
LL4K7	Mental Health Law: The Criminal Context (H) (Extended essay code LL4J7)
LL4Z8	Theories of Criminal Law and Criminal Justice (H) (Extended essay code LL4ZH)
SA403	Criminal Justice Policy
SO409	Crime and Society: Concepts and Method (n/a 11/12)

European Law

EU420	European Union Law and Government (H)
EU436	Law and Governance of the Single European Market (n/a 11/12)
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)
LL4F3	Mergers, Acquisitions and Restructuring in Europe (H) (Extended essay code LL4M8)
LL4G9	European Monetary and Banking Law (H) (Extended essay code LL4S9)
LL4H8	Employment Law (H) (Extended essay code LL4H5)
LL4H9	Human Rights in the Workplace (H)
LL4K9	European Capital Markets Law (H) (Extended essay code LL4J9)
LL4Z4	Value Added Tax in the European Context (H) (Dissertation code LL4ZD)
LL4Z5	EU State Aid Law (H) (Extended essay code LL4ZE)

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)
LL465	Law and Social Theory (Dissertation code LL4U3)
LL468	Human Rights Law: The European Convention of Human Rights (H) (Extended essay code LL4U6)
LL469	Human Rights Law: The Human Rights Act (H) (Extended essay code LL4U7)
LL475	Terrorism and the Rule of Law (H) (Extended essay code LL4U9)
LL4A6	Climate Change: Ethics, Development and International Law (H) (Extended essay code LL4A7)
LL4A8	International Law and the Use of Force (H) (Extended essay code LL4A3)
LL4A9	Law in War (<i>jus in bello</i>) (H) (Extended essay code LL4A4)
LL4B2	Advanced Issues of European Union Law (Dissertation code LL4V9)
LL4B6	Human Rights Law in the UK (Dissertation code LL4V8)
LL4C2	World Poverty and Human Rights (H) (Extended essay code LL4W9) (n/a 11/12)
LL4F7	Comparative Constitutional Law (Dissertation code LL4Y8)
LL4H9	Human Rights in the Workplace (H)
LL4K4	The International Law of Self-Determination (H)
LL4L4	Law and the Holocaust (H)
LL4L6	Theory of Human Rights Law (H) (Extended essay code LL4S3)
LL4S4	Digital Rights, Privacy and Security (H) (Extended essay code LL4SA) (n/a 11/12)
LL4Z6	Comparative Constitutional Law: Institutions (H) (Extended essay code LL4ZF)
LL4Z7	Comparative Constitutional Law: Rights (H) (Extended essay code LL4ZG)
SO424	Approaches to Human Rights

Information Technology, Media and Communications Law

LL403	Copyright and Related Rights (Dissertation code LL4N3)
LL406	Introduction to Regulation (H) (Extended essay code LL4N5)
LL407	Media and Communications Regulation (H)
LL446	Regulation: Legal and Political Aspects (Dissertation code LL4R6)
LL4C1	Innovation, Technology and Patent Law (Dissertation code LL4W2) (n/a 11/12)
LL4H2	Media Law: Regulating Publication (H)
LL4H3	Media Law: Regulating Newsgathering (H)

LL4S1	Cyberlaw (H)
LL4S2	E-Commerce Law (H)
LL4S4	Digital Rights, Privacy and Security (H) (Extended essay code LL4SA) (n/a 11/12)
LL4S5	Piracy, Content and Ownership in the Information Society (H) (Extended essay code LL4SB) (n/a 11/12)

Intellectual Property Law

LL403	Copyright and Related Rights (Dissertation code LL4N3)
LL406	Introduction to Regulation (H) (Extended essay code LL4N5)
LL407	Media and Communications Regulation (H)
LL446	Regulation: Legal and Political Aspects (Dissertation code LL4R6)
LL4C1	Innovation, Technology and Patent Law (Dissertation code LL4W2) (n/a 11/12)
LL4C8	Current Issues in Intellectual and Cultural Property Law (Dissertation code LL4Y4)
LL4D1	Trademark Law (Dissertation code LL4W5) (n/a 11/12)
LL4D3	Cultural Property and Heritage Law (Dissertation code LL4W4) (n/a 11/12)
LL4H2	Media Law: Regulation Publication (H)
LL4H3	Media Law: Regulation Newsgathering (H)
LL4S1	Cyberlaw (H)
LL4S5	Piracy, Content and Ownership in the Information Society (H) (Extended essay code LL4SB) (n/a 11/12)

International Business Law

LL402	Alternative Dispute Resolution (Dissertation code LL4N2)
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) (n/a 11/12)
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)
LL455	International Tax Systems (Dissertation code LL4T4)
LL484	Regulation of Financial Markets (Dissertation code LL4V3)
LL4B9	Corporate and Financial Crime (Dissertation code LL4W3)
LL4C5	Fundamentals of International Commercial Arbitration (H) (Extended essay code LL4Y1) (n/a 11/12)
LL4C6	Advanced Issues of International Commercial Arbitration (H) (Extended essay code LL4Y2)
LL4C9	Project Finance and Public Private Partnerships (H) (Extended essay code LL4Y5)
LL4D5	Legal Risk in the Financial Markets (H) (Extended essay code LL4X5)
LL4D7	Law of Mergers, Acquisitions and Restructurings in Europe and the United States (Dissertation code LL4X7)
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) (Extended essay code LL4U5)
LL4F3	Mergers, Acquisitions and Restructuring in Europe (H) (Extended essay code LL4M8)
LL4F4	Takeover Regulation in the UK and the US (H) (Extended essay code LL4M9)
LL4G6	International Commodity Sales (H) (Extended essay code LL4S6)
LL4G9	European Monetary and Banking Law (H) (Extended essay code LL4S9)
LL4H4	Financial Law (H) (Extended essay code LL4X4)
LL4K2	Law of International Economic and Financial Sanctions (H) (Extended essay code LL4J2)
LL4K3	Secured Credit in English, Comparative and International Law (Dissertation code LL4J3)
LL4K5	International Commercial Contracts: General Principles (H) (Extended essay code LL4J5)
LL4K6	International Uniform Sales Law (H) (Extended essay code LL4J6)
LL4K9	European Capital Markets Law (H) (Extended essay code

- LL4J9)
 LL4S2 E-Commerce Law (H)
 LL4Z2 Principles of Taxation (H) (Dissertation code LL4ZB)
 LL4Z3 Consumption Taxes (H) (Dissertation code LL4ZC)

Labour Law

- ID416 Globalisation and Employment (H)
 ID432 Varieties of Employment Relations (H)
 LL469 Human Rights Law: The Human Rights Act (H) (Extended essay code LL4U7)
 LL4B6 Human Rights in the UK (Dissertation code LL4V8)
 LL4H8 Employment Law (H) (Extended essay code LL4H5)
 LL4H9 Human Rights in the Workplace (H)

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)
 LL444 Constitutional Theory (Dissertation code LL4R4)
 LL446 Regulation: Legal and Political Aspects (Dissertation code LL4R6)
 LL465 Law and Social Theory (Dissertation code LL4U3)
 LL468 Human Rights Law: The European Convention of Human Rights (H) (Extended essay code LL4U6)
 LL474 Modern Legal History
 LL475 Terrorism and the Rule of Law (H) (Extended essay code LL4U9)
 LL4A6 Climate Change: Ethics, Development and International Law (H) (Extended essay code LL4A7)
 LL4B2 Advanced Issues of European Union Law (Dissertation code LL4V9)
 LL4F7 Comparative Constitutional Law (Dissertation code LL4Y8)
 LL4L4 Law and the Holocaust (H)
 LL4L5 Socio-legal Theory and Practice (H)
 LL4L6 Theory of Human Rights Law (H) (Extended essay code LL4S3)
 LL4S1 Cyberlaw (H)
 LL4Z6 Comparative Constitutional Law: Institutions (H) (Extended essay code LL4ZF)
 LL4Z7 Comparative Constitutional Law: Rights (H) (Extended essay code LL4ZG)
 LL4Z8 Theories of Criminal Law and Criminal Justice (H) (Extended essay code LL4ZH)

Public International Law

- LL409 Human Rights in the Developing World (Dissertation code LL4N7)
 LL423 Rethinking International Law (Dissertation code LL4P9)
 LL445 International Criminal Law (Dissertation code LL4R5)
 LL447 International Economic Law (Dissertation code LL4R7)
 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)
 LL475 Terrorism and the Rule of Law (H) (Extended essay code LL4U9)
 LL4A6 Climate Change: Ethics, Development and International Law (H) (Extended essay code LL4A7)
 LL4A8 International Law and the Use of Force (H) (Extended essay code LL4A3)
 LL4A9 Law in War (*jus in bello*) (H) (Extended essay code LL4A4)
 LL4C2 World Poverty and Human Rights (H) (Extended essay code LL4W9) (n/a 11/12)
 LL4D6 International and European Environmental Law (Dissertation code LL4X6)
 LL4E6 International Dispute Resolution: Courts and Tribunals (H) (Dissertation code LL4M6) (n/a 11/12)
 LL4E7 Investment Treaty Law (H) (Dissertation code LL4M7)
 LL4F5 International Dispute Resolution (Dissertation code LL4Y6) (n/a 11/12)
 LL4F6 International Dispute Resolution: Non-Adjudicatory Processes (H) (Dissertation code LL4Y7)

- LL4K2 Law of International Economic and Financial Sanctions (H) (Extended essay code LL4J2)
 LL4K4 The International Law of Self-Determination (H)

Public Law

- EU420 European Union Law and Government (H)
 LL400 Jurisprudence and Legal Theory (Dissertation code LL4N1)
 LL406 Introduction to Regulation (H) (Extended essay code LL4N5)
 LL418 European Administrative Law (Dissertation code LL4P5)
 LL444 Constitutional Theory (Dissertation code LL4R4)
 LL446 Regulation: Legal and Political Aspects (Dissertation code LL4R6)
 LL453 International Human Rights (Dissertation code LL4T2)
 LL458 Mental Health Law (Dissertation code LL4T5)
 LL468 Human Rights Law: The European Convention of Human Rights (H) (Extended essay code LL4U6)
 LL469 Human Rights Law: The Human Rights Act (H) (Extended essay code LL4U7)
 LL475 Terrorism and the Rule of Law (H) (Extended essay code LL4U9)
 LL478 Policing and Police Powers (Dissertation code LL4V1)
 LL4B2 Advanced Issues of European Union Law (Dissertation code LL4V9)
 LL4D6 International and European Environmental Law (Dissertation code LL4X6)
 LL4F7 Comparative Constitutional Law (Dissertation code LL4Y8)
 LL4G7 Mental Health Law: The Civil Context (H) (Extended essay code LL4S7)
 LL4H2 Media Law: Regulating Publication (H)
 LL4H3 Media Law: Regulating Newsgathering (H)
 LL4K7 Mental Health Law: The Criminal Context (H) (Extended essay code LL4J7)
 LL4Z2 Principles of Taxation (H) (Dissertation code LL4ZB)
 LL4Z6 Comparative Constitutional Law: Institutions (H) (Extended essay code LL4ZF)
 LL4Z7 Comparative Constitutional Law: Rights (H) (Extended essay code LL4ZG)

Taxation

- EC426 Public Economics
 LL455 International Tax Systems (Dissertation code LL4T4)
 LL479 Issues in Taxation
 LL491 Taxation of Corporate Transactions (Dissertation code LL4V4)
 LL494 Value Added Tax (Dissertation code LL4V7)
 LL4Z1 Business Taxation (H) (Dissertation code LL4ZA)
 LL4Z2 Principles of Taxation (H) (Dissertation code LL4ZB)
 LL4Z3 Consumption Taxes (H) (Dissertation code LL4ZC)
 LL4Z4 Value Added Tax in the European Context (H) (Dissertation code LL4ZD)

Further options

- LL490 Self-standing Full Unit Dissertation, if permitted *
 LL497 LLM half unit Self-standing Elective Essay, if permitted (H)*
 LL4A1 LLM Subject Area Specialist Research Seminars ‡
 LL4A2 LLM Dissertation Seminars §
 LL4L9 LLM Full Unit Dissertation (attached to a half unit course) (n/a 11/12)

Notes

*The opportunity to write a self-standing full unit dissertation or half unit elective essay 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 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 Topics in Local Economic Development (H)
2	GY408 Local Economic Development and Policy and GY413 Regional Development and Policy (H)
3	Elements to the value of 1 unit from the following list: 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 GY428 Applied Quantitative Methods (H) GY431 Cities, People and Poverty in the South (H) (n/a 11/12) GY438 Cities and Social Change in East Asia (H) GY445 Urban Policy and Practice in the South GY447 The Economics of Regional and Urban Planning (H) GY460 Techniques of Spatial Economic Analysis (H) GY465 Concepts in Environmental Regulation (H) GY475 Issues in Environmental Governance (H) MY452 Applied Regression Analysis(H) A relevant course from another programme
4	GY499 Dissertation

MPA European Public and Economic Policy MPA International Development MPA Public and Economic Policy MPA Public Policy and Management MPA Public and Social Policy

For first year students in 2011-12 session

21 month programme. Students must take courses to the value of 8 units as set out below - no interim award is available. Students can apply to spend their second year at one of the LSE MPA Partner Institutions. If offered a place and upon successful completion of year one, the student will transfer onto the Dual MPA Programme.

Year 1 and 2 at LSE

Paper	Course number and title
	All MPA students attend the pre-session course EC408 (unless exempted) and complete papers 1 to 8 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	One unit from the approved MPA options list
Year 2	
5	EC406 Economic Policy Analysis
6	GV4D5 Organisations, Power and Leadership (H)
7	EC4B3/GV4B3/DV4B3/EU4B3/SA4K3 MPA Capstone Project (1.5 units)
8	Plus 1 unit from the approved MPA options list Students may submit a 10,000 word dissertation (EC4B4) in place of the 1 unit of optional courses in year 2.
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	MG419 Public Management - Strategy, Innovation and Delivery
Year 2	
5	GV4D5 Organisations, Power and Leadership (H)
6	EC4B3/GV4B3/DV4B3/EU4B3/SA4K3 MPA Capstone Project (1.5 units)
7	GV4E4 Public Budgeting and Financial Management (n/a 11/12)
8	Plus 1 unit from the approved MPA options list Students may submit a 10,000 word dissertation (GV4B4)

in place of the 1 unit of optional courses in year 2.

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	DV441 Development Policy and Management
Year 2	
5	GV4D5 Organisations, Power and Leadership (H)
6	DV4B3/GV4B3/EC4B3/EU4B3/SA4K3 MPA Capstone Project (1.5 units)
7	EC454 Development Economics
8	Plus 1 unit from the approved MPA options list Students may submit a 10,000 word dissertation (DV4B4) in place of the 1 unit of optional courses in year 2*.
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	EU427 European Public and Economic Policy
Year 2	
5	GV4D5 Organisations, Power and Leadership (H)
6	EU4B3/GV4B3/DV4B3/EC4B3/SA4K3 MPA Capstone Project (1.5 units)
7-8	Plus 2 units from the approved MPA options list** Students may submit a 10,000 word dissertation (EU4B4) in place of 1 unit of optional courses in year 2*.
Notes	*Dissertations should normally be submitted within the broad area of European Public 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 +.
Year 1	MPA Public and Social 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	SA4X6 Welfare Analysis and Measurement
Year 2	
5	GV4D5 Organisations, Power and Leadership (H)
6	SA4K3/EU4B3/GV4B3/DV4B3/EC4B3 MPA Capstone Project (1.5 units)
7-8	Plus 2 units from the approved MPA options list** Students may submit a 10,000 word dissertation (SA4K4) in place of 1 unit of optional courses in year 2*.
Notes	*Dissertations should normally be submitted within the broad area of Social Policy. **Options taken must include at least 1 unit chosen from a broad range of Social Policy related units included in the approved MPA options list See the MPA Programme criteria for progression

MPA European Public and Economic Policy MPA International Development MPA Public and Economic Policy MPA Public Policy and Management

For second year students in 2011-12 session

21 month programme. Students must take courses to the value of 10 units as set out below - no interim award is available. These programmes have two branches. Branch 1 is the full-time, 21 month programme. Branch 2 students spend their first academic year at LSE and their second academic year at Columbia University, Sciences Po, Hertie or Lee Kuan Yew.

Branch 1 - 21-Month programme at LSE

Paper	Course number and title
	All MPA students attend the pre-session course EC408 (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 Organisations, Power and Leadership (H)
 8 EC4B3/GV4B3/DV4B3/EU4B3/SA4K8 MPA Capstone Project (1.5 units)
 9 EC4B4/GV4B4 MPA Dissertation of not more than 10,000 words
 10 Plus 1 unit 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 (n/a 11/12)
 5 Plus 1 unit from the approved MPA options list

Year 2

- 6 GV4D5 Organisations, Power and Leadership (H)
 7 EC4B3/GV4B3/DV4B3/EU4B3/SA4K8 MPA Capstone Project (1.5 units)
 8 EC4B4/GV4B4 MPA Dissertation of not more than 10,000 words
 9 MG419 Public Management- Strategy, Innovation and Delivery
 10 Plus 1 unit 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 DV441 Development Policy and Management
 5 Plus 1 unit from the approved MPA options list

Year 2

- 6 GV4D5 Organisations, Power and Leadership (H)
 7 DV4B3/GV4B3/EC4B3/EU4B3/SA4K8 MPA Capstone Project (1.5 units)
 8 DV4B4 MPA Dissertation of not more than 10,000 words*
 9 EC454 Development Economics
 10 Plus 1 unit from the approved MPA options list

Notes *Dissertations should normally be submitted within the broad area of Development.

Year 1 MPA European Public and Economics 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 EU427 European Public and Economic Policy
 5 Plus 1 unit from the approved MPA options list**

Year 2

- 6 GV4D5 Organisations, Power and Leadership (H)
 7 EU4B3/GV4B3/DV4B3/EC4B3/SA4K8 MPA Capstone Project (1.5 units)
 8 EU4B4 MPA Dissertation of not more than 10,000 words*
 9-10 Plus 2 units from the approved MPA options list**

Notes *Dissertations should normally be submitted within the broad area of European Public 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 +.

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.

Among their options choices, students undertaking Branch 2 may

be required to complete specific courses either at LSE or at the partner institution to fulfil the requirements of the LSE degree.

Paper Course number and title

Year 1 All MPA students attend the pre-session course EC408 (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 2 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 Plus 1 unit from the approved MPA options list

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 DV441 Development Policy and Management
 5 Plus 1 unit from the approved MPA options list

MPA European Public and Economics 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 EU427 European Public and Economic Policy
 5 Plus 1 unit from the approved MPA options list

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
 GI414 Gender and Social Policy: Theory and Practice (H)
 GI415 Gender and European Welfare States (H) +
 SA4B9 Education Policy, Reform and Financing (H)
 SA4M1 Politics of Social Policy: Welfare and Work in Comparative Perspective (H)
 SA4X6 Welfare Analysis and Measurement

Urban Policy

- GY430 Contemporary Urbanism
 GY439 Cities, Politics and Citizenship (H)
 GY454 Urban Policy and Planning (H)
 GY457 Applied Urban and Regional Economics
 GY479 The Urban Revolution (H)

Environmental Policy

- DV413 Environmental Problems, Politics and Development (H)
 DV415 Global Environmental Governance (H)
 GV4F6 The Philosophy and Politics of Environmental Change
 GY420 Environmental Regulation: Implementing Policy +
 GY427 Climate Change: Science, Economics and Policy (H)
 GY465 Concepts in Environmental Regulation (H)
 GY475 Issues in Environmental Governance (H)

International Policy

- GV4A5 Public Policy Responses to International Migration (H) +
 IR412 International Institutions
 IR429 Economic Diplomacy
 IR451 Politics of Money in the World Economy*
 IR457 The Political Economy of International Trade
 IR460 Comparative Political Economy
 MN425 Business in the Global Environment (H)

Development Policy

- AN436 The Anthropology of Development (H) (n/a 11/12)

- AN456 Anthropology of Economy (1): Production and Exchange (H)
 AN457 Anthropology of Economy (2): Development, 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 11/12)
 DV427 Public Management of Development ## (n/a 11/12)
 DV432 China in Developmental Perspectives (H) ##
 DV437 Nationalism, Democracy and Development in Contemporary India (H) ## (n/a 11/12)
 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) (n/a 11/12)
 SA435 NGOs and Development
 SA452 Social Policy and Development

Economic Policy

- EC402 Econometrics**
 EC406 Economic Policy Analysis
 EC411 Microeconomics**
 EC413 Macroeconomics**
 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 + (n/a 11/12)
 FM492 Principles of Finance
 GY455 Economic Appraisal and Valuation (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) +
 LL446 Regulation: Legal and Political Aspects
 LL484 Regulation of Financial Markets
 LL451 Cyberlaw (H)
 MC403 Contemporary Issues in Media and Communications Regulation (H)
 SO425 Regulation, Risk and Economic Life (n/a 11/12)

Governance

- GV442 Globalisation and Democracy (H)*
 GV477 Comparative Public Policy Change (H) ***
 GV482 Political Science and Political Economy: Advanced Topics (H) ***
 GV4C4 Legislative Politics: US (H) (L)
 GV4C5 Politics of Economic Policy (H)
 PH415 Philosophy and Public Policy
 SA4F8 Behavioural Public Policy (H)
 SO469 Risk and Governance: A Sociological Approach (H)

Europe

- EU420 European Union Law (H) ‡
 EU421 Policy-Making in the European Union (H) ‡
 EU425 Interest Representation and Economic Policy-Making in Europe
 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 Welfare States (H) +
 EU455 Concepts in Political Economy (H) ‡
 SA4F7 The Economics of European Social Policy (H) +
 EU463 European Human Rights Law (H)
 GV4C6 Legislative Politics: European Parliament (H) (L) ~ +

Institutions, Politics and policies of the EU

- EU430 Europeanization: The Comparative Politics of Domestic Change (H) +
 EU436 Law and Governance of the Single European Market + (n/a 11/12)
 EU439 Political and Fiscal Integration and Disintegration in EU Member States (H) +

Central and Eastern Europe Transition and Reform

- EU447 Democracy, Ideology and the European State (H) +
 EU449 The Political Economy of Transition and EU Accession in Central and Eastern Europe (H) +

Regional courses

- EU423 Greece and the European Union (H) (n/a 11/12)
 EU429 Economic and Social Policy in 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)

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)
 GV4E4 Public Budgeting and Financial Management #
 GV483 Public Management Theory and Doctrine (H) #
 ID410 Management of Human Resources (H) +
 ID411 International and Comparative Human Resource Management (H)
 ID419 Cross Cultural Management (H)
 ID420 Leadership in Organisations: Theory and Practice (H)
 ID430 Organisational Behaviour (H)
 ID431 Organisational Change (H)
 IS470 Innovation and Information Systems: Concepts and Perspectives (H)
 MG402 Public Management: A Strategic Approach (H)
 MG419 Public Management- Strategy, Innovation and Delivery #
 MN404 Incentives and Governance in Organizations (B) (H)
 MN415 The Analysis of Strategy (A) (H)
 MN416 The Analysis of Strategy (B) (H) ***
 MN419 Systems Thinking and Strategic Modelling (H)
 OR431 System Dynamics Modelling (H) (n/a 11/12)

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.

MPA Dual Degree

For first year students starting the programme in 2011-12
21 month programme.

Route 1

Year 1 at LSE (2011/12)

Students will follow the first year curriculum of one of the following programmes:

MPA Public and Economic Policy

MPA Public Policy and Management

MPA International Development

MPA European Public and Economic Policy

MPA Public and Social Policy

On successful completion of the first year of that programme at LSE, students who have accepted an offer of a dual degree place will transfer to the MPA Dual Degree. See the MPA criteria for progression from year one to year two.

Year 2 at Columbia University, Sciences Po, the Hertie School of Governance or the Lee Kuan Yew School of Public Policy (2012/13)

Students will follow the second year of the MPA programme at SIPA, Columbia University, the MPA programme at Sciences Po, the MPP programme at Hertie or the MPP programme at Lee Kuan Yew.

Route 2

Year 1 at Columbia University, Sciences Po, the Hertie School of Governance or the Lee Kuan Yew School of Public Policy (2011/12)

Students will follow the first year of the MPA/MIA programme at SIPA, Columbia University, the MPA programme at Sciences Po, the MPP programme at Hertie or the MPP programme at Lee Kuan Yew.

Year 2 at LSE (2012/13)

Students must take courses to the value of four units as set out below:

Paper Course number and title

- | | |
|-----|---|
| 1 | GV4D5 Organisations, Power and Leadership (H) |
| 2 | EC4B3 GV4B3, DV4B3, EU4B3, SA4K3 MPA Capstone Project (1.5 units) |
| 3-4 | Plus 2 units from the approved MPA options list |

Notes Students may submit a 10,000 word dissertation in place of 1 unit of optional courses in year 2.

MPA Dual Degree

For second year students joining LSE in 2011-12 session
21 month programme.

Year 1 at Columbia University, Sciences Po, the Hertie School of Governance or the Lee Kuan Yew School of Public Policy (2010/11)
Students will follow the first year of the MPA/MIA programme at SIPA, Columbia University, the MPA programme at Sciences Po, the MPP programme at Hertie or the MPP programme at Lee Kuan Yew.

Year 2 at LSE (in 2011/12)

Students must take courses to the value of five units as set out below.

Paper Course number and title

- | | |
|-----|--|
| 1 | GV4D5 Organisations, Power and Leadership (H) |
| 2 | EC4B3 GV4B3, DV4B3, EU4B3 MPA Capstone Project (1.5 units) |
| 3 | EC4B4 GV4B4, DV4B4, EU4B4 MPA Dissertation (of not more than 10,000 words) |
| 4-5 | Plus 2 units from the approved MPA options list |

MSc Management (CEMS MIM)

A twenty-four month programme. Students are also awarded the CEMS Masters in Management (MIM) degree.
Students can take courses up to the value of 8.5 units (normally 8.0 units for students starting before 2010/11), which includes: two units at a partner CEMS Institution (MG410); a dissertation; and the course MG489 Professional Development Programme and Business Project. Students starting in 2010/11 can elect to take the assessed course MG489A in their second year, or the non-assessed course MG489B. Those taking MG489A will take a total of 8.5 units and the best 8 of those will be used for classification.

Paper Year 1

Course number and title

- | | |
|---|--|
| 1 | MG431 Managerial Economics (H) |
| 2 | MG434 Organisational Behaviour (H) |
| 3 | MG461 Quantitative Analysis in Management (H)* |
| 4 | MG462 Qualitative Analysis in Management (H) |
| 5 | MG433 Foundations of Management |
| 6 | 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) |
| | 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) |
| | MG423 Leading Entrepreneurial Organisations in Global Markets (H) |
| | MG425 Global Business Management (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 FM473 Finance I (H) with permission of the Programme Director ++ |
| | Or a MSc-level course which is offered in the School, subject to approval of the academic adviser. |

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 (H)
MY452 Applied Regression Analysis (H)
MY455 Multivariate Analysis and Measurement (H)
Or another appropriate quantitative course from elsewhere in the School, subject to the academic adviser's approval.
** In consultation with the Programme Director, instead of taking one full unit under paper 6 in their first year in accordance with the programme regulations, students can take a full unit course or a half unit course from papers 6 and/or 8 to meet the requirements during their second year.
‡ Access is by permission of the course proprietor.

Year 2+

- | | |
|---|--|
| 7 | ID419 Cross Cultural Management (H) |
| 8 | One of the following half unit courses:
AC412 Accountability, Organisations and Risk Management (H)
AC414 Financial Reporting, Capital Markets and Business Combinations (H)
AC490 Financial Reporting and Management: Management Accounting, Strategy and Control (H)
FM421 Applied Corporate Finance (H)
FM473 Finance I (H) (if not already taken in year one)
FM474 Finance II (H) ++
ID411 International and Comparative Human Resource Management (H)
ID420 Leadership in Organisations: Theory and Practice (H) |

	ID423 The Dark Side of the Organisation (H)
	MG402 Public Management: A Strategic Approach (H)
	MG413 Entrepreneurial Strategy (H) (n/a 11/12)
	MG421 The Future of the Multinational Firm (H) (n/a 11/12)
	MG422 Thinking Strategically (H)
	MG435 International Business and Governance (H) (n/a 11/12)
	MG436 Firms, Markets and Crises
	MG482 Innovation and Technology Management (H)
	MN426 Design and Management of Organisations (H)
	MN430 Strategy for the Information Economy (H)
	MN432 Personnel Economics (H)
	MG450 Network Structures in Organisations and Markets (H)
	MG452 Behavioural Economics for Management (H)
	OR401 Techniques of Operational Research (H)
	OR431 Systems Dynamics Modelling (H) (n/a 11/12)
	OR436 Operations Management (H)
9	MG420 Dissertation (H)
10	MG430 Strategy, Organisation and Innovation (H)
11	MG410 Term Abroad. Courses to the value of two units to be taken at one of the partner CEMS Institutions
12	MG489A Professional Development Programme and Business Project (H)*
Notes	<p>+ Students who have not taken paper 6, or have taken a half unit under paper 6 in their first year will also need to take either a further full unit of courses or a half unit course from papers 6 and/or 8 in their second year.</p> <p>++ Finance I is a pre-requisite to Finance II, taken under paper 8.</p> <p>* Second year students in the 2011-12 session have the option of taking MG489B Professional Development Programme and Business Project (non-assessed) instead. Students taking MG489A complete 8.5 units and students taking MG489B complete 8 units.</p> <p>SUPPLEMENTARY CRITERIA FOR PROGRESSION FROM THE FIRST TO THE SECOND YEAR OF MSc MANAGEMENT To be eligible to proceed into the second year, candidates must attain at least a Pass grade in the five compulsory courses (MG431, MG433, MG434, MG461 and MG462). If candidates fail any of these compulsory courses they will not be allowed to progress to year two. If candidates fail any of their optional courses taken in year one, they will be allowed to progress to year two provided they have no Bad Fail marks. A student shall normally be entitled to re-sit any failed courses only (on one occasion) and at the next normal opportunity. The School may consider an application for repeat tuition in any failed courses from a student. Results obtained at re-sit shall bear their normal value.</p> <p>See also the programme regulations for MSc Management</p>

MSc Management

A two-year programme. Students can take courses up to the value of 8.5 units.

The second year includes a dissertation and students complete the course MG489 Professional Development Programme and Business Project. Students starting in 2010/11 can elect to take the assessed course MG489A in their second year, or the non-assessed course MG489B. Those taking MG489A will take a total of 8.5 units and the best 8 of those will be used for classification.

Students without a quantitative background take MG4A1 MSc Management pre-sessional: Quantitative Methods.

Paper Course number and title

Year 1

1	MG431 Managerial Economics (H)
2	MG434 Organisational Behaviour (H)
3	MG461 Quantitative Analysis in Management (H) *

4	MG462 Qualitative Analysis in Management (H)
5	MG433 Foundations of Management
6	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 Concepts in 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)
	MG423 Leading Entrepreneurial Organisations in Global Markets (H)
	MG425 Global Business Management (H)
	Or FM473 Finance I (H) with permission of the Programme Director ++
	Or a MSc-level course which is offered in the School, subject to approval of the academic adviser.
Notes	<p>* Students who have already taken statistics at university level covering these topics, can choose a half unit course from the following:</p> <p>OR401 Techniques of Operational Research (H)</p> <p>MY452 Applied Regression Analysis (H)</p> <p>MY455 Multivariate Analysis and Measurement (H)</p> <p>Or another appropriate quantitative course from elsewhere in the School, subject to the academic adviser's approval.</p> <p>** In consultation with the Programme Director, instead of taking a full unit of courses under paper 6 in their first year in accordance with the programme regulations, students can take a full unit of courses or a half unit course from papers 6, 7, 8, or 11 to meet the requirements in their second year.</p>
Year 2+	
7	<p>Courses to the value of one full unit from the following:</p> <p>AC464 Management Accounting and Financial Accounting: Decisions, Control, Reporting and Disclosure</p> <p>AC490 Financial Reporting and Management: Management Accounting, Strategy and Control (H)</p> <p>AC491 Financial Reporting and Management: Financial Reporting (H)</p> <p>FM421 Applied Corporate Finance (H)</p> <p>FM473 Finance I (H) (if not already taken in year one)</p> <p>ID410 Management of Human Resources: Strategies and Policies (H)</p> <p>ID420 Leadership in Organisations: Theory and Practice (H)</p> <p>ID423 The Dark Side of the Organisation (H)</p> <p>IS471 Innovating Organisational Information Technology (H)</p> <p>IS472 Global Strategy, Management and Information Systems (H)</p> <p>MG402 Public Management: A Strategic Approach (H)</p> <p>MG413 Entrepreneurial Strategy (H) (n/a 11/12)</p> <p>MG421 The Future of the Multinational Firm (H) (n/a 11/12)</p> <p>MG422 Thinking Strategically (H)</p> <p>MG435 International Business and Governance (H) (n/a 11/12)</p> <p>MG436 Firms, Markets and Crises (H)</p> <p>MG437 Business Model Innovation at the 'Base of the Pyramid' (H)</p> <p>MG482 Innovation and Technology Management (H)</p> <p>MN413 International Marketing: A Strategic Approach (H)</p> <p>MN432 Personnel Economics (H)</p> <p>MG450 Network Structures in Organisations and Markets (H)</p> <p>MG452 Behavioural Economics for Management (H)</p>

	OR405 Advanced Behavioural Decision Making (H)
	OR436 Operations Management (H)
8	Courses to the value of one unit from the following or any course under paper 7 not already taken: AC411 Accounting, Strategy and Control (H) AC412 Accountability, Organisations and Risk Management (H) AC414 Financial Reporting, Capital Markets and Business Combinations (H) FM474 Finance II ++ (H) ID411 International and Comparative Human Resource Management (H) ID433 Negotiation Analysis (H) MN404 Incentives and Governance in Organisations (H) 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) (n/a 11/12) OR434 Principles of Decision Sciences (H)
9	MG420 Dissertation (H)
10	MG430 Strategy, Organisation and Innovation (H)
11	Course(s) to the value of one unit to be taken from any course listed under paper 6 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) ‡ ID432 International Employment Relations (H) IR407 International Political Economy of the Environment (H) (n/a 11/12) IR429 Economic Diplomacy (H) IR451 Politics of Money in the World Economy (H) ‡ IR460 Comparative Political Economy (H)
12	MG489A Professional Development Programme and Business Project (H)*
Notes	<p>+ Students who have not taken paper 6 or have taken a half unit under paper 6 in their first year, will also need to take either a further full unit of courses or a half unit course from papers 6, 7, 8, or 11 in their second year.</p> <p>++ Finance I is a pre-requisite to Finance II, taken under paper 6.</p> <p>‡ Access is by permission of the course proprietor.</p> <p>* Second year students in the 2011-12 session have the option of taking MG489B Professional Development Programme and Business Project (non-assessed) instead. Students taking MG489A complete 8.5 units and students taking MG489B complete 8 units.</p> <p>SUPPLEMENTARY CRITERIA FOR PROGRESSION FROM THE FIRST TO THE SECOND YEAR OF MSC MANAGEMENT</p> <p>To be eligible to proceed into the second year, candidates must attain at least a Pass grade in the five compulsory courses (MG431, MG433, MG434, MG461 and MG462). If candidates fail any of these compulsory courses they will not be allowed to progress to year two. If candidates fail any of their optional courses taken in year one, they will be allowed to progress to year two provided they have no Bad Fail marks. A student shall normally be entitled to re-sit any failed courses only (on one occasion) and at the next normal opportunity. The School may consider an application for repeat tuition in any failed courses from a student. Results obtained at re-sit shall bear their normal value.</p> <p>See the programme regulations for MSc Management (CEMS MIM) stream</p>

MSc Management and Human Resources

Full-year programme. Students must take four compulsory courses and a dissertation, along with optional courses to the value of one unit. Students wishing to satisfy the educational requirements of the Chartered Institute of Personnel and Development (CIPD) take an additional practice-orientated course (ID493).

Paper	Course number and title
1	ID439 Foundations of Business and Management for Human Resources (H)
2	ID410 Management of Human Resources: Strategies and Policy (H)
3	ID430 Organisational Behaviour (H)
4	ID438 Globalisation and Human Resource Management (H) or ID441 Contemporary issues in HR Management (H)
5	Courses to the value of one full unit: ID411 International and Comparative Human Resource Management (H) ID419 Cross Cultural Management (H) ID420 Leadership in Organisations: Theory and Practice (H) ID421 Human Resource Management - Public Policy, Institutions and Employment Regulation (H) ID423 The Dark Side of the Organisation (H) ID431 Organisational Change (H) ID432 International Employment Relations (H) ID433 Negotiation Analysis (H) ID434 Managing Diversity in Organisations (H) ID435 Organisational Theory (H) ID437 Reward System: Key Models and Practices (H) ID438 Globalisation and Human Resource Management (H)* ID440 Corporate Social Responsibility and International Labour Standards (H) ID441 Contemporary Issues in HR Management (H)* LL4H8 Employment Law (H) LL4H9 Human Rights in the Workplace (H) MG423 Leading Entrepreneurial Organisations in Global Markets (H) MN432 Personnel Economics (H) Or a MSc-level course which is offered in the School, subject to approval of the Programme Director.
6	ID499 Dissertation (Students must attend the Project Lectures as part of ID499)
7	ID493 Human Resource Policy and Practice
Notes	<p>*If not already taken</p> <p>This programme is externally accredited by the CIPD. Further information is available from the Employment Relations and Organisational Behaviour Group.</p>

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: 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)

	GY462 Real Estate Finance (H)
	OR434 Principle of Decision Sciences (H)
	ST409 Stochastic Processes (H)
3	Papers to the value of one full unit from the following list of qualitative courses: AC412 Accountability, Organisations and Risk Management (H) GY420 Environmental Regulation: Implementing Policy GY455 Economic Appraisal and Valuation (H) GY465 Concepts in Environmental Regulation (H) GY475 Issues in Environmental Governance (H) LL435 Corporate Governance LL437 Law of Corporate Finance LL484 Regulation of Financial Markets LL489 Corporate and Financial Crime MN429 The World Trading System (H) MN430 Strategy for the Information Economy (H) SO425 Regulation, Risk and Economic Life (n/a 11/12) SO469 Risk and Governance: A Sociological Approach (H)
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.

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. 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: AC490 Management Accounting, Decisions and Control (H) FM431 Corporate Finance A (H) GV483 Public Management Theory and Doctrine (H) ID433 Negotiation Analysis (H) MG402 Public Management: A Strategic Approach (H) MG413 Entrepreneurial Strategy (H) (n/a 11/12) MG423 Leading Entrepreneurial Organisations in Global Markets (H) MG435 International Business and Governance (H) (n/a 11/12) MG452 Behavioural Economics for Management (H) MN413 International Marketing: A Strategic Approach (H) 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) MN432 Personnel Economics (H)
3	One half-unit from the following list: AC444 Valuation and Security Analysis (H) AC470 Accounting in the Global Economy (H) AC491 Financial Accounting, Reporting and Disclosures (H) FM421 Applied Corporate Finance (H) FM429 Asset Markets A (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 and Economics

A ten-month programme. Students take three core courses, two half-unit options and a dissertation. Students are also required to attend EC400 Introductory Course in Mathematics and Statistics.

Paper	Course number and title
1	MG411 Firms and Markets
2	EC486 Econometric Methods
3	FM431 Corporate Finance A (H)
4 & 5	Two half unit Options from the following list: MG412 Globalization and Strategy (H) MG413 Entrepreneurial Strategy (H) (n/a 11/12) MG421 The Future of the Multinational Firm (H) (n/a 11/12) MG422 Thinking Strategically (H) MG437 Business Model Innovation at the 'Base of the Pyramid' (H) MG452 Behavioural Economics for Management (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) FM440 Corporate Finance Theory (H) AC490 Management Accounting, Decisions and Control* (H) Or a MSc level course which is offered in the School, subject to approval of the academic adviser and course leader.
6	MG417 Extended Essay (H) * Subject to approval of the Course Teacher

MSc Management, Information Systems and Innovation

Full-year programme which is not available on a part-time basis. Students must take three half unit compulsory courses, three half unit optional courses and a dissertation as shown. All students must choose one of the two streams in the Lent Term and take a minimum of one full unit from within that stream. The remaining half unit may be taken from another stream or a course from the Management and LSE options offered. Students are also required to attend an unassessed skills course (IS490).

Stream 1: Management of Information Systems and Global Sourcing

Paper	Course number and title
1	IS470 Innovation and Information Systems: Concepts and Perspectives (H)
2	IS471 Innovating Organisational Information Technology (H)
3	IS472 Global Strategy, Management and Information Systems (H)
4	Courses to the value of one full unit from the following: IS415 Healthcare Information Systems (H) IS417 Global Sourcing and Management of Business and IT Services (H) IS484 Managing Information Risk and Security in Business (H) IS485 Management and Economics of E-Business (H)
5	Courses to the value of 0.5 units from Stream 2 or the options list (below)
6	IS499 Dissertation: MSc MISI
Stream 2: The Internet and Information Services	
1	IS470 Innovation and Information Systems: Concepts and Perspectives (H)
2	IS471 Innovating Organisational Information Technology (H)
3	IS472 Global Strategy, Management and Information Systems (H)
4	Courses to the value of 0.5 full units from Stream 1, or the Management and LSE options list (below): IS418 Digital Convergence and Information Services (H) IS479 Information Systems for the Public Sector (H) IS480 Information Technology and Service Innovation (H) IS489 Principles of Privacy and Data Protection (H)
5	Courses to the value of 0.5 units from Stream 2 or the options list (below).

6	IS499 Dissertation: MSc MISI
	Options list
	AC490 Management Accounting, Decisions and Control (H)
	DV483 Aspects of IT and Socio-economic Development (H)
	FM473 Finance I (H)
	ID431 Organisational Change (H)
	ID433 Negotiation Analysis (H)
	IS419 Qualitative Research in Management Studies (H) (n/a 11/12)
	IS581 Interpretations of Information (H)
	MG402 Public Management: A Strategic Approach (H)
	MG419 Public Management - Strategy, Innovation and Delivery
	MG422 Thinking Strategically (H)
	MG423 Leading Entrepreneurial Organisations in Global Markets (H)
	MG482 Innovation and Technology Management (H)
	OR401 Techniques of Operational Research (H)
	OR436 Operations Management (H)
	A course from another programme with permission of the Programme Director*
Notes	*means by special permission only.

MSc Management, Organisations and Governance

Paper	Course number and title
1	MG426 Organisations in the Economy and Society
2	MG427 Design and Analysis of Innovative Organisational Practices (H)
3	MG428 Enterprise Development (H)
4	Courses to the value of 1.5 units from the following: AC410 Management Accounting, Strategy and Organisational Control (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) ID423 The Dark Side of the Organisation (H) ID430 Organisational Behaviour (H) ID431 Organisational Change (H) IS480 Aspects of Information Technology and Service Innovation (H) IS484 Managing Information Risk and Security in Business (H) IS485 Management and Economics of E-Business (H) MG402 Public Management: A Strategic Approach (H) MG418 Open Innovation (H) MG421 The Future of the Multinational Firm (H) (n/a 11/12) MG422 Thinking Strategically (H) MG425 Global Business Management (H) MG435 International Business and Governance (H) (n/a 11/12) MG436 Firms, Markets and Crises (H) MG437 Business Model Innovation at the 'Base of the Pyramid' (H) MG450 Network Structures in Organisations and Markets (H) MG482 Innovation and Technology Management (H) MN413 International Marketing: A Strategic Approach (H) MN419 Systems Thinking and Strategic Modelling (H)* OR405 Advanced Behavioural Decision Making (H) OR431 System Dynamics Modelling (H)* (n/a 11/12) 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.
5	MG416 Project (H)

*Only with special permission can students take MN413 and OR431

MSc Management Science

Full-year programme with two disciplinary streams. Students are required to take compulsory and optional courses to the value of four full units as shown.

All courses are half-units except OR440 and OR499.

Paper	Course number and title
1	OR426 Computer Modelling: Applied Statistics and Simulation (H) ‡
2	OR440 Applied Management Science (project) ± or OR499 Dissertation: MSc Management Science

Disciplinary streams

Operational Research

3	OR401 Techniques of Operational Research (H)
4	OR428 Model Building in Mathematical Programming (H) ‡
5	One of the following half-unit courses: OR405 Advanced Behavioural Decision Making (H) ‡ OR406 Mathematical Programming: Theory and Algorithms (H) † OR408 Combinatorial Optimisation (H) OR409 Auctions and Game Theory (H) (n/a 11/12) OR414 Advanced Topics in Operational Research (H) OR431 System Dynamics Modelling (H) ‡ (n/a 11/12) or MN419 Systems Thinking and Strategic Modelling (H) OR432 Operational Research and Decision Sciences in Practice (H) OR434 Principles of Decision Sciences (H) OR435 Advanced Decision Sciences (H)
6 & 7	Two of the following half-unit courses: AC491 Financial Accounting, Reporting and Disclosure (H) ID430 Organisational Behaviour (H) ID431 Organisational Change (H) IS471 Innovating Organisational Information Technology (H) MA419 Search Games (H) MG425 Global Business Management (H) OR436 Operations Management (H) ST415 Research Design for Experimental and Observational Studies (H) (n/a 11/12) ST422 Time Series (H) Any course listed in 5 above A course from any other MSc programme §

Decision Sciences

3	OR434 Principles of Decision Sciences (H)
4	OR435 Advanced Decision Sciences (H)
5	One of the following half-unit courses: OR405 Advanced Behavioural Decision Making (H) ‡ OR401 Techniques of Operational Research (H) OR409 Auctions and Game Theory (H) (n/a 11/12) OR414 Advanced Topics in Operational Research (H) OR431 System Dynamics Modelling (H) ‡ (n/a 11/12) or MN419 Systems Thinking and Strategic Modelling (H) OR432 Operational Research and Decision Sciences in Practice (H)
6 & 7	Two of the following ID430 Organisational Behaviour (H) ID431 Organisational Change (H) MA402 Game Theory 1 (H) MG425 Global Business Management (H) MN415 The Analysis of Strategy A (H) OR436 Operations Management (H) Any other course listed in 5 A course from any other MSc programme §

Notes
‡ Examined entirely by means of essays and project reports.
± This is an extended practical project or a dissertation which will be introduced in the summer term and worked on throughout the summer.
§ means by special permission only.

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) |
| 2 | MC418 Theories and Concepts in Media and Communications II (Processes of communication in modern life) (H) |
| 3 | MC4M1 Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis) (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) (n/a 11/12) |
| | GI410 Screening the Present: contemporary cinema and cultural critique (H) |
| | IS418 Digital Convergence and Information Services (H) |
| | IS470 Innovation and Information Systems: Concepts and Perspectives (H) |
| | IS581 Interpretations of Information (H) |
| | LL407 Media and Communications Regulation (H) |
| | LL4H2 Media Law: Regulating Publication (H) |
| | LL4H3 Media Law: Regulating Newsgathering (H) |
| | MC401 Mediated Resistance and Citizens (H) |
| | MC402 The Audience in Media and Communications (H) |
| | MC403 Contemporary Issues in Media and Communications Regulation (H) |
| | MC405 Current Issues in Media and Communications (H) |
| | MC407 International Media and The Global South (H) |
| | MC409 Media, Technology and Everyday Life (H) |
| | MC413 Information, Communication and Knowledge Systems (H) |
| | MC416 Representation in the Age of Globalisation (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) |
| | MC423 Global Media Industries (H) |
| | MC424 Media and Communication Governance (H) |
| | MC425 Interpersonal Mediated Communication (H) |
| | MC426 Film Theory and World Cinema (H) |
| | MC427 Digital Media Futures (H) |
| | MY427 Qualitative Research With Non-Traditional Data (H) |
| | PS415 The Social Psychology of Economic Life (H) (n/a 11/12) |
| | PS429 The Social Psychology of Communication |
| | PS439 Science, Technology and Resistance (H) |
| | PS447 Psychoanalysis and Communication (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 director. |
| 4 | MC499 Dissertation (10,000-12,000 words)* |

MSc Media and Communications (Media and Communication Governance)

- | | |
|---|--|
| 1 | MC408 Theories and Concepts in Media and Communication I (Key concepts and interdisciplinary approaches) (H) |
| 2 | MC4M1 Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis) (H) |
| 3 | MC424 Media and Communication Governance (H) |
| 4 | Courses to the value of one full unit from the following: |
| | EU421 Policy-Making in the European Union (H) |
| | IS470 Innovation and Information Systems: Concepts and Perspectives (H) |

- | | |
|--------------|--|
| 5 | LL407 Media and Communications Regulation (H) |
| | LL4H2 Media Law: Regulating Publications (H) |
| | LL4H3 Media Law: Regulating Newsgathering (H) |
| | LL4S1 Cyberlaw (H) |
| | MC403 Contemporary Issues in Media and Communications Regulation (H) |
| | One of the following half unit courses: |
| | IS581 Digital Convergence and Information Services (H) |
| | MC401 Mediated Resistance and Citizens (H) |
| | MC402 The Audience in Media and Communications (H) |
| | MC404 Political Communication (H) |
| | MC405 Current Issues in Media and Communications (H) |
| | MC407 International Media and The Global South (H) |
| | MC413 Information, Communication and Knowledge Systems (H) |
| | MC418 Theories and Concepts in Media and Communications II (Processes of communication in modern life) |
| | MC421 Critical Approaches to Media, Communication and Development (H) |
| | MC423 Global Media Industries (H) |
| | MC425 Interpersonal Mediated Communication (H) |
| | MC427 Digital Media Futures (H) |
| | PS415 The Social Psychology of Economic Life (H) (n/a 11/12) |
| | Any other half unit paper which is offered in the School at master's level, subject to the consent of the student's teachers |
| 6 | MC499 Dissertation (10,000-12,000 words)* |
| Notes | *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 & Communications (including Qualitative & Quantitative Analysis)* |
| 3 | Courses to the value of one unit from the following: |
| | GI403 Gender and Media Representation (H) |
| | GI408 Cultural Constructions of the Body (H) (n/a 11/12) |
| | GI410 Screening the Present: contemporary cinema and cultural critique (H) |
| | IS418 Digital Convergence and Information Services (H) |
| | IS470 Innovation and Information Systems: Concepts and Perspectives (H) |
| | IS581 Interpretations of Information (H) |
| | LL407 Media and Communications Regulation (H) |
| | LL4H2 Media Law: Regulating Publication (H) |
| | LL4H3 Media Law: Regulating Newsgathering (H) |
| | MC401 Mediated Resistance and Citizens (H) |
| | MC402 The Audience in Media and Communications (H) |
| | MC403 Contemporary Issues in Media and Communications Regulation (H) |
| | MC405 Current Issues in Media and Communications (H) |
| | MC407 International Media and The Global South (H) |
| | MC409 Media, Technology and Everyday Life (H) |
| | MC413 Information, Communication and Knowledge Systems (H) |
| | MC416 Representation in the Age of Globalisation (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)
 MC423 Global Media Industries (H)
 MC424 Media and Communication Governance (H)
 MC425 Interpersonal Mediated Communication (H)
 MC426 Film Theory and World Cinema (H)
 MC427 Digital Media Futures (H)
 MY427 Qualitative Research With Non-Traditional Data (H)
 PS415 The Social Psychology of Economic Life (H) (n/a 11/12)
 PS429 The Social Psychology of Communication
 PS439 Science, Technology and Resistance (H)
 PS447 Psychoanalysis and Communication (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 director.

4 MC499 Dissertation (10,000-12,000 words)*

Notes *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 & Communications (including Qualitative & Quantitative Analysis) (H)
 4 Three half-unit courses from the following ‡ :
 MC401 Mediated Resistance and Citizens (H)
 MC402 The Audience in Media and Communications (H)
 MC405 Current Issues in Media and Communications (H)
 MC407 International Media and The Global South (H)
 MC409 Media, Technology and Everyday Life (H)
 MC413 Information, Communication and Knowledge Systems (H)
 MC418 Theories and Concepts in Media and Communications II (Processes of communication in modern life) (H)
 MC420 Identity, Transnationalism and the Media (H)
 MC423 Global Media Industries (H)
 MC424 Media and Communication Governance (H)
 MC425 Interpersonal Mediated Communication (H)
 MC426 Film Theory and World Cinema (H)
 DV423 Global Political Economy of Development I (H)
 DV424 Global Political Economy of Development II (H)
 DV475 IT and Development
 DV483 Aspects of IT and Socio-economic Development (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) (n/a 11/12)
 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)
 IS479 Information Systems for the Public Sector (H)
 PS418 Social Psychology of Health Communication (H) (n/a 11/12)
 SO445 New Media, Development and Globalisation (H) (n/a 11/12)
 Any other MSc level course which is offered in the School, subject to the consent of the candidate's programme director.

5 MC499 Dissertation: Media and Communications (10,000-12,000 words)*

Notes *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)
 DV432 China in Developmental Perspectives (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 Organisational Behaviour

Full-year programme. Students must take four compulsory half unit courses, a dissertation, and options to the value of one unit as shown.

Paper Course number and title

1 ID435 Organisational Theory (H)
 2 ID436 Advanced and Emerging Topics in Organisational Behaviour (H)
 3 ID430 Organisational Behaviour (H)
 4 ID431 Organisational Change (H)
 5 Courses to the value of one full unit from:
 ID419 Cross Cultural Management (H)
 ID420 Leadership in Organisations: Theory and Practice (H)
 ID423 The Dark Side of the Organisation (H)
 ID433 Negotiation Analysis (H)
 ID434 Managing Diversity in Organisations (H)
 ID437 Reward System: Key Models and Practices (H)
 MG423 Leading Entrepreneurial Organisations in Global Markets (H)
 MG450 Network Structures in Organisations and Markets (H)
 PS428 Knowledge Processes in Organisations (H)
 PS445 Organizational and Social Decision Making (H)
 PS462 Theory and Practice of Organisational Development (H)
 Students wishing to pursue the EROB PhD must take two of the following five Methodology Institute courses:
 MY400 Fundamentals of Social Science Research Design (H)
 MY421 Qualitative Research Methods (H)
 MY451 Introduction to Quantitative Analysis (H)
 MY452 Applied Regression Analysis (H)
 MY455 Multivariate Analysis and Measurement (H)
 6 ID496 Dissertation: Organisational Behaviour

MSc Organisational and Social Psychology

Full-year programme. Students must take two compulsory courses, optional courses to the value of 1.5 units and a dissertation as shown.

Paper	Course number and title
1	PS404 Organisational Social Psychology
2	One of the following: PS457 Fundamental Research Methods for Social Psychology (H) MY421 Qualitative Research Methods (H) MY426 Doing Qualitative Fieldwork (H) MY429 Special Topics in Qualitative Research Methods (H) MY451 Introduction to Quantitative Analysis (H) MY452 Applied Regression Analysis (H) MY455 Multivariate Analysis and Measurement (H) MY456 Survey Methodology (H) MY457 Causal Inference for Observational and Experimental Studies (H) Courses to the value of 1.5 units from the following:
3	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 11/12) PS418 Social Psychology of Health Communication (H) (n/a 11/12) PS421 Issues in Social Psychology: Evolutionary Social Psychology (H) PS428 Knowledge Processes in Organisations (H) PS437 Representations, Institutions and Communities (H) (n/a 11/12) PS438 Corporate Communications (H) PS439 Science, Technology and Resistance (H) PS443 Societal 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) PS456 Consumer Psychology (H) PS460 Inter-cultural Relations and Racism (H) PS462 Theory and Practice of Organisational Development (H) Courses to the value of one half unit from another programme can be taken (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 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 <i>or</i> PH423 Evidence, Objectivity and Policy
3	One of the following: PH400 Philosophy of Science PH405 Philosophy of the Social Sciences PH413 Philosophy of Economics PH416 Philosophy, Morals and Politics (if not already taken) PH423 Evidence, Objectivity and Policy (if not already taken) PH456 Rationality and Choice GV4F6 The Philosophy and Politics of Environmental Change SA4F8 Behavioural Public Policy (H) 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 Philosophy of Science

Full-year programme. Students must take three courses and a dissertation as shown.

Paper	Course number and title
1	PH400 Philosophy of Science <i>or</i> PH423 Evidence Objectivity and Policy
2 & 3	Two of the following: PH400 Philosophy of Science ‡ PH404 Scientific Revolutions: Philosophical and Historical Issues <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
4	PH499 Dissertation History of Science Students must also take PH445 Philosophical Research and Writing Seminar - Philosophy of Science (non-assessed)
Notes	‡ if not taken as Paper 1

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 Scientific Revolutions: Philosophical and Historical Issues PH405 Philosophy of the Social Sciences ‡ PH411 Philosophy of Biological and Cognitive Sciences PH413 Philosophy of Economics ‡ 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

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.

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) DV409 Economic Development Policy DV411 Population and Development: An Analytical Approach (H) DV418 African Development (H) DV423 Global Political Economy of Development I (H)

	DV424 Global Political Economy of Development II (H)
	DV428 Managing Humanitarianism (H)
	DV437 Nationalism, Democracy and Development in Contemporary India (H) (n/a 11/12)
	EH404 India and the World Economy, 1750-1950 (H) (n/a 11/12)
	EH408 International Migration, 1500-2000: from slavery to asylum (H)
	EH412 Research Topics in Economic History A (H)
	EH413 African Economic Development in Historical Perspective (H)
	EH417 Political Economy of Late Industrialisation (H) (n/a 11/12)
	EH418 Research Issues in African Economic Development (H)* (n/a 11/12)
	EH419 Research Topics in Economic History B (H) (n/a 11/12)
	EH423 Japan and Korea as Developing Economics (H) (n/a 11/12)
	EH424 The British Economy in Global Perspective, 1000-2000 (H)
	EH446 Economic Development in East and Southeast Asia (n/a 11/12)
	EH451 Latin American Development: political economy of growth (H)
	EH452 Latin American Development: case-studies in growth, poverty and social change (H)
	EH453 Economic Globalisation: Long-term trends and consequences (H) (n/a 11/12)
	EH466 Labour and Work in Preindustrial Europe (H)
	EH467 Epidemics: epidemic disease in history, 1348-2000 (H) (n/a 11/12)
	EH486 Shipping and Sea Power in Asian Waters c1600-1860 (H)
	EH487 International Economic Institutions since World War I (H)
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	MY452 Applied Regression Analysis (H)
(Must be taken in Term 1. Course can be substituted with an option from paper 6 if a student can demonstrate they have already taken a course with multivariate regression).	
4	GV4G1 Applied Quantitative Methods for Political Science (H)
5	One of the following: GV454 Parties, Elections and Governments (H) (n/a 11/12) 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) (n/a 11/12) 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) GV4F8 Institutions in the Global Economy (H)
6	One half unit course (or if MY452 is not taken under paper 3, courses to the value of one full unit). A second course listed under 5, above DV409 Economic Development Policy* DV431 Development Management* EC453 Political Economy*

EC440 Micro and Macro Economics for Public Policy*
EU429 Economic and Social Policy in 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 Welfare States (H)*
GV441 States and Markets (H)
GV4D4 Comparative Politics of Redistribution in Advanced Democracies (H)
GV4E2 Capitalism and Democracy (H)
GV4E4 Public Budgeting and Financial Management* (n/a 11/12)
GV4E8 Conflict and Institutional Design in Divided Societies (H)
IR407 International Political Economy of the Environment* (n/a 11/12)
IR451 Politics of Money in the World Economy*
IR457 The Politics of International Trade*
IR460 Comparative Political Economy
MY455 Multivariate Analysis and Measurement (H)
MY459 Special Topics in Quantitative Analysis (H)
SA4F7 The Economics of European Social Policy (H)*
SA4F8 Behavioural Public Policy (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.
GV499 Dissertation
* courses with restricted access, which require the approval of the course convenor.

7

Notes

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) SA4M1 Politics of Social Policy: Welfare and Work in Comparative Perspective (H) SO401 Social Research Methods SO420 Globalisation: Economy, Politics and Power (H) SO424 Approaches to Human Rights SO425 Regulation, Risk and Economic Life (n/a 11/12) 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) SO458 Gender and Societies (H) SO461 Racial Formations of Modernity (H) SO463 Contemporary Social Thought SO464 Ethnic and Religious Violence in Post-Colonial Societies (H) (n/a 11/12) SO466 Race and Biopolitics (H) (n/a 11/12)

	SO467 Race, Ethnicity and Migration in Britain (post-1945) (H)	
	SO469 Risk and Governance: A Sociological Approach (H)	
3	SO470 The Sociology of Markets and Economic Life (H)	
	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 (Research)

Full-year programme. Students must take the full-unit course MY4M1 or MY4M2 Foundations of Social Research, GV4G3 Foundations of Political Theory, GV499 Dissertation and two half-unit courses from those listed as papers 1-5 for MSc Political Theory (see MSc Political Theory).

MSc Political Theory

Full-year programme. Students must take 2 course units, a compulsory course (1 unit) and dissertation (1 unit) as shown. Part-time students may take up to four half unit courses in their first year.

Paper	Course number and title
1, 2, 3, 4 & 5	Courses to the value of 2 units but no more than 1.5 units in any one term: GI406 Feminist Political Theory (H) GV408 Contemporary Disputes about Justice (H) GV476 Twentieth-Century European Liberal Thought (H) GV498 Multiculturalism, Nationalism and Citizenship (H) GV4A3 Social Choice Theory and Democracy (H) (n/a 11/12) 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) GV4D7 Dilemmas of Equality (H) (n/a 11/12) GV4F1 The Political Philosophy of John Locke (H) GV4F5 Advanced Political Thinkers (H) GV4F6 The Philosophy and Politics of Environmental Change GV4F7 The Political Theory of Jürgen Habermas (H) GV4G2 Cosmopolitanism: Philosophy, Culture and Politics (H) Students can take courses to the value of one full unit from the following: 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 § GV4G3 Foundations of Political Theory GV499 Dissertation

Notes § means by special permission only.

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	
2	MC404 Political Communication (H) MC408 Theories and Concepts in Media and Communications I (Key concepts and interdisciplinary approaches) (H)
3	

4	MC417 Democracy and the Media (H) MC4M1 Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis) (H)
5	Options to the value of one unit: Media and Communications: MC401 Mediated Resistance and Citizens (H) MC402 The Audience in Media and Communications (H) MC403 Contemporary Issues in Media and Communications Regulation (H) MC407 International Media and The Global South (H) MC413 Information, Communication 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) MC423 Global Media Industries (H) MC424 Media and Communication Governance (H) MC425 Interpersonal Mediated Communication (H) MC426 Film Theory and World Cinema (H) Government: GV427 Democracy in East and South-East Asia (H) GV460 Politics and Policy in Britain (H) * (n/a 11/12) 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 MC499 Dissertation (10,000-12,000 words)**
6	
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: EU420 European Union Law and Government (H) (M) EU423 Greece and the European Union (H) (M) (n/a 11/12) EU424 The Idea of Europe (H) (M) EU425 Interest Representation and Economic Policy-Making in Europe (H) (L) EU426 The West: Identity and Interests (H) (L) EU429 Economic and Social Policy in Mediterranean Europe (H) (M) EU430 Europeanisation: The Comparative Politics of Domestic Change (H) (M) EU431 European Integration from a Global Perspective (H) (L) (n/a 11/12) EU432 The Philosophy of Europe (H) (M) EU434 The Political Economy of Southeast Europe (H) (M) EU436 Law and Governance of the Single European Market (n/a 11/12) 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 Welfare States (H) (L) †
	EU460 European Society and Politics beyond the Nation State (H) (L)
	EU462 Partisanship in Europe (H) (L)
	EU463 European Human Rights Law (H) (L)
	EU464 Migration and Mobility in the European Union (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 11/12)
	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) (M)
	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
	LL4Z5 EU State Aid Law (H) (L)
	MY451 Introduction to Quantitative Analysis (H) (M)
	MY452 Applied Regression Analysis (H) (M or L)
	SA405 European Social Policy
	SA4F7 The Economics of European Social Policy (H) (L)
	SA4M1 Politics of Social Policy: Welfare and Work in Comparative Perspective (H) (L)
	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)
	EU426 The West: Identity and Interests (H) (L)
	EU431 European Integration from a Global Perspective (H) (L) (n/a 11/12)
	EU432 The Philosophy of 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) (n/a 11/12)
	EU457 Ethnic Diversity and International Society (H) (L)
	EU458 Identity, Community and the 'Problem of Minorities' (H) (L)
	EU463 European Human Rights Law (H) (L)
	EU464 Migration and Mobility in the European Union (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
	IR412 International Institutions
	IR431 EU Policy-Making in a Global Context (H) (L) (cannot

be taken with EU421)

IR433 The International Politics of EU Enlargement (H) (L)

IR434 European Defence and Security (H) (M)

IR481 Europe, the US and Arab-Israeli Relations (H) (L) (n/a 11/12)

IR482 Russia and Eurasia: Foreign and Security Policies (n/a 11/12)

MG435 International Business and Governance (H) (L) (n/a 11/12)

MY451 Introduction to Quantitative Analysis (H) (M)

MY452 Applied Regression Analysis (H) (M or L)

Part III: Dissertation

4 EU499 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) GI414 Gender and Social Policy: Theory and Practice (H) GY421 Gender and Development: Geographical Perspectives (H) (n/a 11/12) GY431 Cities, People and Poverty in the South (H) (n/a 11/12) PS418 The Social Psychology of Health Communication (H) (n/a 11/12) SA4H7 Urbanisation and Social Policy in the Global South (H) SA485 Planning for Population and Development (H) SA492 Reproductive Health Programmes: Design, Implementation and Evaluation (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 Public Management and Governance
2	MG415 Policy Analysis, Evaluation and Implementation
3, 4 & 5	Courses to the value of 1.5 units from the following: AC412 Accountability, Organisations and Risk Management (H) AC464 Management Accounting and Financial Accounting: Decisions, Control, Reporting and Disclosure

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)
 GV4E4 Public Budgeting and Financial Management (n/a 11/12)
 ID433 Negotiation Analysis (H)
 IS479 Information Systems for the Public Sector (H)
 IS489 Principles of Privacy and Data Protection (H)
 LL406 Introduction to Regulation (H)
 LL418 European Administrative Law
 LL478 Policing and Police Powers
 MG402 Public Management: A Strategic Approach (H)
 MG423 Leading Entrepreneurial Organisations in Global Markets
 MG425 Global Business Management (H)
 MG437 Business Model Innovation at the 'Base of the Pyramid' (H)
 MG450 Network Structures in Organisations and Markets (H)
 MG482 Aspects of Innovation and Technology Management (H)
 OR405 Advanced Behavioural Decision Making (H)
 OR431 System Dynamics Modelling (H) (n/a 11/12)
 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)
 SA4F7 The Economics of European Social Policy (H)
 SA4F8 Behavioural Public Policy (H)
 SO425 Regulation, Risk, and Economic Life (n/a 11/12)
 SO469 Risk and Governance: A Sociological Approach (H)
 Or a MSc level course which is offered in the School, subject to approval of the academic adviser.
 MG499 Dissertation (H)

6

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: MY4M1 or MY4M2 replace MY451/MY452. Students take one half unit from the list under paper 3.

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)
<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) (n/a 11/12)
 GV483 Public Management Theory and Doctrine (H)
 GV4A2 Citizens' Political Behaviour in Europe: Elections Public Opinion and Identities (H)
 GV4E4 Public Budgeting and Financial Management (n/a 11/12)
 LL406 Introduction to Regulation (H)
 MG402 Public Management: A Strategic Approach (H)
 MN419 Systems Thinking and Strategic Modelling (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)
 GV4F8 Institutions in the Global Economy (H)
 LL407 Media and Communication Regulation (H)
 SA405 European Social Policy
 SA4F8 Behavioural Public Policy (H)
 SA4M1 Politics of Social Policy: Welfare and Work in Comparative Perspective (H)
 Another course with the permission of the programme convenor.

4

Either
 MY451 MY452 Introduction to Quantitative Analysis (H) or
 Applied Regression Analysis (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 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 11/12)
AN439 Anthropology and Human Rights (H) (n/a 11/12)
GI405 Globalising Sexualities (H)
GI407 Globalisation, Gender and Development
GI408 Cultural Constructions of the Body (H) (n/a 11/12)
GV479 Nationalism
GV498 Multiculturalism, Nationalism and Citizenship (H)
HY423 Empire, Colonialism, Globalisation
HY433 Cultural Encounters from the Renaissance to the Modern World (n/a 11/12) |

	HY436 Race, Violence and Colonial Rule in Africa
	IR462 Introduction to International Political Theory (H)
	IR463 The International Political Theory of Human Intervention (H)
	IR464 The Politics of International Law (H)
	PS460 Inter-cultural Relations and Racism (H)
	SO420 Globalisation: Economy, Politics and Power (H)
	SO457 Political Reconciliation (H)
	SO458 Gender and Societies (H)
	SO461 Racial Formations of Modernity (H)
	SO463 Contemporary Social Thought
	SO464 Ethnic and Religious Violence in Post-Colonial Societies (H) (n/a 11/12)
	SO466 Race and Biopolitics (H) (n/a 11/12)
	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) <i>or</i> FM473 Finance I (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 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	GY447 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: GI409 Gender, Globalisation and Development: An Introduction (H) GY409 Gender, Globalisation and Development (H) (n/a 11/12) GY410 Economics of Local and Regional Development (H) GY413 Regional Development and Policy (H) GY415 Local Capacity and Economic Development Policy (H) GY421 Gender and Development: Geographical Perspectives (H) (n/a 11/12) GY430 Contemporary Urbanism GY431 Cities, People and Poverty in the South (H) (n/a 11/12) GY432 Urban Ethnography (H) GY438 Cities and Social Change in East Asia (H) GY439 Cities, Politics and Citizenship (H) GY446 Planning for Sustainable Cities (H) GY447 The Economics of Regional and Urban Planning (H) GY455 Economic Appraisal and Valuation (H) GY460 Techniques of Spatial Economic Analysis GY462 Real Estate Finance (H) GY464 Race and Space (H)

	GY465 Concepts in Environmental Regulation (H)
	GY467 Development, Diaspora and Migration (H)
	GY479 The Urban Revolution (H)
	SA4F9 Housing, Neighbourhoods and Communities (H)
	SO452 Urban Environment (H) (n/a 11/12)
	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 website (see Quick Links to Regional and Urban Planning Studies).

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) GY475 Issues in Environmental Governance (H) IR407 International Political Economy of the Environment * (n/a 11/12) LL4D6 International and European Environmental Law PS439 Science, Technology and Resistance (H) Financial and Commercial Regulation AC490 Management Accounting, Decisions and Control (H) <i>or</i> 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 (n/a 11/12) Social Regulation AN451 Anthropology of Politics <i>or</i> AN456 Anthropology of Economy: production and exchange (H) <i>or</i> AN457 Anthropology of Economy (2): Transformation and Globalisation (H) <i>or</i> AN438 Law in Society: A Joint Course in Anthropology and Law * GY421 Gender and Development: Geographical Perspectives (H) (n/a 11/12) 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) LL430 Competition Law LL451 Cyberlaw (H) LL454 Digital Rights, Privacy and Security (H) (n/a 11/12) LL4Z5 EU State Aid Law (H) Government and Law EU436 Law and Governance of the Single European Market (n/a 11/12) GV477 Comparative Public Policy Change (H) GV481 Political Science and Political Economy (H)

	GV482 Political Science and Political Economy: Advanced Topics (H)
	GV483 Public Management Theory and Doctrine (H)
	LL400 Jurisprudence and Legal Theory
	LL465 Law and Social Theory
	LL474 Modern Legal History
	LL4B9 Corporate and Financial Crime
	SA4F8 Behavioural Public Policy (H)
	SO469 Risk and Governance: A Sociological Approach (H)
4	A course from another programme § <i>Either</i> MY4M1 Foundations of Social Research 1 <i>or</i> MY4M2 Foundations of Social Research 2
5	LL499 Dissertation: MSc Regulation
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 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)
	GY475 Issues in Environmental Governance (H)
	IR407 International Political Economy of the Environment * (n/a 11/12)
	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
	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 (n/a 11/12)
	SO469 Risk and Governance: A Sociological Approach (H)
	Social Regulation
	AN451 Anthropology of Politics <i>or</i>
	AN456 Anthropology of Economy (1): production and exchange (H) <i>or</i>
	AN457 Anthropology of Economy (2): Development, Transformation and Globalisation (H) <i>or</i>
	AN438 Law in Society: A Joint Course in Anthropology and Law *
	GY421 Gender and Development: Geographical Perspectives (H) (n/a 11/12)
	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)

	LL430 Competition Law
	LL451 Cyberlaw (H)
	LL454 Digital Rights, Privacy and Security (H) (n/a 11/12)
	LL4Z5 EU State Aid Law (H)
	Government and Law
	EU436 Law and Governance of the Single European Market (n/a 11/12)
	GV477 Comparative Public Policy Change (H)
	GV481 Political Science and Political Economy (H)
	GV482 Political Science and Political Economy: Advanced Topics (H)
	GV483 Public Management Theory and Doctrine (H)
	LL400 Jurisprudence and Legal Theory
	LL465 Law and Social Theory
	LL474 Modern Legal History
	LL4B9 Corporate and Financial Crime
	SA4F8 Behavioural Public Policy (H)
	SO469 Risk and Governance: A Sociological Approach (H)
	A course from another programme §
	LL499 Dissertation: MSc Regulation
4	
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 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 and Cultural Psychology

Full-year programme. Students are required to take two compulsory courses, optional courses to the value of 1.5 units and a dissertation as shown.

Paper	Course number and title
1	PS400 Contemporary Social and Cultural Psychology
2	One of the following:
	PS457 Fundamental Research Methods for Social Psychology (H)
	MY421 Qualitative Research Methods (H)
	MY426 Doing Qualitative Fieldwork (H)
	MY429 Special Topics in Qualitative Research Methods (H)
	MY451 Introduction to Quantitative Analysis (H)

	MY452 Applied Regression Analysis (H)
	MY455 Multivariate Analysis and Measurement (H)
	MY456 Survey Methodology (H)
	MY457 Causal Inference for Observational and Experimental Studies (H)
3	Courses to the value of 1.5 units from the following: GI405 Globalising Sexualities (H) GI408 Cultural Constructions of the Body (H) (n/a 11/12) PS410 Social Representations (H) PS411 Current Communication Research (H) PS415 The Social Psychology of Economic Life (H) (n/a 11/12) PS418 Social Psychology of Health Communication (H) (n/a 11/12) PS421 Issues in Social Psychology: Evolutionary Social Psychology (H) PS428 Knowledge Processes in Organisations (H) PS437 Representations, Institutions and Communities (H) (n/a 11/12) PS438 Corporate Communications (H) PS439 Science, Technology and Resistance (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) PS456 Consumer Psychology (H) PS460 Inter-cultural Relations and Racism (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.

MSc Social and Public Communication

Full year programme. Students are required to take two compulsory courses, optional courses to the value of 1.5 units and a dissertation as shown.

Paper	Course number and title
1	PS429 The Social Psychology of Communication
2	One of the following: PS457 Fundamental Research Methods for Social Psychology (H) MY421 Qualitative Research Methods (H) MY426 Doing Qualitative Fieldwork (H) MY429 Special Topics in Qualitative Research Methods (H) MY451 Introduction to Quantitative Analysis (H) MY452 Applied Regression Analysis (H) MY455 Multivariate Analysis and Measurement (H) MY456 Survey Methodology (H) MY457 Causal Inference for Observational and Experimental Studies (H)
3	Courses to the value of 1.5 units 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 11/12) PS418 Social Psychology of Health Communication (H) (n/a 11/12) PS421 Issues in Social Psychology: Evolutionary Social Psychology (H) PS428 Knowledge Processes in Organisations (H) PS437 Representations, Institutions and Communities (H) (n/a 11/12) PS438 Corporate Communications (H) PS439 Science, Technology and Resistance (H)

	PS443 Societal 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)
	PS456 Consumer Psychology (H)
	PS460 Inter-cultural Relations and Racism (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.

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) <i>or</i> MY452 Applied Regression Analysis (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 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 (1): Production and Exchange (H) AN457 Anthropology of Economy (2): Development, 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) (n/a 11/12) AN420 The Anthropology of South-East Asia (H) AN421 The Anthropology of Industrialisation and Industrial Life (H) AN424 The Anthropology of Melanesia (H) (n/a 11/12) AN429 The Anthropology of Southern Africa (H) (n/a 11/12) AN436 The Anthropology of Development (H) (n/a 11/12) 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 11/12) AN444 Investigating the Philippines- New Approaches and Ethnographic Contexts (H) (n/a 11/12) AN447 China in Comparative Perspective AN453 The Anthropology of India (H) (n/a 11/12) AN458 Children and Youth in Contemporary Ethnography

- (H) (n/a 11/12)
 AN459 Anthropology and Media (H)
 AN461 Anthropological Approaches to Questions of Being (H) (n/a 11/12)
 AN462 The Anthropology of Post-Soviet Eurasia (H)
 AN463 The Anthropology of Borders and Boundaries (H) (n/a 11/12)
 AN464 Ethnography of a Selected Region (H) (n/a 11/12)
 AN465 Medical Anthropology (H) (n/a 11/12)
 AN467 The Anthropology of South Asia (H) (n/a 11/12)
 AN468 The Anthropology of Schooling (H)
 AN499 Dissertation
- Notes** *means subject to agreement of the MSc Law, Anthropology and Society Programme Director.

MSc Social Anthropology (Learning and Cognition)

Full-year programme. Students take two compulsory courses, options to the value of one unit and a dissertation as shown.

Paper	Course number and title
1	AN437 Anthropology of Learning and Cognition
2	AN404 Anthropology: Theory and Ethnography
3	Any full unit, or any two half unit Anthropology courses.
4	AN499 Dissertation

MSc Social Policy (Research)

Full-year programme. Students take two compulsory courses, one unit of options and a dissertation.

Paper	Course number and title
1	SA451 Social Policy Research
2	MY4M1 or MY4M2 Foundations of Social Research 1 and 2
3	Either SA471 Dissertation- Social Policy and Planning
4	Courses to the value of one full unit from the following: GI414 Gender and Social Policy: Theory and Practice (H) GI415 Gender and European Welfare States (H) MY426 Doing Qualitative Fieldwork (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 Planning for Population and Development (H) SA488 Social Policy: Goals and Issues (H) SA493 Demography of the Developing World (H) SA4B4 Child Rights, Child Poverty and Development (n/a 11/12) 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) SA4C9 Social Policy - Organization and Innovation (H) SA4D5 Social Rights and Human Welfare (H) SA4E6 Rural Development and Social Policy (H) SA4F7 The Economics of European Policy (H) SA4F8 Behavioural Public Policy (H) SA4F9 Housing, Neighbourhoods and Communities (H) SA4G8 The Third Sector (H) SA4H7 Urbanisation and Social Policy in the Global South (H) SA4L3 Happiness and Public Policy (H) SA4M1 Politics of Social Policy: Welfare and Work in Comparative Perspective (H) SA4X6 Welfare Analysis and Measurement

A course from another programme, with the permission of your tutor, the MSc Programme Director and the Course Tutor.

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) 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) SA4F1 Migration: Population Trends and Policies (H) SA4F7 The Economics of European Policy (H) SA4F8 Behavioural Public Policy (H) GI407 Globalisation, Gender and Development GY438 Cities and Social Change in East Asia (H) GY467 Development, Diaspora and Migration (H) GY479 The Urban Revolution (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
	Compulsory courses
1	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: GI414 Gender and Social Policy: Theory and Practice (H) GI415 Gender and European Welfare States (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 SA4B4 Child Rights, Child Poverty and Development (n/a 11/12) 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) SA4F7 The Economics of European Policy (H) SA4G8 The Third Sector (H) SA4M1 Politics of Social Policy: Welfare and Work in Comparative Perspective (H) SA4X6 Welfare Analysis and Measurement

	SO409 Crime and Society: Concepts and Method (n/a 11/12)
	SA4L3 Happiness and Public Policy (H)
	GY454 Urban Policy and Planning (H)
	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 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: MY451 Introduction to Quantitative Analysis (H) MY452 Applied Regression Analysis (H) MY455 Multivariate Analysis and Measurement (H) or courses in Statistics to the value of one full unit §
2	MY400 Fundamentals of Social Science Research Design (H) <i>and</i> MY421 Qualitative Social Research: Interview, Text and Image (H)
3	MY499 Dissertation (August)
Notes	§ means by special permission only.

Part 2 Disciplinary Streams

Sociology

Courses to the value of one full unit from the following:

MY426 Doing Qualitative Fieldwork (H)
MY427 Qualitative Research With Non-Traditional Data (H)
SO407 Politics and Society
SO409 Crime and Society: Concepts and Method (n/a 11/12)
SO438 Sociology of Employment I: Social Relations at Work (H) (n/a 11/12)
SO439 Sociology of Employment II: Contemporary Management and Globalisation (H) (n/a 11/12)
SO458 Gender and Societies (H)
Courses to the value of one unit from the Methodology options list (below)

Social Psychology

Courses to the value of one full unit from the following:
MC402 The Audience in Media and Communications (H)
MY427 Qualitative Research With Non-Traditional Data (H)
PS404 Organisational Social Psychology
PS411 Current Communication Research (H)
PS415 The Social Psychology of Economic Life (H) (n/a 11/12)
PS418 Social Psychology of Health Communication (H) (n/a 11/12)
PS437 Representations, Institutions and Communities (H) (n/a 11/12)
PS439 Science, Technology and Resistance (H)
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)
Courses to the value of one unit from the Methodology options list (below)

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
Courses to the value of one unit from the Methodology

options list (below)

Social Policy

SA451 Social Policy Research

Courses to the value of one unit from the Methodology options list (below)

Statistics

Any approved Graduate level courses in Statistics to the value of one unit, for example:

MY459 Special Topics in Quantitative Analysis (H)

MY456 Survey Methodology (H)

MY457 Causal Inference for Observational and Experimental Studies (H)

ST416 Multilevel and Longitudinal Modelling (H)

ST425 Statistical Inference: Principles, Methods and Computation

Courses to the value of one unit from the Methodology options list (below)

Decision and Policy Sciences

Any half unit in MSc Decision Sciences, subject to timetabling constraints, and as approved by the course tutor.

Courses to the value of one unit from the Methodology options list (below)

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.

Courses to the value of one unit from the Methodology options list (below)

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.

Courses to the value of one unit from the Methodology options list (below)

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.

Courses to the value of one unit from the Methodology options list (below)

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)

GI415 Gender and European Welfare States (H)

SA485 Planning for Population and Development (H)

SA492 Reproductive Health Programmes: Design, Implementation and Evaluation (H)

SA493 Demography of the Developing World (H)

SA4D1 Health and Population in Contemporary Developed Societies (H)

SA4D2 Health and Population in Developing and Transitional Societies (H)

Methodology options list

MY400 Fundamentals of Social Science Research Design (H)

MY421 Qualitative Research Methods (H)

MY427 Qualitative Research With Non-Traditional Data (H)

MY429 Special Topics in Qualitative Research Methods (H)

MY451 Introduction to Quantitative Analysis (H)

MY452 Applied Regression Analysis (H)

MY455 Multivariate Analysis and Measurement (H)

MY456 Survey Methodology (H)

MY457 Causal Inference for Observational and Experimental Studies (H)

MY459 Special Topics in Quantitative Analysis (H)

Or any other course approved by the tutor *

*means by special permission only

Notes

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	MY451 Introduction to Quantitative Analysis(H)
3	MY452 Applied Regression Analysis (H)
4	Sociology option(s) to the value of one unit
5	SO499 Dissertation

MSc Sociology

Full-year programme. Students must take courses to the value of three units 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) (n/a 11/12) GV479 Nationalism SO407 Politics and Society SO409 Crime and Society: Concepts and Method (n/a 11/12) SO420 Globalisation: Economy, Politics and Power (H) SO424 Approaches to Human Rights SO425 Regulation, Risk and Economic Life (n/a 11/12) 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) (n/a 11/12) SO439 Sociology of Employment II: Contemporary Management and Globalisation (H) (n/a 11/12) SO445 New Media, Development and Globalisation (H) (n/a 11/12) SO447 Topics in Race, Ethnicity and Postcolonial Studies SO451 Cities by Design (H) SO454 Families in Contemporary Societies: a Life Course Perspective (H) SO457 Political Reconciliation (H) SO458 Gender and Societies (H) SO461 Racial Formations of Modernity (H) SO463 Contemporary Social Thought SO464 Ethnic and Religious Violence in Post-Colonial Societies (H) (n/a 11/12) SO466 Race and Biopolitics (H) (n/a 11/12) SO467 Race, Ethnicity and Migration in Britain (post-1945) (H) SO469 Risk and Governance: A Sociological Approach (H) SO470 The Sociology of Markets and Economic Life (H) SO499 Dissertation
4	

MSc Sociology (Contemporary Social Thought)

1	SO463 Contemporary Social Thought
2 & 3	Courses to the value of two units from the following: SO426 Classical Social Thought (H) SO427 Modern Social Thought (H) SO433 Cultural Theory (H) Other options from the Department of Sociology and approved outside options.
4	SO499 Dissertation

MSc Sociology (Economic Sociology)

1	SO430 Economic Sociology (H)
2 & 3	Optional courses to the value of 2.5 units from the following: SO420 Approaches to Globalisation SO438 Sociology of Employment I: Social Relations at Work (H) (n/a 11/12) SO439 Sociology of Employment II: Contemporary Management and Globalisation (H) (n/a 11/12) SO469 Risk and Governance: A Sociological Approach (H) SO470 The Sociology of Markets and Economic Life (H)

Other options from the Department of Sociology and approved outside options.
SO499 Dissertation

4

MSc Statistics (Research)

Full-year programme. Students must take courses to the value of three full units and a dissertation.

Paper	Course number and title
1	ST425 Statistical Inference: Principles, Methods and Computation
2	ST499 Dissertation
3 and 4	Courses to the value of two full units from the following: ST405 Multivariate Methods (H) ST409 Stochastic Processes (H) ST411 Generalised Linear Modelling and Survival Analysis (H) ST415 Research Design for Experimental and Observational Studies (H) (n/a 11/12) ST416 Multilevel and Longitudinal Modelling (H) ST418 Non-linear Dynamics and the Analysis of Real Time Series (H) ST421 Developments in Statistical Methods (H) ST422 Time Series (H) ST435 Advanced Probability Theory (H) EC484 Econometric Analysis MY400 Fundamentals of Social Science Research Design (H) MY457 Causal Inference for Observational and Experimental Studies (H) MY459 Special Topics in Quantitative Analysis (H) OR406 Mathematical Programming: Theory and Algorithms (H) SA481 Population Analysis: Methods and Models (H) Other non-ST course(s) (to the value of one unit, with permission) This programme is externally accredited by the RSS. Further information is available on the Department of Statistics website.

MSc Statistics

Academic-year programme. Students must take courses to the value of four full units.

Paper	Course number and title
1	ST425 Statistical Inference: Principles, Methods and Computation
2-4	Courses to the value of three full unit from the following: ST405 Multivariate Methods (H) ST409 Stochastic Processes (H) ST411 Generalised Linear Modelling and Survival Analysis (H) ST415 Research Design for Experimental and Observational Studies (H) (n/a 11/12) ST416 Multilevel and Longitudinal Modelling (H) ST418 Non-linear Dynamics and the Analysis of Real Time Series (H) ST421 Developments in Statistical Methods (H) ST422 Time Series (H) ST435 Advanced Probability Theory (H) EC484 Econometric Analysis MY456 Survey Methodology (H) MY457 Causal Inference for Observational and Experimental Studies (H) MY459 Special Topics in Quantitative Analysis (H) OR406 Mathematical Programming: Theory and Algorithms (H) SA481 Population Analysis: Methods and Models (H) Other non-ST course(s) (to the value of one unit, with permission) 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 courses to the value of four units, including a dissertation as shown.

Paper	Course number and title
1	One course from the following list: HY400 Crisis Decision-Making in War and Peace, 1914-1991 HY422 Presidents, Public Opinion and Foreign Policy: From Roosevelt to Reagan, 1933-1989 HY429 Anglo-American Relations from World War to Cold War HY435 Political Islam: From Ibn Taymiyya to Osama bin Laden HY436 Race, Violence and Colonial Rule in Africa
2	Courses to the value of one unit: IR411 Foreign Policy Analysis IR412 International Institutions IR415 Strategic Aspects of International Relations IR416 The EU in the World IR418 International Politics: Asia and the Pacific IR419 International Relations of the Middle East IR422 Conflict and Peace Studies IR429 Economic Diplomacy IR431 European Policy-making in a Global Context (H) IR462 Introduction to International Political Theory (H) IR463 The International Political Theory of Humanitarian Intervention (H) IR464 The Politics of International Law (H) IR466 Genocide (H) IR481 Europe, the US and Arab-Israeli Relations (H) (n/a 11/12) IR482 Russia and Eurasia: Foreign and Security Policies (n/a 11/12)
3	One course from the following list: HY411 European Integration in the Twentieth Century HY426 The European Enlightenment, c 1680-1799 HY432 From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1999 HY433 Cultural Encounters from the Renaissance to the Modern World (n/a 11/12) HY434 The Rise and Fall of Communism in Europe 1917-1990 HY438 Western Intellectuals and the Challenge of Totalitarianism HY439 War Cultures, 1890-1945 (n/a 11/12) HY440 The Emergence of Modern Iran: State, Society and Diplomacy HY451 Persecution in Europe: From Witch-Hunts to Ethnic Cleansing (n/a 11/12) HY461 East Asia in the Age of Imperialism, 1839-1945 HY463 The Origins of the Cold War, 1917-1962 HY464 Crises and Detente in the Cold War, 1962-1975 (n/a 11/12) HY465 The International History of the Balkans since 1939: State Projects, Wars, and Social Conflict HY467 Media and politics, 1890-c.1970/80 (UK, Germany and the US) EH451 Latin American Development: political economy of growth (H) EH452 Latin American Development: case-studies in growth, poverty and social change (H) EU426 The West: Identity and Interests (H) GV479 Nationalism A further course from the paper 2 selection list A further course from the paper 1 selection list (subject to approval by the programme director)
4	HY499 Dissertation

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	Students choose courses to the value of 1 unit from: DV400 Development: History, Theory and Policy DV407 Poverty (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) * DV433 The Informal Economy and Non-State Governance (H)
3	Courses to the value of 1 unit from the following: GY421 Gender and Development: Geographical Perspectives (H) (n/a 11/12) GY430 Contemporary Urbanism GY431 Cities, People and Poverty in the South (H) (n/a 11/12) GY432 Urban Ethnography (H) GY438 Cities and Social Change in East Asia (H) GY439 Cities, Politics and Citizenship (H) GY446 Planning for Sustainable Cities (H) GY455 Economic Appraisal and Valuation (H) GY464 Race and Space (H) GY467 Development, Diaspora and Migration (H) GY468 Environment and Development: Sustainability, Technology and Business (H) GY469 Environment and Development: Resources, Institutions and the Global South (H) GY479 The Urban Revolution (H) Other urban and/or development courses available in the School as approved by the programme director GY499 Dissertation on an approved topic
4	*Capped course with priority for International Development students so admission not guaranteed. In exceptional cases it may be possible to make alternative choices for papers 2 & 3 with the approval of the Programme Director.

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 11/12) means not available in the 2011/12 academic year
(M) means Michaelmas Term
(L) means Lent Term
(S) means Summer Term

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

Twenty-two month programme. Students take the first year at Columbia University, and the second year at the LSE as follows: Optional courses to the value of three full units, a dissertation and a language course as shown:

Paper	Course number and title
1	HY458 LSE-Columbia University Double Degree Dissertation
2, 3, & 4	Courses to the value of three full units from the following: International History HY400 Crisis Decision-Making in War and Peace, 1914-1991 HY411 European Integration in the Twentieth Century HY422 Presidents, Public Opinion, and Foreign Policy: From Roosevelt to Reagan, 1933-1989 HY423 Empire, Colonialism and Globalisation HY424 The Napoleonic Empire: The Making of Modern Europe? HY426 The European Enlightenment, c.1680-1799 HY429 Anglo-American Relations from World War to Cold War, 1939-91 HY432 From Cold Warriors to Peacemakers: The End of the Cold War Era, 1979-1999 HY433 Cultural Encounters From the Renaissance to the Modern World (n/a 11/12) HY434 The Rise and Fall of Communism in Europe, 1917-1990 HY435 Political Islam: From Mohamed Abduh to Osama bin Laden HY436 Race, Violence and Colonial Rule in Africa HY438 Western Intellectuals and the Challenge of Totalitarianism HY439 War Cultures, 1890-1945 (n/a 11/12) HY440 The Emergence of Modern Iran: State, Society and Diplomacy HY451 Persecution in Europe: from Witch-hunts to Ethnic Cleansing (n/a 11/12) HY461 East Asia in the Age of Imperialism, 1839-1945 HY463 The Origins of the Cold War, 1917-1962 HY464 Crises and Détente in the Cold War, 1962-1979 (n/a 11/12) HY465 The International History of the Balkans since 1939: State Projects, Wars, and Social Conflict HY467 Media and politics, 1890-c.1970/80 (UK, Germany and the US) Economic History EH404 India and the World Economy (H) (n/a 11/12) EH408 International Migration, 1500-2000: from Slavery to Asylum (H) EH413 African Economic Development in Historical Perspective (H) EH418 Research Issues in African Economic History (H) (n/a 11/12)

EH451 Latin American Development: political economy of growth (H)
 EH452 Latin American Development: case-studies in growth, poverty and social change (H)
 EH466 Labour and Work in Preindustrial Europe (H)
 EH467 Epidemics: epidemic disease in history, 1348-2000 (H) (n/a 11/12)
 EH477 History of Economics: from Moral Philosophy to Social Science
 EH485 Scientific, Technical and Useful Knowledge from Song China to the Industrial Revolution (H) (n/a 11/12)
 EH486 Shipping and Sea Power in Asian Waters, c1600-1860 (H)

Regarding Economic History (EH) courses only: it may be possible to take further options among EH courses with the agreement of the course teacher responsible and the Academic Coordinator of the Double Degree. One of the above may be replaced by a further course from other LSE departments (subject to agreement with tutor and teacher responsible for the course).

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

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

LSE-PKU Double 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 IR411 Foreign Policy Analysis III IR412 International Institutions IR415 Strategic Aspects of International Relations IR416 The EU in the World IR418 International Politics: Asia and the Pacific 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) IR434 European Defence and Security (H) IR445 Chinese Foreign and Security Policy IR451 Politics of Money in the World Economy IR457 The Political Economy of International Trade IR460 Comparative Political Economy
3	Course(s) to the value of one full unit from the list below, not already taken under paper 2: IR411 Foreign Policy Analysis III IR412 International Institutions IR415 Strategic Aspects of International Relations IR416 The EU in the World IR418 International Politics: Asia and the Pacific 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)
IR434	European Defence and Security (H)
IR445	Chinese Foreign and Security Policy
IR451	Politics of Money in the World Economy†
IR457	The Political Economy of International Trade
IR460	Comparative Political Economy
GV479	Nationalism
HY411	European Integration in the Twentieth Century
HY422	President, Public Opinion and Foreign Policy: from Roosevelt to Reagan 1933-89
HY423	Empire, Colonialism and Globalization
HY429	Anglo-American Relations from World War to Cold War, 1939-91
HY432	From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1999
HY434	The Rise and Fall of Communism in Europe, 1917-1990
HY435	Political Islam: From Ibn Taymiyya to Osama bin Laden
HY436	Race, Violence and Colonial Rule in Africa
HY438	Western Intellectuals and the Challenge of Totalitarianism
HY439	War Cultures, 1890-1945 (n/a 11/12)
HY440	The Emergence of Modern Iran: State, Society and Diplomacy
HY461	East Asia in the Age of Imperialism, 1839-1945
HY463	The Origins of the Cold War, 1917-1962
HY464	Crises and Detente in the Cold War, 1962-1979 (n/a 11/12)
HY465	The International History of the Balkans since 1939: State Projects, Wars, and Social Conflict
HY467	Media and politics, 1890-c.1970/80 (UK, Germany and the US)
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 Local Economic Development; *or* MSc Regional and Urban Planning Studies; *or* MSc Urbanisation and Development as follows:

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 Topics in Local Economic Development (H)
2	GY408 Local Economic Development and Policy and GY413 Regional Development and Policy (H)
3	Elements to the value of 1 unit from the following list: 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 GY428 Applied Quantitative Methods (H) GY431 Cities, People and Poverty in the South (H) (n/a 11/12) GY438 Cities and Social Change in East Asia (H) GY445 Urban Policy and Practice in the South GY447 The Economics of Regional and Urban Planning (H) GY460 Techniques of Spatial Economic Analysis (H) GY465 Concepts in Environmental Regulation (H) GY475 Issues in Environmental Governance (H) MY452 Applied Regression Analysis (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	GY447 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: GI409 Gender, Globalisation and Development: An Introduction (H) GY409 Gender, Globalisation and Development (H) (n/a 11/12) GY410 Economics of Local and Regional Development (H) GY413 Regional Development and Policy (H) GY415 Local Capacity and Economic Development Policy (H) GY421 Gender and Development: Geographical Perspectives (H) (n/a 11/12) GY430 Contemporary Urbanism GY431 Cities, People and Poverty in the South (H) (n/a 11/12) GY432 Urban Ethnography (H) GY438 Cities and Social Change in East Asia (H) GY439 Cities, Politics and Citizenship (H) GY446 Planning for Sustainable Cities (H) GY455 Economic Appraisal and Valuation (H) GY460 Techniques of Spatial Economic Analysis GY462 Real Estate Finance (H) GY464 Race and Space (H) GY465 Concepts in Environmental Regulation (H) GY467 Development, Diaspora and Migration (H) GY479 The Urban Revolution (H) SA4F9 Housing, Neighbourhoods and Communities (H) SO452 Urban Environment (H) (n/a 11/12) SO465 City-making: the Politics of Urban Form (H) A half-unit course from another programme at the discretion of the Programme Director § GY450 Planning Practice and Research (non-assessed but compulsory)
5	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 website (see Quick Links to Regional and Urban Planning Studies).

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	Students choose courses to the value of 1 unit from: DV400 Development: History, Theory and Policy DV407 Poverty (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) * DV433 The Informal Economy and Non-State Governance (H)
3	Courses to the value of 1 unit from the following: GY421 Gender and Development: Geographical Perspectives (H) (n/a 11/12) GY430 Contemporary Urbanism GY431 Cities, People and Poverty in the South (H) (n/a 11/12) GY432 Urban Ethnography (H) GY438 Cities and Social Change in East Asia (H) GY439 Cities, Politics and Citizenship (H)

	GY446 Planning for Sustainable Cities (H)
	GY455 Economic Appraisal and Valuation (H)
	GY464 Race and Space (H)
	GY467 Development, Diaspora and Migration (H)
	GY468 Environment and Development: Sustainability, Technology and Business (H)
	GY469 Environment and Development: Resources, Institutions and the Global South (H)
	GY479 The Urban Revolution (H)
	Other urban and/or development courses available in the School as approved by the programme director
4	GY499 Dissertation on an approved topic
Notes	*Capped course with priority for International Development students so admission not guaranteed. In exceptional cases it may be possible to make alternative choices for papers 2 & 3 with the approval of the Programme Director.

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	Courses to the value of two full units: DV413 Environmental Problems, Politics and Development (H) and DV415 Global Environmental Governance (H) EU426 The West: Identity and Interests (H) EU431 European Integration from a Global Perspective (H) (n/a 11/12) EU435 History and Theory of European Integration (H) EU437 Europe Beyond Modernity (H) EU438 Turkey: Political Economy and European Integration (H) GI413 Gender and Militarisation (H) GV479 Nationalism IR411 Foreign Policy Analysis III IR412 International Institutions IR415 Strategic Aspects of International Relations IR416 The EU in the World IR418 International Politics: Asia and the Pacific 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) IR434 European Defence and Security (H) IR437 Postcolonial Perspectives in International Relations (H) IR438 Theory of International Society: English School Texts (H) (n/a 11/12) IR445 Chinese Foreign and Security Policy IR461 Islam in International Relations: From Al-Andalus to

	Afghanistan
	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 (n/a 11/12)
	IR466 Genocide (H)
	IR481 Europe, the US and Arab-Israeli Relations (H) (n/a 11/12)
	IR482 Russia and Eurasia: Foreign and Security Policies (n/a 11/12)
	LL4A6 Climate Change: Ethics, Development and International Law (H)
	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.

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	Courses to the value of two half units from: EU438 Turkey: Political Economy and European Integration (H) IR407 International Political Economy of the Environment (n/a 11/12) IR429 Economic Diplomacy IR445 Chinese Foreign and Security Policy 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 Europe (H) EU443 European Models of Capitalism (H)

3	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 Welfare States (H)
3	SA4F7 The Economics of European Social Policy (H)
	Courses to the value of one full unit from the following:
3	Institutions, Politics and Policies of the EU:
	EU420 European Union Law and Government (H)
3	EU421 Policy-Making in the European Union (H)
	EU429 Economic and Social Policy in Mediterranean Europe (H)
3	EU430 Europeanization: The Comparative Politics of Domestic Change (H)
	EU436 Law and Governance of the Single European Market (n/a 11/12)
3	EU439 Political and Fiscal Integration and Disintegration in EU Member States (H)
	EU464 Migration and Mobility in the European Union (H)
3	SA4M1 Politics of Social Policy: Welfare and Work in Comparative Perspective (H)
	European Identity and Ideas:
3	EU424 The Idea of Europe (H)
	EU426 The West: Identity and Interests (H)
3	EU432 The Philosophy of Europe (H)
	EU437 Europe Beyond Modernity (H)
3	EU447 Democracy, Ideology and the European State (H)
	EU448 Minorities and Migration in Europe (H) (n/a 11/12)
3	GV4A5 Public Policy Responses to International Migration (H)
	Regional courses:
3	EU423 Greece and the European Union (H) (n/a 11/12)
	EU434 The Political Economy of Southeast Europe (H)
3	EU438 Turkey: Political Economy and European Integration (H)
	EU440 Greece and South-East Europe: Government, Economy and Foreign Policy (H)
3	EU461 Economic History of Southeastern Europe and the Middle East, 1820-1970 (H)
	Courses from 2B above not already taken
3	*A half unit from another MSc programme
	EU499 Dissertation
4	*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	EU424 The Idea of Europe (H)
1	either
	EU447 Democracy, Ideology and the European State (H)
1	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
2	European Politics and Economics
	EU426 The West: Identity and Interests (H)
2	EU430 Europeanization: The Comparative Politics of Domestic Change (H)
	EU432 The Philosophy of Europe (H)
2	EU437 Europe Beyond Modernity (H)
	EU439 Political and Fiscal Integration and Disintegration in EU Member States (H)
2	EU443 European Models of Capitalism (H)
	EU462 Partisanship in Europe (H)
2	HY411 European Integration in the Twentieth Century

Citizenship and Diversity

EU448 Minorities and Migration in Europe (H) (n/a 11/12)
EU457 Ethnic Diversity and International Society (H)
EU460 European Society and Politics beyond the Nation State (H)
EU463 European Human Rights Law (H)

The European Union

EU420 European Union Law and Government (H)
EU421 Policy-Making in the European Union (H)
EU464 Migration and Mobility in the European Union (H)
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

GV439 Government and Politics in Eastern Europe (H)
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)

The European Union

EU425 Interest Representation and Economic Policy-Making in Europe (H)
SA4F7 The Economics of European Social Policy (H)

Area Studies

EU423 Greece and the European Union (H) (n/a 11/12)
EU429 Economic and Social Policy in 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, 1820-1970 (H)
GV4B9 The Second Europe (H)

European History and Philosophy

GV476 Twentieth-Century European Liberal Thought (H)
GV4B6 Kant's Political Philosophy (H)
GV4F7 The Political Theory of Jürgen Habermas (H)
HY426 The European Enlightenment, c1680-1799
PH404 Scientific Revolutions: Philosophical and Historical Issues
PH405 Philosophy of the Social Sciences
PH413 Philosophy of Economics
A course from a relevant programme
EU499 Dissertation

4

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:
EU420 European Union Law and Government (H) (M)
EU423 Greece and the European Union (H) (M) (n/a 11/12)
EU424 The Idea of Europe (H) (M)
EU425 Interest Representation and Economic Policy-Making in Europe (H) (L)
EU426 The West: Identity and Interests (H) (L)
EU429 Economic and Social Policy in Mediterranean Europe (H) (M)
EU430 Europeanisation: The Comparative Politics of Domestic Change (H) (M)
EU431 European Integration from a Global Perspective (H) (L) (n/a 11/12)

EU432 The Philosophy of Europe (H) (M)
 EU434 The Political Economy of Southeast Europe (H) (M)
 EU436 Law and Governance of the Single European Market (n/a 11/12)
 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 Welfare States (H) (L) †
 EU460 European Society and Politics beyond the Nation State (H) (L)
 EU462 Partisanship in Europe (H) (L)
 EU463 European Human Rights Law (H) (L)
 EU464 Migration and Mobility in the European Union (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 11/12)
 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) (M)
 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
 LL4Z5 EU State Aid Law (H) (L)
 MY451 Introduction to Quantitative Analysis (H) (M)
 MY452 Applied Regression Analysis (H) (M or L)
 SA405 European Social Policy
 SA4F7 The Economics of European Social Policy (H) (L)
 SA4M1 Politics of Social Policy: Welfare and Work in Comparative Perspective (H) (L)

Stream 2 - The International Relations of Europe

IR416 The EU in the World

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)
 EU426 The West: Identity and Interests (H) (L)
 EU431 European Integration from a Global Perspective (H) (L) (n/a 11/12)
 EU432 The Philosophy of 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) (n/a 11/12)
 EU457 Ethnic Diversity and International Society (H) (L)
 EU458 Identity, Community and the 'Problem of Minorities' (H) (L)
 EU463 European Human Rights Law (H) (L)
 EU464 Migration and Mobility in the European Union (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
 IR412 International Institutions
 IR431 EU Policy-Making in a Global Context (H) (L) (cannot be taken with EU421)
 IR433 The International Politics of EU Enlargement (H) (L)
 IR434 European Defence and Security (H) (M)
 IR481 Europe, the US and Arab-Israeli Relations (H) (L) (n/a 11/12)
 IR482 Russia and Eurasia: Foreign and Security Policies (n/a 11/12)
 MG435 International Business and Governance (H) (L) (n/a 11/12)
 MY451 Introduction to Quantitative Analysis (H) (M)
 MY452 Applied Regression Analysis (H) (M or L)

Part III: Dissertation

4 EU499 Dissertation

Notes † Students who wish to take this course must seek approval from the convenor of the 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, Roskilde, Vienna, or Wrocław. 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, a dissertation and optional courses. Students taking year one of the programme at LSE will need to complete EH479 (6,000 word dissertation) and take one unit of options; students taking year two at LSE will complete EH480 (10,000 word dissertation) and 0.5 units of options.

Paper Course number and title

- | | |
|-----|--|
| 1 | EH481 Economic Change in Global History: Approaches and Analysis (H) |
| 2&3 | Two of the following:
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
EH479 Dissertation: Global History (H) <i>and</i> courses to the value of one full unit from the following (if not already taken under paper 2)
Or
EH480 Dissertation: MSc Global History <i>and</i> courses to the value of 0.5 units from the following (if not already taken under paper 2):
EH402 Research Design and Quantitative Methods in Economic History (H)
EH404 India and the World Economy (H) (n/a 11/12)
EH408 International Migration, 1500-2000: from slavery to asylum (H)
EH412 Research Topics in Economic History A (H)
EH413 African Economic Development in Historical Perspective (H)
EH417 Political Economy of Late Industrialisation (H) (n/a 11/12)
EH418 Research Issues in African Economic History* (H) (n/a 11/12)
EH419 Research Topics in Economic History B (H) (n/a 11/12)
EH422 Topics in Quantitative Economic History
EH423 Japan and Korea as Developing Economies (H) (n/a 11/12)
EH424 Research Topics in Economic History II: The British Economy in Global Perspective, 1000-2000 (H)
EH426 Quantitative Topics in Economic History I: Cross-section and Panel Data (H)** |

EH427 Quantitative Topics in Economic History II: Time Series and Economic Dynamics (H)**
 EH446 Economic Development of East and Southeast Asia (n/a 11/12)
 EH447 Great Depressions in Economic History (H)
 EH451 Latin American Development: political economy of growth (H)
 EH452 Latin American Development: case-studies in growth, poverty and social change (H)
 EH453 Economic Globalisation: Long-term trends and consequences (H) (n/a 11/12)
 EH463 The Long-Run Analysis of Firms and Industries (H) (n/a 11/12)
 EH464 The Historical Context of Business (H)
 EH466 Labour and Work in Preindustrial Europe (H)
 EH467 Epidemics: epidemic disease in history, 1348-2000 (H) (n/a 11/12)
 EH475 The Rise and Decline of Economic Policy in Twentieth Century Western Europe
 EH477 History of Economics: From Moral Philosophy to Social Science
 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
 EH485 Scientific, Technical and Useful Knowledge from Song China to the Industrial Revolution (H) (n/a 11/12)
 EH486 Shipping and Sea Power in Asian Waters, c1600-1860(H)
 EH487 International Economic Institutions since World War I (H)
 EU438 Turkey: Political Economy and European Integration (H)
 EU461 Economic History of Southeastern Europe and the Middle East, 1820-1970 (H)
 * Please note that EH413 is a pre-requisite of this course
 ** These courses cannot be combined with EH422

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 | MC411 Media and Globalisation (H) |
| 3 | One of the following courses:
MC416 Representation in the Age of Globalisation (H)
MC420 Identity, Transnationalism and the Media (H)
MC423 Global Media Industries (H) |
| 4 | MC4M1 Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis) (H) |
| 5 | Courses to the value of one unit from the following:
AN459 Anthropology and Media (H)
GI405 Globalising Sexualities (H)
GV4C2 Globalisation, Conflict and Post-Totalitarianism (H) (n/a 11/12)
GV498 Multiculturalism, Nationalism and Citizenship (H)
GV442 Globalisation and Democracy * (H)
GY430 Contemporary Urbanism
GY439 Cities, Politics and Citizenship (H)
GY479 The Urban Revolution (H)
IS418 Digital Convergence and Information Services (H)
LL451 Cyberlaw (H)
MC402 The Audience in Media and Communications (H) |

MC403 Contemporary Issues in Media and Communications Regulation (H)
 MC404 Political Communication (H)
 MC407 International Media and The Global South (H)
 MC409 Media, Technology and Everyday Life (H)
 MC413 Information, Communication 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) +
 MC424 Media and Communication Governance (H)
 MC425 Interpersonal Mediated Communication (H)
 MC426 Film Theory and World Cinema (H)
 PS437 Representations, Institutions and Communities (H) (n/a 11/12)
 SO420 Globalisation: Economy, Politics and Power (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 director.

6 MC499 Dissertation (10,000-12,000 words)**

Year 2 at Fudan

- | | |
|---|---|
| 7 | 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.

- | | |
|---|---|
| 8 | COMM 598 Global Communication Research Practicum (4 USC units)
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

LSE-PKU Double Degree in Public Administration and Governance

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	GV4E9 Approaches and Issues in Public Policy and Administration
2	GV477 Comparative Public Policy Change (H) and GV483 Public Management Theory and Doctrine (H)
3	Course(s) to the value of one full unit from the list below: DV427 Public Management and Development (H) (n/a 11/12) EU421 Policy-Making in the European Union (H) EU443 European Models of Capitalism GV403 Network Regulation (H) GV441 States and Markets (H) GV4A2 Citizens' Political Behaviour in Europe: Elections Public Opinion and Identities (H) GV4A3 Social Choice Theory and Democracy (H) (n/a 11/12) GV4C4 Legislative Politics: US (H) GV4C5 Politics of Economic Policy (H) GV4C6 Legislative Politics: European Parliament (H) GV4C8 Game Theory for Political Science (H) GV4D4 Comparative Politics of Redistribution in Advanced Democracies (H) GV4F4 The Politics of Policy Advice (H) GY448 Social and Political Aspects of Regional and Urban Planning (H) LL406 Introduction to Regulation (H) LL407 Media and Communication Regulation (H) MG402 Public Management: A Strategic Approach (H) SA405 European Social Policy
4	GV499 Dissertation

Taught Masters Course Guides

Taught Masters Course Guide

AC410 Management Accounting, Strategy and Organisational Control

This information is for the 2011/12 session.

Teacher responsible: Professor Al Bhimani, OLD 3.08, Dr Martin Giraudeau, OLD 2.15, Dr Matthew Hall, OLD 2.11 and others.

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 the thought and practice of management accounting, strategy, and organisational control. Particular emphasis is given to the digitization and e-technological contingency of management accounting; the economic and behavioural analysis of management accounting issues and the strategic and organisational aspects of control systems design. Digitization and the e-technological contingency of management accounting: the roots and logic for strategic finance, relevant factors in the choice of financial management controls in digitized enterprises, complexities of financial management processes in web-enabled organizations, globalisation, governance and extended firm structures.

Strategic and organisational behaviour perspective: management control in decentralized organisations, planning and budgeting, performance evaluation and incentive compensation systems, international differences in management accounting and control, corporate governance and the roles of managers and financial executives in performance reporting, and the ethics and economics of earnings management practices.

Economics and organisational design perspective: Intra- and inter-firm organizational forms, strategies and control systems. Cost system design, including Activity-Based Costing and economic approaches to the allocation of overhead costs. Capital budgeting. 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, but the grades will not count towards the overall course assessment.

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.

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 the digitization and e-technological contingency of management accounting, and the strategic and organisational aspects of control systems design.

Digitization and the e-technological contingency of management accounting: the roots and logic for strategic finance, relevant factors in the choice of financial management controls in digitized enterprises, complexities of financial management processes in web-enabled organizations, globalisation, governance and extended firm structures.

Strategic and organisational behaviour perspective: management control in decentralized organisations, planning and budgeting, performance evaluation and incentive compensation systems, international differences in management accounting and control, corporate governance and the roles of managers and financial executives in performance reporting, and 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. One revision lecture in Summer Term.

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, but the grades will not count towards the overall course assessment.

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 2011/12 session.

Teachers responsible: Professor M.K. Power, KSW G3.12 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/MPA Public and Social 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.

AC411 Half Unit Accounting, Strategy and Control

This information is for the 2011/12 session.

Teacher responsible: Professor Al Bhimani, OLD 3.08, Dr Martin Giraudeau, OLD 2.15 and Dr Matthew Hall, OLD 2.11.

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: Bebchuk & Fried, *Pay Without Performance* (Harvard, 2004); Coffee, *Gatekeepers: The Professions and Corporate Governance* (Oxford, 2006); 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, 2007).

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

AC414 Half Unit Financial Reporting, Capital Markets and Business Combinations

This information is for the 2011/12 session.

Teacher responsible: Kazbi Soonawalla

Availability: MSc Accounting and Finance, MSc Accounting, Organisations and Institutions, MSc Management and MSc Management (CEMS MIM). Also available as an outside option where regulations permit.

Pre-requisites: Knowledge of financial accounting at undergraduate level is presumed.

Course content: A number of financial reporting issues and topics are covered. It is likely that they include but are not restricted to the following: business combinations and implications for related issues such as goodwill, intangibles, and in-process research and development; piecemeal acquisitions, negative goodwill, and reverse acquisitions; accounting for various forms of inter-corporate investments such as subsidiaries, associates, and joint ventures; impairments of fixed assets, intangibles, and goodwill; and accounting for compensation such as share-based payments and pensions.

Most topics are covered from an International Financial Reporting Standards (IFRS) or United States Generally Accepted Accounting Principles (US GAAP) perspective.

Teaching: Eighteen hours of lectures (2 hours X 9 weeks) and nine hours of seminars (1 hour X 9 weeks).

Formative coursework: The formative assessment consists of two pieces of course work that students will hand in. This will be a combination of essay/discussion type questions and some numerical calculations. The questions will be representative in nature and difficulty of the exam which will also be a combination of discussion and numerical questions. The questions to be handed in for formative assessment will be based on specific readings and numerical examples covered in class and lecture and will ensure that students have gained mastery over the course material and are comfortable with its quantitative aspects. In addition to individual feedback the written work will also be discussed in class, and solution hints and discussion points posted on moodle.

Indicative reading: Selected chapters from David Alexander, Anne Britton, and Ann Jorissen, *International Financial Reporting*

and Analysis, 4th e, Thomson; Donald E. Kieso, Jerry J. Weygandt, Terry D. Warfield, *Intermediate Accounting*, 12th e, Wiley; Keith Alfredson, Ken Leo, Ruth Picker, Janice Loftus, Kerry Clark, Victoria Wise, and Matt Dyki, *Applying International Financial Reporting Standards*, 2nd e, Wiley; Aileen Pierce and Niamh Brennan, *Principles and Practice of Group Accounts*, 1st e, Thomson; Sudi Sudarsanam, *Creating Value from Mergers and Acquisitions*, 1st e, Prentice Hall; Michael J. Mard, Steven D. Hyden, and Edward W. Trott, *Business Combinations with SFAS 141R, 157, and 160*, 1st e, Wiley; and Excerpts from relevant Statements of Financial Accounting Standards such as SFAS 141R and International Financial Reporting Standards 2 and 3.

Throughout the course we rely on a range of academic articles, case studies, text book chapters, practitioner and popular press articles, company financial statements, and excerpts from accounting standards to illustrate the various concepts, treatments, and principles.

Assessment: One 1.5 hour exam with 15 minutes reading time (100%).

AC420 Financial Reporting in Capital Markets

This information is for the 2011/12 session.

Teachers responsible: Pascal Frantz, OLD 3.07, Joanne Horton, Kazbi Soonawalla, OLD 2.16, and Ane Tamayo, OLD 5.05.

Availability: This course is intended for students on MSc Accounting and Finance, MSc Accounting, Organisations and Institutions and MSc Law and Accounting. 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 are 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; accounting for business combinations and 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 impairment of assets and goodwill; and accounting for value creation with special emphasis on cash flow statements and revenue recognition. 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 signalling 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: Aileen Pierce and Niamh Brennan, *Principles and Practice of Group Accounts* (1st e, Thomson, 2003); Keith Alfredson, Ruth Picker, Janice Loftus, Kerry Clark, Victoria Wise, Matt Dyki, *Applying International Financial Reporting Standards* (2nd e, Wiley, 2009); 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 2011/12 session.

Teacher responsible: Dr Matt Hall (OLD 2.08), and others

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 Performance; Accounting for Sustainability; Organisational Failure. 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, nineteen 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); Bebachuk & Fried, *Pay Without Performance* (Harvard, 2004)

Assessment: Two-hour unseen examination (50%), plus a long essay of 6,000 words due in early Summer Term (50%) (date to be confirmed).

AC425

MSc Accounting, Organisations and Institutions: Pre-sessional course

This information is for the 2011/12 session.

Teachers responsible: Professor Michael Power, G309, and Dr Matthew Hall, OLD 2.11

Availability: The course would normally be available to MSc Accounting, Organisations and Institutions students only. The purpose of the two pre-sessionals is to acquaint students without any prior, or little, background in accounting to two core areas within accounting: Financial Accounting and Management Accounting. Students with some prior background in accounting may find the sessions to be useful as a "refresher".

Course content: Session 1: Introduction to Financial Accounting and Auditing

Session 2: Introduction to Management Accounting

Teaching: The two sessions are held over two days before the start of MT.

Assessment: There is no assessment.

AC444 Half Unit

Valuation and Security Analysis

This information is for the 2011/12 session.

Teachers responsible: Dr P Frantz, OLD 3.07 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 financial 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 in the last week of the term (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 2011/12 session.

Teachers responsible: Dr Matthew Hall, OLD 2.11, and Dr Lisa Goh, OLD 2.13.

Availability: Compulsory on MSc Law and Accounting and MSc Accounting, Organisations and Institutions, and the Diploma in Accounting and Finance. Optional on MSc Development Management, MSc Public Management and Governance and MSc Management. The course is 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: 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 wishing to take both AC490 and AC491 would be required 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 and 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 8 hours of seminars in the MT. 20 hours of lectures and 9 hours of seminars in the LT. 4 hours of lectures 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 four 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 (plus 15 minutes reading time) examination in the ST (100%).

AC470 Half Unit

Accounting in the Global Economy

This information is for the 2011/12 session.

Teachers responsible: Dr Andrea Mennicken, OLD 3.12 and Dr Kazbi Soonawalla, OLD 2.16

Availability: The course is intended for students on the MSc Accounting, Organisations and Institutions, MSc Law and Accounting, MSc Accounting and Finance, MSc International Political Economy, MSc Development Management, MSc Management and Regulation of Risk, MSc Management and Strategy, MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy/MPA Public and Social Policy, and Diploma in Accounting and Finance. Other students may be admitted with the permission of the teacher responsible.

Pre-requisites: There are no specific pre-requisites and the course does not require a background in accounting.

Course content: This course examines the fast changing practices and institutions of accounting in the global economy, with a particular emphasis on the roles of accounting in global financial governance. International accounting and auditing standards have been advocated as a way of enhancing global financial stability, 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 dynamics of international standard-setting and consequences for financial statement users, business entities and wider local and global stakeholders.

Topics include:

Political, institutional and technical influences in changing national and international financial reporting frameworks. The political economy of accounting standard-setting. The work of the International Accounting Standards Board (IASB), the European Union, national accounting bodies, and their political and economic environments.

The effects of national financial reporting requirements and International Financial Reporting Standards (IFRS) on business entities and economic development, particularly developing and emerging economies. The enforcement of financial reporting requirements through auditors, securities regulators, the World Bank and others.

Specific technical challenges (for example, mergers and acquisitions, foreign currency transactions, derivatives and other financial instruments, fair value accounting and intangible assets).

The course explores issues from different theoretical perspectives through comparative empirical analysis.

Teaching: 18 hours of lectures in the first term (MT), and a two-hour revision lecture in the ST. Classes: at least eight hours. It is intended to run a small number of lectures 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 assessed essay of 3,500-4,000 words, to be submitted after the Christmas break. This written work forms 40% of the assessment. Individual feedback will be given on essay outlines. Further readings, exercises and case studies are set for class discussion each week.

Indicative reading: Camfferman & Zeff, *Financial Reporting and Global Capital Markets: A History of the International Accounting Standards Committee* (Oxford University Press, 2006); Chapman, Cooper & Miller, *Accounting, Organizations and Institutions* (Oxford University Press, 2009); Djelic & Quack, *Transnational Communities: Shaping Global Economic Governance* (Cambridge University Press, 2010); Bowden & Seabrooke, *Global Standards of Market Civilization* (Routledge, 2006); Roberts, Weetman & Gordon, *International Corporate Reporting: A Comparative Approach* (Prentice Hall, 2008); Nobes & Parker, *Comparative International Accounting* (Prentice Hall, 2010); Walter, *Governing Finance: East Asia's Adoption of International Standards* (Cornell University Press, 2008); Walton & Aerts, *Global Financial Accounting and Reporting* (Cengage, 2009).

Assessment: A 3,500-4,000 word essay (40%), submitted after the Christmas break, and a one-and-a-half-hour written examination in the Summer Term (60%).

AC471 Half Unit Accounting in the Global Economy (MSc International Management)

This information is for the 2011/12 session.

Teachers responsible: Dr Andrea Mennicken, OLD 3.12 and Dr Kazbi Soonawalla, OLD 2.16

Availability: This course is only available to students on the MSc International Management (CEMS students). There are no specific pre-requisites and the course does not require a background in accounting.

Course content: This course examines the fast changing practices and institutions of accounting in the global economy, with a particular emphasis on the roles of accounting in global financial governance. International accounting and auditing standards have been advocated as a way of enhancing global financial stability, 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 dynamics of international standard-setting and consequences for financial statement users, business entities and wider local and global stakeholders.

Topics include:

Political, institutional and technical influences in changing national and international financial reporting frameworks. The political economy of accounting standard-setting. The work of the International Accounting Standards Board (IASB), the European Union, national accounting bodies, and their political and economic environments.

The effects of national financial reporting requirements and International Financial Reporting Standards (IFRS) on business entities and economic development, particularly developing and emerging economies. The enforcement of financial reporting requirements through auditors, securities regulators, the World Bank and others. Specific technical challenges (for example, mergers and acquisitions, foreign currency transactions, derivatives and other financial instruments, fair value accounting and intangible assets). The course explores issues from different theoretical perspectives through comparative empirical analysis.

Teaching: 18 hours of lectures in the first term (MT), and a two-hour revision lecture in the ST. Classes: at least eight hours. It is intended to run a small number of lectures 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 a 7,500-8,000 word assessed long essay, to be submitted after the Christmas break. This written work forms 100% of the assessment. Individual feedback will be given on long essay outlines. Essay relevant readings, exercises and case studies are set for class discussion each week.

Indicative reading: Camfferman & Zeff, *Financial Reporting and*

Global Capital Markets: A History of the International Accounting Standards Committee (Oxford University Press, 2006); Chapman, Cooper & Miller, *Accounting, Organizations and Institutions* (Oxford University Press, 2009); Djelic & Quack, *Transnational Communities: Shaping Global Economic Governance* (Cambridge University Press, 2010); Bowden & Seabrooke, *Global Standards of Market Civilization* (Routledge, 2006); Roberts, Weetman & Gordon, *International Corporate Reporting: A Comparative Approach* (Prentice Hall, 2008); Nobes & Parker, *Comparative International Accounting* (Prentice Hall, 2010); Walter, *Governing Finance: East Asia's Adoption of International Standards* (Cornell University Press, 2008); Walton & Aerts, *Global Financial Accounting and Reporting* (Cengage, 2009).

Assessment: A 7,500-8,000 word long essay (100%), submitted after the Christmas break.

AC490 Half Unit Management Accounting, Decisions and Control

This information is for the 2011/12 session.

Teacher responsible: Dr M Hall, OLD 2.11

Availability: This course is intended for students on MSc Law and Accounting, MSc Development Management, MSc Management and Strategy, MSc Management, Information Systems and Innovation, 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/MPA Public and Social 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: this course also forms the second half of the full-unit course AC464 Management Accounting and Financial Accounting: Decisions, Control, Reporting and Disclosure. Students wishing to take both the half-unit courses AC490 and AC491 would be required to take AC464 instead. Students cannot take AC490 in conjunction with either AC464 or AC490.

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 2011/12 session.

Teacher responsible: Dr Lisa Goh, OLD 2.13

Availability: This course is intended for students on MSc Management and Strategy, MSc Management, MSc Development Management, MSc Management Science (Operational Research), MSc Law and Accounting, MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy/MPA Public and Social 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: this course also forms the first half of the full-unit course AC464 Management Accounting and Financial Accounting: Decisions, Control, Reporting and Disclosure. Students wishing to take both the half-unit courses AC490 and AC491 would be required to take AC464 instead. Students cannot take AC491 in conjunction with either AC464 or AC490.

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 preparation of key financial statements and the frameworks of accounting regulation. 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: eight 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 2011/12 session.

Teacher responsible: Professor Al Bhimani (OLD 3.08), 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.

AN402 The Anthropology of Religion

This information is for the 2011/12 session.

Teachers responsible: Dr Michael W. Scott, OLD 6.16 (MT) and Dr George St. Clair (LT)

Availability: For MSc Social Anthropology, MSc Anthropology and Development, 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: G Bateson & M C Bateson, *Angels Fear: Towards an Epistemology of the Sacred*; D Battaglia, E.T. *Culture: Anthropology in Outerspaces*; M Bloch, *From Blessing to Violence*; K Burridge, Mambu; E Evans-Pritchard, *Witchcraft, Oracles and Magic among the Azande*; B Kapferer, *The Feast of the Sorcerer: Practices of Consciousness and Power*; A Lattas, *Cultures of Secrecy: Reinventing Race in Bush Kalai Cargo Cults*; C Lévi-Strauss, *The Savage Mind*; L Lévy-Bruhl, *Primitive Mentality*; M A Pedersen, *Not Quite Shamans: Spirit Worlds and Political Lives in Northern Mongolia*; G Schrempf, *Magical Arrows: The Maori, the Greeks, and the Folklore of the Universe*; R Willerslev, *Soul Hunters: Hunting, Animism, and Personhood among Siberian Yukaghirs*.

Assessment: There is a three-hour examination in the ST.

AN404 Anthropology: Theory and Ethnography

This information is for the 2011/12 session.

Teachers responsible: Professor Deborah James, OLD 5.08 and Dr

Michael Scott, OLD 6.16

Availability: This course is compulsory for MSc Social Anthropology, MSc Anthropology and Development, MSc Social Anthropology (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.

The course starts with the influence on social anthropology of classic social theorists Durkheim, Marx, and Weber. It covers functionalism/structural functionalism; methodological individualism; conflict and the critique of functionalism; Levi-Strauss and structuralism; class consciousness and ideology, ethnic group and social stratification; and 'elective affinities' between cultural predispositions and economic action. The second term covers 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 (20 in all) AN404 weekly MT, LT, Seminars (20 in all) AN404.A weekly MT, LT.

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 Lévi-Strauss, *The Savage Mind*; M Bloch, *Marxism and Anthropology*; A Beteille, *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 2011/12 session.

Teachers responsible: Dr Harry Walker, OLD 6.14 and Professor Rita Astuti, OLD 6.11

Availability: For MSc Social Anthropology, MSc Anthropology and Development, 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 gender, and the critique of the notion of 'kinship' in the light of symbolic approaches, gender theory and culturally variant theories of sexuality and procreation.

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 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: There is a three-hour examination in the ST.

AN419 Half Unit Not available in 2011/12

The Anthropology of Christianity

This information is for the 2011/12 session.

Teacher responsible: Dr Fenella Cannell, A610

Availability: For MSc Social Anthropology 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 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: There is a two-hour examination in the ST.

AN420 Half Unit

The Anthropology of South-East Asia

This information is for the 2011/12 session.

Teacher responsible: Dr Catherine Allerton, OLD 6.08

Availability: For MSc Social Anthropology 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

Landscapes

Textiles and weaving

Clothing

Food and Sacrifice

Heirlooms

The materiality of modernity

Tourism, postmodernity and theme-parks

Teaching: Lectures AN420 weekly MT, Seminars AN420.A weekly MT.

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 The Anthropology of Industrialization and Industrial Life

This information is for the 2011/12 session.

Teacher responsible: Professor J Parry, A505

Availability: For MSc Social Anthropology, MSc Law, Anthropology and Society, MSc Anthropology and Development, MPA Programme (all streams), 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 in LT.

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 Not available in 2011/12 Anthropology of Melanesia

This information is for the 2011/12 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 ethnogenesis; 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.

AN429 Half Unit Not available in 2011/12 The Anthropology of Southern Africa

This information is for the 2011/12 session.

Teacher responsible: TBA

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 (LT), Seminars AN429.A weekly (LT).

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 Not available in 2011/12 The Anthropology of Development

This information is for the 2011/12 session.

Teacher responsible: Professor Deborah James, OLD 5.08

Availability: For MSc Social Anthropology, MSc Anthropology and Development, MSc China in Comparative Perspective, MSc International Development and Humanitarian Emergencies, MSc Health, Community and Development, MSc Comparative Politics, MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy/MPA Public and Social 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; and migration and displacement 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); Ferguson J, *The Anti-politics machine "Development", depoliticization and Bureaucratic Power in Lesotho* (1994); Gardner K & D Lewis *Anthropology, Development and the Post-modern challenge* (1996); 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 2011/12 session.

Teachers responsible: Professor Maurice Bloch, OLD 6.12, Professor Rita Astuti, OLD 6.11, Professor Charles Stafford, OLD 6.02.

Availability: This course is compulsory for MSc Social Anthropology (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 2011/12 session.

Teachers responsible: Dr Alonso Barros SHF 3.01 and Alain Pottage NAB 7.21

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 LLM. 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:

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; Ziba Mir-Hosseini, *Marriage on Trial: A study of Islamic family law*, 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; Alain Pottage and Martha Mundy (eds.), *Law, Anthropology and the Constitution of the Social: Making persons and things*, 2004; Roy Rapaport, *Ritual and Religion in the Making of Humanity*, 1999; Annelise Riles, *The Network Inside Out*, 2000; 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; Alain Supiot, *Homo Juridicus: On the anthropological function of the law*, 2007; 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; Shelagh Weir, *A Tribal Order: Politics and Law in the Mountains of Yemen*, 2007; 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 2011/12 Anthropology and Human Rights

This information is for the 2011/12 session.

Teacher responsible: Dr Matthew Engelke, OLD 6.08

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; state violence in Guatemala.

Teaching: Lectures weekly MT, seminars weekly MT.

Formative coursework: Students are expected to prepare discussion material for classes/seminars and are required to write Assessment essays.

Indicative reading: 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*; T Turner, 'Human Rights, Human Difference: Anthropology's Contribution to an Emancipatory Cultural Politics' *Journal of Anthropological Research* 1997; T Asad, *Formations of the Secular*; P Farmer, 'On Structural Violence', *Current Anthropology* 1999; M Mamdani, *When victims become killers*; C Taylor, *Sacrifice as Terror*; R Menchu, *I Rigoberta Menchu*. 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 2011/12 session.

Teacher responsible: Professor Deborah James, OLD 5.08

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, ed. *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); K Hastrup, 'Getting it right: knowledge and evidence in anthropology'. *Anthropological Theory* 4 (4): 455-72; (2004) M Jackson, *Paths Towards a Clearing*, (Indiana UP 1989); L H Malkki and A Cerwonka *Improvising Theory: process and temporality in ethnographic fieldwork* (Chicago, 2007); G Marcus, *Ethnography Through Thick and Thin*, (Princeton, 1998); D Mosse *Cultivating development: an ethnography of aid policy and practice*, (London, 2005) 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 Scheper-Hughes, 'The Primacy of the Ethical. Propositions for a Militant Anthropology' *Current Anthropology* 36(3), 409-420, 1995; 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 2011/12 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 2011/12 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 prepare a formal Research Proposal of 8,000-10,000 words (excluding references) for submission 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 literatures, relevant to the proposed research.

Assessment: The Research Proposal forms the basis for the assessment of this unit.

AN444 Half Unit Not available in 2011/12 Investigating the Philippines: New Approaches and Ethnographic Contexts

This information is for the 2011/12 session.

Teacher responsible: Dr Fenella Cannell, OLD 6.07

Availability: This is an optional course for MSc Social Anthropology 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, yes"> *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 2011/12 session.

Teacher responsible: Dr Hans Steinmuller, OLD 6.07, and Stuart Thompson

Availability: Compulsory for students on MSc China in Comparative Perspective.

Course content: Essay planning, collaborative writing and 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 2011/12 session.

Teacher responsible: Dr Hans Steinmuller, OLD 6.07, and Stuart Thompson

Availability: Compulsory for students on MSc China in Comparative Perspective and is optional for 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. Environmental 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: 10 one-hour lectures in MT and LT, 10 one-hour seminars in MT and LT.

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.

AN449

Ethnography in relation to other Research Methods

This information is for the 2011/12 session.

Teacher responsible: Professor Rita Astuti, OLD 6.11 and Professor Charles Stafford, OLD 6.02

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 MT.

Formative coursework: Weekly presentations in seminars from weeks 2-4, for which indicative grades 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: Students make three presentations in seminars (each presentation is worth 20% - 60% in total); an essay of 2,500 words (40%).

AN451 Half Unit Anthropology of Politics

This information is for the 2011/12 session.

Teacher responsible: Dr Mathijs Pelkmans, OLD 6.13.

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 Comparative Politics and MPA Public and Economic Policy/ MPA Public Policy and Management.

Pre-requisites: A background in the social sciences, preferably in anthropology.

Course content: This course focuses on the notion of power and its cross-cultural application. Using Marxist, Weberian, and Foucauldian approaches it explores how power travels through different socio-cultural contexts, paying attention to issues such as domination and resistance, patron-client relations, the mafia, revolution and violence. A recurring theme throughout the course concerns the state. How should the state be studied anthropologically? Processes of state formation and disintegration, nationalism in its various guises, and state-society relations will be reviewed in order to understand how European, post-colonial, and post-socialist societies are governed.

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*; Evans-Pritchard, EE and M Fortes 1940 *African Political Systems*; Evans Pritchard, EE *The Nuer*; Gledhill, John 1994 *Power and its disguises*; Hansen, T B and F Stepputat (eds) 2001 *States of Imagination: Ethnographic Explorations of the Postcolonial State*; 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*; J Vincent, 2002 *The Anthropology of Politics*

Assessment: There is a two-hour examination (100%) in the ST.

AN453 Half Unit Not available in 2011/12 The Anthropology of India

This information is for the 2011/12 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.

AN455 Half Unit Statistics and Causal Analysis for Social Anthropologists

This information is for the 2011/12 session.

Teacher responsible: TBA

Availability: MPhil/PhD Social Anthropology; MSc Social Anthropology (Research)

Course content: This course aims to provide anthropology students with proficiency in using and interpreting quantitative data with readily available software. It is for those new to quantitative analysis, and designed to complement ethnographic methods of analysis.

The following areas are addressed: descriptive statistics; hypothesis testing; exploratory statistical data analysis; statistical inference and measures of association.

The objectives are to equip students to understand some basic principles of statistical analysis and sampling methods, to apply them appropriately in their own research, to read critically anthropological texts in which these methods are applied or referred to. Particular attention will be paid to 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 Excel and SPSS.

Week 1: January 10 - Designing field studies and sampling schemes.

Week 2: January 17 - Designing questionnaires.

Week 3: January 24 - Processing data; creating spreadsheets, tables and graphs, descriptive statistics.

Week 4: January 31 - Probabilities and hypothesis testing.

Week 5: February 7 - Correlation and regression.

Week 6: February 14 - Reading week, no class.

Week 7: February 21 - Multiple regression.

Week 8: February 28 - Univariate measures of group difference, Mann-Whitney U-test, Kruskal-Wallis.

Week 9: March 7 - Contingency tables and odds ratios.

Week 10: March 14 - Logistic regression.

Week 11: March 21 - Final Exam.

Teaching: Introductory session MT. Weekly lectures LT, weekly seminars LT. Note that teaching takes place within UCL term times, which may be slightly different from LSE's.

Indicative reading: A. Agresti & B. Finlay 1997 *Statistical Methods for Social Sciences*; L. Madrigal, Lorena. 1998 *Statistics for Anthropology*; G. Kalton 1983 *Introduction to Survey Sampling*; R. Henkel 1976 *Tests of Significance*; M. Lewis-Beck 1980 *Applied Regression An Introduction*; C. Achen 1982 *Interpreting and Using Regression*; J. Gibbons 1982 *Nonparametric Statistics. An Introduction*; T. Rudas 1997 *Odds Ratios in the Analysis of Contingency Tables*; D. Knoke & P. Burke 1980 *Log-Linear Models*; H.R Bernard 2006 *Research Methods in Anthropology*; C. Marsh 1988 *Exploring Data - An Introduction to Data Analysis for Social Scientists*; T. Wonnacott & R. Wonnacott 1990 *Introductory Statistics*

Assessment: There will be a practical assignment given each week, which will be due by the next class meeting. Practical assignments (50%) can be worked on during the practical session, and TA assistance will be available during this practical. Answers to each practical will be made available on the Moodle page after each submission deadline (no late submissions accepted). There will be a final examination (50%) during the last class meeting in the form of a series of practical exercises done and submitted in class.

AN456 Half Unit Anthropology of Economy (1): Production and Exchange

This information is for the 2011/12 session.

Teacher responsible: Dr Andrew Sanchez, KGS 2.09

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/MPA Public and Social 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 and alienation; money as an agent of social change; distinctions between gifts and commodities.

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); Carrier, James G. (ed), *A handbook of Economic Anthropology* (2005); Keith Hart, *Money in an unequal world* (2001). 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): Development, Transformation and Globalisation

This information is for the 2011/12 session.

Teacher responsible: Dr Laura Bear, and Professor Deborah James, OLD 5.08

Availability: MSc Social Anthropology, MSc Anthropology and Development, MSc Social Anthropology (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/MPA Public and Social 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. Burroway 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 Not available in 2011/12 Children and Youth in Contemporary Ethnography

This information is for the 2011/12 session.

Teacher responsible: Dr Catherine Allerton, OLD 6.08

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 Anthropology and Media

This information is for the 2011/12 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 LT, Seminars AN459.A weekly LT; 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 2011/12 session.

Availability: This course is an option for the MSc China in Comparative Perspective, and for other MScs in the Anthropology Department, but it may be taken only with the permission of the director of those degree programmes and your tutor. Also available on MSc Development Studies. 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 socio-economic and political issues, from a cultural perspective, 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, nationalism, social memory, civil society, economic culture, post-modern urban cultures, religion and secularisation, and nature and environment.

Teaching: 10 hours of lectures and 10 hours of seminars in the LT.

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: Shih, F.-L., Thompson, S., and Tremlett, P.-F. (eds 2009) *Re-Writing Culture in Taiwan*; Week One: Appadurai, A. (1996) *Modernity at Large: Cultural Dimensions of Globalisation*; Ritzer, G. and Atalay, Z. (eds 2009) *Readings in Globalization*; Rubinstein, M. A. (ed. 1999) *Taiwan: A New History*; Week 2: Dirlik, A. (ed. 1998) *What is in a Rim?: Critical Perspectives on the Pacific Region Idea*; Yengoyan, A. (2006) *Modes of Comparison: Theory and Practice*; Week 3: Fuess, H. (ed. 1998) *The Japanese Empire in East Asia and its Postwar Legacy*; Keyes, C. F. (1995) *The Golden Peninsula: Culture and Adaptation in Mainland Southeast Asia*; Week 4: Anderson, B. (1998) *The Sceptre of Comparisons: Nationalism, Southeast Asia and the World*; Gellner, E. (2006) *Nations and Nationalism*; Week 5: Carsten, J. (ed. 2007) *Ghosts of Memory: Essays on Remembrance and Relatedness*; Connerton, P. (1989) *How Societies Remember*; Week 6: Held, D. (2006) *Models of Democracy*; Kaldor, M. (2003) *Global Civil Society: An Answer to War*; Week 7: Brook, T. and Luong, H. V. (1997) *Culture and Economy: The Shaping of Capitalism in Eastern Asia*; Hefner, R. W. (ed. 1998), *Market Cultures: Society and Morality in the New Asian Capitalisms*; Week 8: Gupta, A. and Ferguson, J. (eds 2001) *Culture, Power, Place: Explorations in Critical Anthropology*; Harvey, D. (1989) *The Condition of Postmodernity: An Enquiry into the Origins of Cultural Change*; Week 9: Beyer, P. (1994) *Religion and Globalization*; Bruce, S. (2002) *God is Dead: Secularization in the West*; Week 10: Giddens, A. (2009) *The Politics of Climate Change*; Kaland, A. and Bruun, O. (eds 1995) *Asian Perceptions of Nature: A Critical Approach*.

Assessment: One 5,000 word essay (100%).

AN461 Half Unit Not available in 2011/12 Anthropological Approaches to Questions of Being

This information is for the 2011/12 session.

Teacher responsible: Dr Michael W. Scott

Availability: MSc Social Anthropology 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 The Anthropology of Post-Soviet Eurasia

This information is for the 2011/12 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 LT.

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: Derluigan, 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 Not available in 2011/12 The Anthropology of Borders and Boundaries

This information is for the 2011/12 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 hour 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 Not available in 2011/12 Ethnography of a Selected Region

This information is for the 2011/12 session.

Teachers responsible: TBA.

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 Not available in 2011/12 Medical Anthropology

This information is for the 2011/12 session.

Teacher responsible: Dr. H. Narasimhan

Availability: MSc Social Anthropology, MSc Anthropology and Development, 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 Lent 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. Leibing 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%).

AN467 Half Unit Not available in 2011/12 The Anthropology of South Asia

This information is for the 2011/12 session.

Teacher responsible: Dr. Nicolas Martin and Dr. Andrew Sanchez

Availability: MSc Anthropology and Development and MSc Social Anthropology. The course is also available as an outside options where programme regulations permit.

Course content: This course provides an introduction to anthropological perspectives on South Asian class, caste and popular politics; focussing upon dynamics of economic and social change in both rural and urban settings.

The first half of the course explores the ways in which South Asian states have experienced popular politics of class and communalism in response to changing economic climates. The course discusses South Asian class politics and its relationship to state industrial planning, before progressing onto a discussion of contemporary forms of political mobilisation such as regional independence movements and popular militant insurgency. The course then explore the ways in which discourses of corruption and criminality may impact upon perceptions of state legitimacy, before discussing the effect of India's economic liberalisation on the region's class politics.

The second section of the course focuses on the changing nature of hierarchy and political power in South Asia. It begins by examining South Asian social and political structures through to the 1980's and proceeds to explore the ways in which democracy and caste reservations in India have arguably caused vertical forms of political allegiance to be replaced with horizontal, caste and class based ones. The course further examines the extent to which democracy in India has delivered its promise of universal empowerment by exploring democracy's impact on Dalits and on religious minorities such as Muslims. It also examines the ways in which the experience of other South Asian countries has differed from that of India.

Teaching: 10 hours of lectures and 10 hours of seminars in MT. One revision session in ST.

Formative coursework: Anthropology students taking this course will have an opportunity to submit a tutorial essay for this course to their academic advisers. For non-Anthropology students taking this course, a

formative essay may be submitted to one of the course teachers.

Indicative reading: Barth, F. 1981, *Features of Person and Society in Swat: Collected Essays on Pathans*. London, Boston and Henley: Routledge & Kegan Paul.

Brass, P. 1997, *Theft of an Idol: Text and Context in the Representation of Collective Violence*. Princeton, New Jersey: Princeton University Press.

Chandavarkar, R. 1994, *The Origins of Industrial Capitalism in India: Business Strategies and the Working Classes in Bombay, 1900-40*. Cambridge: Cambridge University Press

Corbridge, S. and Harris, J. 2000, *Reinventing India: Liberalization, Hindu Politics and Popular Democracy*. London: Polity Press.

Hansen, TB. 1999, *The Saffron Wave: Democracy and Hindu Nationalism in Modern India*. Princeton: Princeton University Press

Harriss-White, B. 2003, *India Working: Essays on Society and Economy*. Cambridge: Cambridge University Press

Jalal, A. 1995, *Democracy and Authoritarianism in South Asia: A Comparative Historical Perspective*. Lahore: Sang-e-Meel Publications.

Nasr, S.V.R. 2001, *Islamic Leviathan: Islam and the Making of State Power*. Oxford: Oxford University Press.

Spencer, J. 2007, *Anthropology, Politics and the State: Democracy and Violence in South Asia*. Cambridge: Cambridge University Press

Weiner, M. 1978, *Sons of the Soil: Migration and Ethnic Conflict in India*. Princeton; Guildford: Princeton.

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

AN468 Half Unit The Anthropology of Schooling

This information is for the 2011/12 session.

Teachers responsible: Dr Catherine Allerton and Stuart Thompson.

Availability: MSc Social Anthropology, MSc Anthropology and Development, MSc China in Comparative Perspective, MSc Law, Anthropology and Society. Also available as an outside option with permission.

Pre-requisites: Students taking this course should have completed an introductory course in social anthropology, or in some other social science, unless granted exemption by the teacher.

Course content: This course looks at ethnographical and cross-cultural approaches to schooling, language and literacy, and critically examines key theoretical approaches from an anthropological perspective. We will begin by reflecting on students' own conceptions of education, situating these in terms of contemporary paradigms and debates. Next we will examine the efficacy of 'reproduction' and 'resistance' theories of education, and the spread of schooling as a crucial parameter of globalization. Attention will then be paid to schooling and attendant questions of identity, and the cultural production of the educated person. This is followed by a critical examination of bilingual education, racism in education, debates over 'literacy' or 'literatecies', and, relatedly, a critical examination of the language(s) of schooling and a radical re-deployment of Hirsch's notion of 'cultural literacy'. The course concludes with looking at higher education initially by attention to Bourdieu's Homo Academicus, and assessing how 'cultural capital' and the so-called 'audit culture' impacts on conditions of knowledge and involvement in university education.

Teaching: 10 one-hour lectures and 10 one-hour seminars in LT.

Formative coursework: Anthropology students doing this course will submit an essay to their academic advisors. Non-anthropology students will choose a topic in consultation with the course teacher, and submit a formative essay.

Indicative reading: Madan Sarup 1983 *Marxism/Structuralism/ Education: Theoretical Developments in the Sociology of Education* Lewes: The Falmer Press;

Paul Willis 1977 *Learning to Labour: How Working Class Kids Get Working Class Jobs* New York: Columbia University Press;

Marcelo M. Suarez-Orozco & Desiree Baolian Qin-Hilliard (eds.)

2004 *Globalization. Culture and Education in the New Millennium* Berkeley: University of California Press;

Deborah Reed-Danahay 1996 *Education and Identity in Rural France: the Politics of Schooling* Cambridge: Cambridge University Press;

Bradley A. Levinson, Douglas E. Foley, & Dorothy C. Holland (eds.)

1996 *The Cultural Production of the Educated Person. Critical*

Ethnographies of Schooling and Local Practice New York: State

University of New York Press;

Ofelia Garcia 2009 *Bilingual Education in the 21st Century. A Global*

Perspective Chichester, West Sussex: Wiley-Blackwell;

Glen Peterson 1998 *The Power of Words: Literacy and Revolution in*

South China, 1949-95 Vancouver: University of British Columbia Press;

Shirley Brice Heath and Brian V. Street 2008 *Ethnography:*

Approaches to Language and Literacy Research New York: Teachers

College Press; Veronique Benei 2008 *Schooling Passions. Nation,*

History, and Language in Contemporary Western India Stanford:

Stanford University Press; David Gillborn 1995 *Racism and Antiracism*

in Real Schools Buckingham: Open University Press.

Assessment: One two-hour examination in the Summer Term (100%).

AN498 Dissertation- MSc China in Comparative Perspective

This information is for the 2011/12 session.

Teacher responsible: Dr Hans Steinmuller, OLD6.07, and Stuart Thompson

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 must contain comparative materials and it should have been discussed with and approved by the teacher responsible prior to presentation.

Teaching: Students attend one dissertation workshop at the end of Lent Term. After deciding on a topic during the Lent term, in consultation with their academic advisers (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 each student attends a one-on-one dissertation tutorial with his/her academic adviser in the ST. During these, abstracts will be evaluated and commented upon. Students continue to consult their academic advisers during the Summer term.

Assessment: A 10,000 word dissertation.

AN499 Dissertation

This information is for the 2011/12 session.

Teacher responsible: Professor Charles Stafford, OLD 6.02

Availability: Compulsory for MSc Social Anthropology, MSc Social Anthropology (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 Psychological Anthropology, 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 2011/12 session.

Teachers responsible: Professor James Putzel, CON. H803, and other International Development Staff

Availability: Core course for MSc Development Studies, MSc Anthropology and Development, MSc Population and Development, MSc Political Economy of Late Development. Available as an option on MSc Urbanisation and Development and 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. Role of states and markets in development/underdevelopment. Colonial legacies and path dependencies. State resilience and fragility. Political economy of 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, Michaelmas Term and Lent Term) and 20 one-and-a-half hour seminars, Michaelmas Term and Lent Term.

DV400.2 - 10 two-hour lectures by a visiting speaker on Fridays in Michaelmas Term.

Formative coursework: One 2,000 word essay with written feedback submitted in Michaelmas Term and at least two seminar presentations on literature (one in Michaelmas and one in Lent).

Indicative reading: The following are recommended basic readings for the course: A. Kohli, *State-Directed Development: Political Power and Industrialization in the Global Periphery* (Cambridge, 2004). A. Sen, *Development as Freedom* (Anchor, 1999). E. Reinert, *How Rich Countries Got Rich and Why Poor Countries Stay Poor* (Constable, 2007, reprinted 2010). D. North, J.J. Wallis, B.R. Weingast: *Violence and Social Orders: A Conceptual Framework for Interpreting Recorded Human History*, (Cambridge 2009). HJ Chang, *Kicking Away the Ladder: Development Strategy in Historical Perspective* (Anthem, 2002). D. Rodrik. *One Economics, Many Recipes: Globalization, Institutions, and Economic Growth* (Princeton University Press, 2008). 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).

Assessment: Three-hour examination taken in the Summer Term (80%) and one 2,000 word essay (20%) submitted in the Lent Term.

DV407 Half Unit Poverty

This information is for the 2011/12 session.

Teacher responsible: Dr Elliott Green, CON. H807

Availability: For students taking MSc Development Studies and, MSc Development Management. Course also available to MSc International Development and Humanitarian Emergencies, MSc Anthropology and Development, MSc Population and Development, MSc NGOs and Development, MSc Political Economy of Late Development, MSc Urbanisation and Development and LSE-Sciences Po Double Degree in Urban Policy (MSc Urbanisation and Development stream only) subject to space and permission. This course is capped at 105 students.

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 with some examples from Latin America.

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, gender 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 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 Lent Term and will consist of 10 one and a half-hour lectures and nine seminars/workshops during weeks 2-10, 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); 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); and Amartya Sen, *Poverty and Famines* (Oxford University Press, 1981).

Assessment: Two-hour unseen examination held in the Summer Term (70%); and one essay (of 2,000 words) to be submitted on the first day of Summer Term (30%).

DV409

Economic Development Policy

This information is for the 2011/12 session.

Teachers responsible: Dr D. Weinhold, CON. H710 and Dr S. Sequeira, CON. H709.

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; MSc International Development and Humanitarian Emergencies; MSc Environmental Economics and Climate Change; 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 intra-household resource allocation; credit markets; social networks; and behavioural economics applied to the design of development policies. Seminars consist of student-led participatory in-depth analyses of best-practice quantitative empirical research papers which students assess and critique. Seminars will also include introductory sessions to quantitative analysis with statistical packages.

Teaching: The course will be taught during Michaelmas Term and Lent Term and will consist of 20 two-hour lectures and 20 seminars/ classes of one-and-a-half hours each. Please note, unlike many International Development 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 Summer Term (70%).

DV410.1 Social Research Methods in Developing Countries

This information is for the 2011/12 session.

Teachers responsible: Dr D Weinhold, CON. H710 and other International Development staff.

Availability: For MSc Development Studies, MSc Development Studies (Research), MSc Development Management and MSc International Development and Humanitarian Emergencies 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 Michaelmas Term.

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 complete an on-line quiz. Students must achieve a pass on the quiz before proceeding with the dissertation, DV410.

DV410 Research Design and Dissertation in Development Studies, Development Management and International Development and Human

This information is for the 2011/12 session.

Teachers responsible: All International Development staff

Availability: Compulsory for MSc Development Studies, MSc Development Studies (Research), MSc Development Management and MSc International Development and Humanitarian Emergencies.

Course content: Students will initially submit a 50-100 word topic summary on the last day of Week 4 of Lent Term. They then go on to write a more detailed research proposal towards the dissertation on a topic within Development Studies/Management/IDHE. This will be conducted under the supervision of a member of the International Development staff, through individual tutorials. The student research proposals will form the basis for discussion in dissertation workshops held during the second week of Summer Term.

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 either Academic Advisers or other members of staff, as relevant to the topic during Michaelmas Term and Lent Term to identify a research topic and to design research proposals. The proposal must be approved by the assigned Academic Adviser. 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 Week 2 of Summer Term. Attendance at the workshops is compulsory.

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 23 August.

DV411 Half Unit Population and Development: An Analytical Approach

This information is for the 2011/12 session.

Teacher responsible: Professor Tim Dyson CON. H804

Availability: This course is for students taking MSc Population and Development, MSc Development Studies, MSc Development Management, MSc International Development and Humanitarian Emergencies, MSc Environment and Development, MSc Urbanisation and Development, LSE-Sciences Po Double Degree in Urban Policy (MSc Urbanisation and Development stream only), 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 and numbers permit. Please note that in case of over-subscription to this course priority will be given to students from the Department of International Development and its joint degrees (where their regulations permit).

Course content: Using the demographic transition as its framework, the course examines 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. It aims to provide balance between theoretical understanding, knowledge of empirical evidence and 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 growth 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 security, carbon emissions and climate change. Contemporary neo-Malthusian arguments, with their environmental components are also considered, as are issues relating to women's empowerment and population aging. 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, Michaelmas Term. 1 x one-and-a-half revision seminar Summer Term.

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. However, relevant readings include: T Dyson 'A partial theory of world development: The neglected role of the demographic transition in shaping modern society' in *International Journal of Population Geography*, 7, 2001; N. Birdsall, A C Kelley and S Sinding (eds) *Population Matters: Demographic change, Economic Growth, and Poverty in the Developing World*, Oxford University Press 2001; M Livi-Bacci *A Concise History of World Population*, Blackwell Publishers, Oxford 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; T Dyson, R H Cassen and L Visaria (eds) *Twenty-first Century India - Population, Economy, Human Development and the Environment*, Oxford University Press, 2005.

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

DV413 Half Unit Environmental Problems, Politics and Development

This information is for the 2011/12 session.

Teacher responsible: Dr Tim Forsyth, CON. H805

Availability: For students taking MSc Development Studies, MSc Development Management, MSc International Development and Humanitarian Emergencies, MSc Global Politics, MSc International Relations, MSc International Relations (Research), MSc Environment and Development, 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, space permitting, 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. Please note that in case of over-subscription to this course priority will be given to students from the Department of International Development and its joint degrees (where their regulations permit). This course is capped at 60 students.

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 1.5-hour duration) and 9 seminars (each of 1.5-hour duration) during Michaelmas Term.

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; M. Hulme, *Why We Disagree About Climate Change: Understanding Controversy, Inaction and Opportunity*, Cambridge University Press, 2009; 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%) due on the first day of Lent Term.

DV415 Half Unit Global Environmental Governance

This information is for the 2011/12 session.

Teacher responsible: Dr Tim Forsyth, CON. H805

Availability: The course is primarily intended for students taking MSc Development Studies, MSc Development Management, MSc Anthropology and Development, MSc International Development and Humanitarian Emergencies, MSc Environmental Policy and Regulation, MSc Environment and Development, 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, space permitting, is open to all students who wish to take a half-unit in international aspects of global environmental change and politics. Please note that in case of over-subscription to this course priority will be given to students from the Department of International Development and its joint degrees (where their regulations permit). This course is capped at 45 students.

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 at the international, national, and sub-national scales.

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 and environmental politics.

Teaching: 10 x 1.5-hour lectures, and 9 seminars (each of 1.5 hour duration) during Michaelmas Term.

Formative coursework: One 1,500 word essay

Indicative reading: Students are encouraged to look at good websites on global environmental governance and negotiations such as www.iisd.org. Some indicative textbooks are: Betsill, M. and Corell, E. (eds) *NGO Diplomacy: The Influence of Nongovernmental Organizations in International Environmental Negotiations*, MIT Press, 2007; Biermann, F. Pattberg, P. and Zelli, F. (eds) *Global Climate Governance Beyond 2012: Architecture, Agency and Adaptation*, Cambridge University Press, 2010; Biermann, F., Siebenh ner, B. and Schrey gg, A. (eds) *International Organizations in Global Environmental Governance*, Routledge, 2009; Bulkeley, H. and Newell, P. 2010 *Governing Climate Change*, London: Routledge; I. Burton, and L. Schipper (eds) *The Earthscan Reader on Adaptation to Climate Change*, Earthscan, 2008; 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; D. Humphreys Logjam: *Deforestation and the Crisis of Global Governance*, Earthscan, 2009; S. Jasanoff and M. Long Martello (eds) *Earthly politics: local and global in environmental governance*, MIT Press, 2004; C. Miller, and P. Edwards (eds) *Changing the atmosphere: expert knowledge and environmental governance*. Cambridge, Mass.: MIT Press, 2001.

Assessment: Two-hour examination (80%) in Summer Term. Essay of no more than 2,000 words (excluding references and including notes) (20%) due on the first day of Lent Term.

DV418 Half Unit African Development

This information is for the 2011/12 session.

Teacher responsible: Professor Thandika Mkandawire, CON. H802.

Availability: For students taking MSc Development Studies, MSc Development Management, MSc International Development and Humanitarian Emergencies, MSc Environment and Development, MSc Anthropology and Development, MSc Urbanisation and Development, LSE-Sciences Po Double Degree in Urban Policy (MSc Urbanisation and Development stream only), MSc Global Politics, MPA International Development, MSc Political Economy of Late Development and MSc Human Rights only. Please note that in case of over-subscription to this course priority will be given to students

from the Department of International Development and its joint degrees (where their regulations permit).

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.

Attention is paid to legacies of the colonial encounter; the constraints and opportunities presented by African countries' positions in the global economy; the political economy of industrialisation and agrarian transformation, resource mobilisation; trade diversification; institutional reforms and state capacity. Attention will also be paid to social policy with special focus on issues such as the HIV/AIDS pandemic, humanitarian and human rights interventions, horizontal inequality and conflict.

Teaching: The course will be taught through 10 lectures and 10 seminars, 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; 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; 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; 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). Hossein Jalilian, Michael Tribe and John Weiss eds. Cheltenham, *Industrial Development and Policy in Africa - Issues of De-Industrialisation and Development Strategy*. UK: Edward Elgar, Mkandawire, Thandika and Charles Soludo. 1999. *Our Continent, Our Future: African Perspectives on Structural Adjustment*. Dakar/Trenton, NJ: CODESRIA/African World Publications, Moss, Todd J. 2007. *African development: making sense of the issues and actors*. Boulder: Lynne Rienner Publishers; UNCTAD. 2002. *Economic Development in Africa: From Adjustment to Poverty Reduction: What is New*. Geneva: United nations.; White, Howard and Tony Killick. 2001. *African poverty at the millennium: causes, complexities, and challenges*. Washington, DC: World Bank.; World Bank. 2000. *Can Africa Claim the 21st Century?* Washington, DC: World Bank., Belshaw, Deryke and Ian Livingstone eds. 2003. *Renewing development in Sub-Saharan Africa: policy, performance and prospects*. London: Vishnu Padayachee (ed), 2010 *The Political Economy of Africa* Routledge.

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

The essay will be on a different topic to the formative essay and is due on the first day of Summer Term.

DV420 Half Unit Complex Emergencies

This information is for the 2011/12 session.

Teacher responsible: Professor David Keen, CON. H715

Availability: For students taking MSc Development Management, MSc Development Studies, MSc Anthropology and Development, MSc International Development and Humanitarian Emergencies, MSc Population and Development, MSc Environment and Development, MSc Urbanisation and Development, LSE-Sciences Po Double Degree in Urban Policy (MSc Urbanisation and Development stream only), MSc Human Rights, MPA International Development, MSc Global Politics, MSc NGOs and Development and MSc Health, Community and Development only. Please note that in case of over-subscription to this course priority will be given to students from the Department of International Development and its joint degrees (where their regulations permit).

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 Michaelmas Term 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, in the form of a practice assessed essay.

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, 2008). 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 essay of no more than 2000 words due on first day of Lent Term (20%) and an unseen two-hour examination in the Summer Term worth 80%.

DV421 Half Unit HIV/AIDS and Other Emerging Health Threats

This information is for the 2011/12 session.

Teacher responsible: To be determined.

Availability: For students taking MSc Development Management, MSc Development Studies, MSc International Development and Humanitarian Emergencies, MPA International Development, MSc Urbanisation and Development, MSc Global Politics, MSc Health Population and Society, MSc Health, Community and Development, MSc Population and Development 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.

Please note that in case of over-subscription to this course priority will be given to students from the Department of International Development and its joint degrees (where their regulations permit).

This course is capped at 75 students.

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 will frame the study of emerging challenges to human health within the epidemiological and health transition, and analyze the factors that have contributed to the emergence of new diseases and the resurgence of pre-existing diseases. Specific topics covered include: HIV/AIDS prevention and treatment, tuberculosis, malaria, neglected tropical diseases, nutrition, water and sanitation, and the role of health services and systems.

Teaching: There will be a one-and-a-half hour lecture and a one-and-a-half hour seminar each week during MT.

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 epidemiology, public policy, demography, 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 a variety of other sources.

Assessment: One unseen two-hour exam in the ST (80%) and one 2,000 word essay due on first day of LT (20%).

DV423 Half Unit Global Political Economy of Development, I

This information is for the 2011/12 session.

Teacher responsible: Professor R Wade, CON. H707

Availability: For MSc Development Studies, MSc Development Management, MSc International Development and Humanitarian Emergencies, 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.

Please note that in case of over-subscription to this course priority will be given to students from the Department of International Development and its joint degrees (where their regulations permit). This course is capped at 105 students.

Course content: The course examines the political economy of 'North-South' relations, focusing on how changes in international organizations and the international policy framework affect developing countries' economic trajectories and national-level strategies for interaction with the global economy. It covers the performance of the world economy as a whole; international systems of production, trade, and finance; 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 (such as the World Bank and IMF). Along the way it analyses the major financial/economic crises of 1997-99 and 2007-continuing. In contrast to much writing 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 tales of hunting will glorify the hunters"), and does not take for granted that the G7 states provide a generally benign environment for development in the rest of the world.

Teaching: Ten lectures and nine seminars in Michaelmas Term.

Formative coursework: Students have the option of writing one essay of 2,000 words.

Indicative reading: Core text: John Ravenhill (ed), *Global Political Economy*, 3rd edition, OUP, 2008.

Assessment: A three-hour seen examination in the Summer Term (100%). The examination paper will be released via Moodle 24 hours before the examination is due to start.

DV424 Half Unit Global Political Economy of Development, II

This information is for the 2011/12 session.

Teacher responsible: Dr Ken Shadlen

Availability: For MSc Development Studies, MSc Development Management, MSc International Development and Humanitarian Emergencies, MSc Global Politics, MSc Media, Communication and Development, MSc Political Economy of Late Development, MPA International Development and MSc Management only.

Course content: This course examines 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. *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.

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 in Lent Term.

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 Managing Globalization

This information is for the 2011/12 session.

Teacher responsible: Dr Lloyd Gruber (Room CON. H708)

Availability: MSc Development Management, MSc Development Studies, MSc International Development and Humanitarian Emergencies, MSc Anthropology and Development, MPA International Development and 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 Not available in 2011/12 Public Management of Development

This information is for the 2011/12 session.

Teacher responsible: Dr Nilima Gulrajani (Room CON. H316)

Availability: MSc Development Management, MSc Development Studies, MSc International Development and Humanitarian Emergencies, MSc Public Policy and Administration, MSc Anthropology and Development, MPA International Development, MSc Public Management and Governance and the LSE-PKU Double Degree in Public Administration and Government. 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 2011/12 session.

Teacher responsible: Dr Katy Long.

Availability: For students taking MSc Development Management, MSc Development Studies, MSc Anthropology and Development, MSc International Development and Humanitarian Emergencies, MSc Population and Development, MSc Environment and Development, MSc Political Economy of Late Development, MSc Human Rights, MPA Programme (all streams), 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 International Development administrators. Please note that in case of over-subscription to this course priority will be given to students from the Department of International Development and its joint degrees (where their regulations permit).

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. However, there is also likely to be discussion of ongoing humanitarian emergencies, wherever they are located.

Teaching: The course will be taught in the Lent Term and will consist of 10 lectures of two-hours, 10 film sessions of two hours, and ten seminars of one-and-a-half hours.

Formative coursework: Students will write a practice essay under take-home exam conditions, not exceeding 2,000 words. Essay topics will relate to class presentations. Students will receive an indicative grade and written feedback before the end of the term.

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%). The paper will be released via the course Moodle site at 1800 hrs, Friday 4th May for electronic submission by 1800 hrs on Monday, 7th May. Please note that as this is a three-day take-home examination, extensions for disabilities will not apply. Students who cannot commit to be available for the exam period may NOT register for this course.

DV429 Half Unit Global Civil Society

This information is for the 2011/12 session.

Teacher responsible: Dr Sabine Selchow

Other teachers: Professor Mary Kaldor

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 International Development and Humanitarian Emergencies, MSc Human Rights, 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: Civil society has come to be considered as an essential component in contemporary global politics, taken either as a normative concept linked to the idea of democracy or as a descriptive concept referring to the activism of NGOs, social movements, and global advocacy networks. This course provides students with the conceptual and empirical background that allows them to critically engage with the complex debate over global civil society and to assess the potential and the challenges of civil society activism in the context of our increasingly globalising world. The course engages with both, the normative as well as the empirical side of the issue.

Against the backdrop of the increasing complexity of the political challenges that are linked to global integration, we will explore the history of the concept of civil society and discuss the hopes, tasks and potentials that are currently ascribed to it. The course covers the characteristics, repertoires and impacts of key global civil society actors, such as NGOs, social movements, nationalist groups, religious movements and global advocacy networks. It explores the role of media in contemporary global activism, critically discusses issues such as political consumerism and internet activism, and debates the dichotomy of idealism and professionalisation in contemporary politics. Two of the conceptual foci, which will guide our debates, are the issue of the increasing privatization of global politics and the complex set of problems surrounding global civil society and democracy. Hence, key concepts such as public-private-partnerships, representation, legitimacy, accountability, and transparency will be critically discussed.

Our readings cover key texts on globalisation, global politics & development, NGOs, social movements and advocacy networks.

Teaching: The course is taught in Lent Term and will consist of 10 lectures and 9 classes which will be student-led.

Formative coursework: Two non-assessed essays (not more than 1,200 words) during term and at least one presentation..

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.

Assessment: The course will be assessed by one 3-5,000 words essay (40%) due on the first day of Summer Term. The assessed essay can be an extension of one of the two non-assessed essays. A two-hour unseen examination in Summer Term (60%).

DV431 Development Management

This information is for the 2011/12 session.

Teachers responsible: Dr Jean-Paul Faguet CON. H806, Dr Mayling Birney CON. H810, Dr E A Brett CON. H812, and Dr Mahvish Shami CON. H817.

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 four parts: (1) Analytical assumptions, (2) Governance, (3) Private and civic provision, (4) Economic and political transformation.. 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 on Wednesday afternoon of Week 1, 18 two-hour lectures and 18 one-and-a-half hour seminars over the Michaelmas & Lent Terms. There are also three evening lectures specifically on essay writing, consultancy projects and the Aid debate. Students are expected to attend all three lectures. 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 and be assessed on the Development Management Project, a live consultancy exercise for real development agencies in consultation with International Development 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 Michaelmas Term students are

expected to produce one 2,000 word essay on a topic agreed with an individual tutor.

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 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; 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: Project Report (40%) due on the first day of Summer Term and a three-hour unseen examination (60%) in Summer Term.

DV432 Half Unit China in Developmental Perspective

This information is for the 2011/12 session.

Teacher responsible: Professor Jude Howell, CON. H811.

Availability: MSc Development Studies, MSc Development Management, MSc NGOs and Development, MPA International Development, MSc China in Comparative Perspective. Also available as an outside option where regulations permit and with the permission of the course convenor. Please note that in case of over-subscription to this course priority will be given to students from the Department of International Development and its joint degrees (where their regulations permit). Students must attend the first lecture in order to be considered for entry to the course.

Course content: This course looks at China from a comparative developmental perspective, locating the discussion of China within the interdisciplinary field of development studies. It examines China's developmental trajectory since 1949, explaining the fundamental shift in developmental path from late 1978 onwards. It considers China's role in the so-called Third World, as a model of innovation, as a voice for developing country concerns and as an important aid donor. It reflects on China's recent achievements in reducing poverty and places these in comparative context. The course considers the governance challenges posed by rapid economic reform, the attempts to reform the Party-state and to manage social tensions. It examines the social dimensions of rapid economic reform and the implications for social policies. It looks at the emergence of NGOs and other forms of civil society organising and considers changing state-society relations. Finally it considers China's role as aid donor and its emergence as a global economic and political power. The course will enable students to obtain an understanding of key developmental issues and discussions about China and to link these discussions to broader debates and theories in development studies.

Teaching: The course is taught in Michaelmas Term and consists of ten 1.5-hour lectures, one introductory seminar session in week 1 and nine 1.5-hour seminars.

Formative coursework: One formative essay of 1,500 words.

Indicative reading: Chris Alden, 2007, *China in Africa*, Zed Books, London.

Jude Howell, 2003, *Governance in China*. Rowman and Littlefield Inc., Lanham

Ching Kwan Lee, 1998, *Gender and the South China Miracle*. Two

Worlds of Factory Women, University of California Press, Berkeley
 Ka Ho Mo and Ray Forrest (eds), 2008, *Changing Governance and Public Policy in East Asia*, Routledge, New York
 Martin Ravallion and Chen Shaohua, 2004, *Inequality and Growth in Modern China*, World Bank Development Research Group Poverty Team, Washington D.C.

Theda Skocpol 1994 *Social Revolutions in the Modern World*, Cambridge University Press

Yao Shujie, 2005, *Economic Growth, Income Distribution and Poverty Reduction in Contemporary China*, RoutledgeCurzon, London and New York

Gordon White, Jude Howell and Shang Xiaoyuan, 1996, *In Search of Civil Society. Market Reform and Social Change in Contemporary China*. Oxford University Press, Oxford.

Gordon White, Robin Murray and Christine White (eds) 1983, *Revolutionary Socialist Development in the Third World*, Wheatsheaf, Brighton.

Assessment: One two-hour exam in the Summer Term (70%) and one 2,500 word essay (30%) due first day of Lent Term.

DV433 Half Unit The Informal Economy and Non-State Governance

This information is for the 2011/12 session.

Teacher responsible: Dr. Kate Meagher. CON.711.

Course content: MSc Development Studies, MSc Development Management, MSc International Development and Humanitarian Emergencies, and MSc Urbanisation and Development. Also available to students taking MSc Urbanisation and Development on LSE-Sciences Po Double Degree in Urban Policy. The course is available as an outside option where regulations permit. The course is capped at 60 students.

Pre-requisites: Students must have at least one undergraduate course in sociology, anthropology, political science or heterodox economics.

Course content: Contrary to standard development theory, the informal economy has been expanding in the face of liberalization and globalization, and now accounts for between one-half and three quarters of non-agricultural livelihoods in developing regions. The sheer size of the informal economy, and its impact on poverty, social exclusion, governance and entrepreneurial development have brought economic informality back onto the agenda of the international development community. This course will explore the impact of economic informalisation on governance and economic development in the global south. It will take a comparative institutional approach to the study of informal economies in a range of regional contexts, including Africa, South and East Asia, and Latin America, highlighting variations in activities, relations with the state, global integration and development outcomes. After an introductory overview of theoretical approaches to informality in the context of liberalizing and globalizing economies, the course will focus on the institutional dynamics and development impact of contemporary informality in a range of empirical contexts. Key issues to be covered in the course include the impact of the informal economy on economic restructuring, gender and economic empowerment, informality and political voice, informal financial networks, global commodity chains and informal labour, informality and social policy, informal governance processes and the state, and the informalization of service provision. Theoretical perspectives will be combined with empirical evidence and case studies from a range of regional and national contexts.

Teaching: Ten 1.5 hour lectures and ten 1.5 hour seminars in Lent Term. One revision lecture in the Summer Term.

Formative coursework: Formative coursework will involve a 2,000 word essay during the term and at least one presentation.

Indicative reading: 1. Portes, Alejandro, Manuel Castells and Lauren A. Benton, eds. 1989. *The Informal Economy: Studies in Advanced and Less Developed Countries*. Baltimore: John Hopkins University Press.

2. De Soto, Hernando (1989) *The Other Path: The Invisible Revolution in the Third World*, Basic Books.

3. Lund, Christian, ed. (2006) *Twilight Institutions: Public Authority and Local Politics in Africa*, Wiley-Blackwell.

4. Levy, Santiago (2008) *Good Intentions, Bad Outcomes: Social Policy, Informality and Economic Growth in Mexico*, Brookings Institution.

5. ILO (2001) *Decent Work and the Informal Economy* Geneva.

6. Guha-Khasnobis, Basudeb, Ravi Kanbur and Elinor Ostrom. 2006. *Linking the Formal and Informal Economy: Concepts and Policies*. London: Oxford University Press.

7. Breman, Jan (1996) *Footloose Labour: Working in India's Informal Economy* Cambridge University Press.

8. Mark Duffield (2001) *Global Governance and the New Wars*, Zed Books.

9. Chen, Martha et al. (2004) *Mainstreaming Informal Employment and Gender in Poverty Reduction*. London: Commonwealth Secretariat.

Assessment: One two-hour examination (70%) in Summer Term and one 3,000 word essay (30%) due first day of Summer Term.

DV434 Half Unit Human Security

This information is for the 2011/12 session.

Teachers responsible: Professor Mary Kaldor, and Dr. Iavor Rangelov

Availability: Optional course for MSc Global Politics, MSc Development Management (priority), MSc Development Studies (priority) and MSc International Development and Humanitarian Emergencies (priority). Available to other MSc students depending on demand. No more than 5 students, per academic year, can be accepted from programmes other than the listed programmes. Capped at 30 students, first come, first served in order of priority.

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 10 lectures and 10 student-led seminars in Lent Term plus one revision seminar in Summer Term.

Formative coursework: Students will be expected to undertake class essays 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. (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 Kosovo Report* 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 Summer Term (100%).

DV437 Half Unit Not available in 2011/12 Nationalism, Democracy and Development in Contemporary India

This information is for the 2011/12 session.

Teacher responsible: Professor James Putzel and other International Development staff.

Availability: For MSc Environment and Development, MSc Global Politics, MSc Development Studies, MSc Development Studies (Research), MSc Development Management, MSc International Development and Humanitarian Emergencies, MPA International Development and MSc Political Economy of Late Development also for other students on request to the teachers.

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; and the ways in which contemporary economic and social theory affect current thinking about development.

In more detail: concepts of 'development' and historical evolution of paradigms of development thinking and policy; role of states and markets in development/underdevelopment; colonial legacies and path dependencies; state resilience and fragility; and the political economy of growth, poverty and freedom.

Teaching: 20 hours of lectures and 15 hours of seminars in Michaelmas Term. There will also be visiting speaker lectures each Friday in Michaelmas Term (10 x 2 hours).

Formative coursework: Students will write at least one essay (1,500-2,000 words) for presentation and evaluation in class.

Indicative reading: The following are recommended basic readings for the course: A. Kohli, *State-Directed Development: Political Power and Industrialization in the Global Periphery* (Cambridge, 2004). A. Sen, *Development as Freedom* (Anchor, 1999). E. Reinert, *How Rich Countries Got Rich and Why Poor Countries Stay Poor* (Constable, 2007, reprinted 2010). D. North, J.J. Wallis, B.R. Weingast: *Violence and Social Orders: A Conceptual Framework for Interpreting Recorded Human History*, (Cambridge 2009). HJ Chang, *Kicking Away the Ladder: Development Strategy in Historical Perspective* (Anthem, 2002). D. Rodrik. *One Economics, Many Recipes: Globalization, Institutions, and Economic Growth* (Princeton University Press, 2008).

Assessment: Two-hour examination (70%) and a 3,000 word essay (30%).

DV441

Development Policy and Management

This information is for the 2011/12 session.

Teachers responsible: Dr Lloyd Gruber CON. H603

Availability: Compulsory for MPA in International Development and optional for MPA in Public and Economic Policy, MPA in Public Policy and Management, MPA in European Public and Economic Policy and MPA in Public and Social Policy. The course is also available as an outside option, where regulations and numbers permit but only with permission of the teacher responsible. Please note that students who are enrolled in another International Development core course, such as DV400 or DV431, are ineligible.

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: Michaelmas Term: 10 two-hour lectures (starting Week 1) and 10 one-and-a-half hour seminars (starting Week 1).

Lent Term: 10 two-hour lectures (starting Week 1) and 10 one-and-a-half hour seminars (starting Week 1).

Summer Term: 1 two-hour lecture.

Formative coursework: A 1,500-word essay will be assigned in the first few weeks of Michaelmas Term. 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 Lent Term for correction in weeks 1-2 of Summer Term.

Assessment: One three hour exam (75%) in ST. In addition, all students will be required to take part in a 'development policy application' project stretching over Lent Term. A specific - and current - issue of major importance to developing countries will be introduced in the first week of this exercise. Each student will then be asked to prepare an individually-authored 750-word policy memo on the topic (5%). In the second part of the exercise, students will be randomly assigned into small groups and will begin preparing a more detailed 2,000-word policy brief outlining and defending their 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%).

DV442 Half Unit

Development: History, Theory and Policy (International Development and Humanitarian Emergencies)

This information is for the 2011/12 session.

Teacher responsible: Professor James Putzel and other DESTIN staff.

Availability: Compulsory on MSc International Development and Humanitarian Development.

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.

Teaching: 20 hours of lectures and 15 hours of seminars in the MT. There will also be visiting speaker lectures each Friday in Michaelmas Term (10 x 2 hours).

Formative coursework: Students will write at least two essays (1,500-2,000 words) 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: One two-hour exam (75%) and one 2,000 word essay (25%).

DV443 Half Unit Humanitarian Consultancy Project

This information is for the 2011/12 session.

Teachers responsible: Dr Stuart Gordon and Dr Rajesh Venugopal.

Availability: Compulsory for students on MSc International Development and Humanitarian Aid.

Course content: Students will be introduced to the variety of agencies and organisations working on humanitarian issues from NGO's to military organisations. Students will also be introduced to the various measures to try to coordinate humanitarian responses to suffering populations such as humanitarian accountability partnership and the "Sphere" project. They will look in detail at the experience of coordination on the ground by OCHA (Organisation for the Coordination of Humanitarian Affairs) and by the new cluster mechanisms. They will gain an awareness of the ways in which the mandates and institutional cultures of organisations persistently place them in tension with one another and will be required to read a selection of academic studies and agency reports which deal with the experiences of working as a humanitarian on the ground.

Teaching: 4 x three-hour lectures in Lent Term and 3 x two-hour seminar meetings/workshops for each project group in Lent Term. Plus 1 x two hour presentation from each project group with the commissioning agency/organisation and staff in Lent Term.

Formative coursework: Students will be given the opportunity to write at least one essay (1,500 - 2,000 words). Formative work will comprise group presentations in the workshops for which the students will be given indicative grades.

Indicative reading: Tony Vaux, *The Selfish Altruist*, Earthscan (2001), Zoe Marriage, *Not Breaking the Rules, Not Playing the Game*, Hurst (2006), Report of the 1st Global Consultation of Contingency Planners in Humanitarian Agencies <http://www.reliefweb.int/rw/lib.nsf/db900SID/OCHA-78WJRV?OpenDocument>, Operational Guidance on Designating Sector/Cluster Leads in Ongoing Emergencies <http://www.reliefweb.int/rw/lib.nsf/db900SID/EVOD-76JGY8?OpenDocument>, Mary Anderson, *Do No Harm: How aid can support peace or war*, Lynne Rienner Publishers Inc, US, (1999), Fiona Terry, *Condemned to Repeat?: The Paradox of The Paradox of Humanitarian Action*, London: Cornell (2002,); Dan Bortolotti, *Hope in Hell: Inside the World of Doctors Without Borders*, Buffalo: Firefly (2004), *The Sphere Handbook* <http://www.sphereproject.org/>

Assessment: One two-hour exam (70%) in Summer Term and one 10,000 word group research project report (30%) due first day of Summer Term.

DV475 IT and Socio-economic Development

This information is for the 2011/12 session.

Teacher responsible: Dr S Madon, CON. H813

Availability: This course is an option for the MSc Development Studies, MSc Development Management, MSc International Development and Humanitarian Emergencies and MSc Media, Communication and Development. Other MSc students may follow this course, numbers permitting. Please note that this is a FULL unit course; a HALF unit version is also offered under the course code DV483.

Course content: This course is about understanding the theoretical linkage between IT and Development and investigating this linkage in various application areas. The course will commence with foundation sessions covering what we mean by information technology and its linkage with development perspectives 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 currently topical in the field of IT and Development including global software outsourcing, e-commerce, ICT and education, e-government, telecentres and health informatics.

Teaching: 10 two-hour lectures/seminars and eight classes in the Lent Term.

Formative coursework: Student-led discussion sessions take place during the course based on selected readings. Each of these sessions 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 Summer Term and an individual essay (up to 5,000 words) on an approved topic due on the first day of Summer Term. Each component accounts for 50% of the final assessment.

DV483 Half Unit Aspects of IT and Socio-economic Development

This information is for the 2011/12 session.

Teacher responsible: Dr S Madon, CON. H813

Availability: This course is an option for the MSc Development Studies, MSc Development Management, MSc Management, Information Systems and Innovation and MSc Media, Communication and Development. Other MSc students may follow this course, numbers permitting.

Pre-requisites: Students should have a basic understanding of information systems management issues.

Course content: This course is about understanding the theoretical linkage between IT and Development and investigating this linkage in various application areas. The course will commence with foundation sessions covering what we mean by information technology and its linkage with development perspectives 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 currently topical in the field of IT and Development including global software outsourcing, e-commerce, mobile telephony, ICT and education, e-government, telecentres and health informatics. This course is also offered as a full unit option under the course code DV475.

Teaching: 10 two-hour lectures/seminars in Lent Term.

Formative coursework: Student-led discussion sessions take place during the course based on selected readings. Each of these sessions 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 Summer Term.

DV4B3**MPA Capstone Project (1.5 units)**

This information is for the 2011/12 session.

Teachers responsible: Dr Lloyd Gruber plus others.

Availability: This is a compulsory course for all second year MPA students.

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 organisation. Typical clients include public sector bodies, companies operating in the public management or public policy sector, international organisations or think tanks and NGOs. The group will have from October to February to work on an issue defined by the client organisation, investigating and developing a workable solution to the problem.

Teaching: All students must attend the opening Capstone introduction session in MT.

Each Capstone group will be allocated a supervisor, who will provide overall guidance on the project's development and assistance with client liaison. Other members of staff may also advise as required.

Formative coursework: Feedback will be provided on presentations of work-in-progress during MT.

Indicative reading: Useful preliminary reading: Charles E. Lindblom and David K. Cohen, *Social Science and Social Problem Solving* (New Haven: Yale University Press, 1979); Martha S. Feldman, *Order Without Design: Information Production and Policy-making* (Stanford, CA: Stanford University Press, 1989); Ray Pawson, *Evidence-based Policy: A Realist Perspective* (London: Sage, 2006); Office for Government Commerce *Common Causes of Project Failure* (London: OGC, 2004); *Strategy Survival Guide* (London: Prime Minister's Strategy Unit, July 2004); C. R. Cook, *Just Enough Project Management* (McGraw-Hill, 2004); J. E. McGrath and F. Tschan, *Dynamics in Groups and Teams: Groups as Complex Action Systems*, chapter three in M. S. Poole and A. H. Van de Ven (eds) *Handbook of Organizational Change and Innovation* (Oxford University Press, 2004).

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 presentation and submission of the project report to the client organisation. The presentation must take place by week 8 of the Lent term, on a date agreed with the client organisation. 20% of the marks are assigned by the client organisation after receipt of the presentation and project report.

2) A group project report of up to 15,000 words to be submitted during the Lent Term. The report is read by academic markers and their assessment accounts for 60% of the final grade.

Additionally, each group member must write a personal reflection on their contribution to the group's work, to be submitted alongside the report. The reflection should be no more than 600 words, and should include specific details of the student's contributions to the project. The reflections should not be included in the report submitted to the client.

Any appendices to the project report should only consist of technical data and may not contain any substantive analysis.

3) The final 20% of the marks are allocated by the Capstone supervisor on the basis of the group's performance in terms of (i) scoping and project development (including coping with difficulties) and (ii) group working and self-management as a team.

DV4B4**MPA Dissertation**

This information is for the 2011/12 session.

Teachers responsible: Dr Lloyd Gruber plus others.

Availability: This is a compulsory course for all second year MPA students.

Course content: MPA students must write a dissertation (of no more than 10,000 words) on a topic of their choice to be agreed with their supervisor.

Teaching: Students will be allocated a supervisor, who will provide

guidance on this piece of work. MPA Dissertation Workshops will be held to assist in the development of the dissertation.

Assessment: 1) The dissertation title, abstract, contents page and a 5 page synopsis/introduction will count for 10% of the overall dissertation mark. Students may only change their topic thereafter with the agreement of their supervisor. Students will be given feedback on their abstracts.

2) The full dissertation of no more than 10,000 words will account for the remaining 90% of the overall mark.

EC400**Introductory Course in Mathematics and Statistics**

This information is for the 2011/12 session.

Teachers responsible: Dr M Bray, STC. 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. Students on MSc Economics and Philosophy do not take Mathematics for Macroeconomics unless they plan to take a macroeconomics course as part of their MSc.

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**Econometrics**

This information is for the 2011/12 session.

Teachers responsible: Dr V Hajivassiliou, STC. S564, Prof M Schankerman, R516, and Professor D Quah, 50L.M206.

Availability: The course is for MSc Economics, MSc Economics and Philosophy. Other graduates on MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy/MPA Public and Social Policy may attend with the permission of the MSc Economics programme Director. This will normally only be granted to students who have taken EC400 (Introductory Course in Mathematics and Statistics) held annually in September and achieved the required standard.

Pre-requisites: Students should have completed an undergraduate

degree or equivalent in Economics and EC400 (Introductory course in Mathematics and Statistics).

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 and other estimation methods. Goodness of fit and hypothesis testing.
2. Regression models with stochastic regressors.
3. Asymptotic Theory and its application to the regression model.
4. The partitioned regression model, multicollinearity, misspecification, omitted and added variables.
5. Heteroskedasticity and Generalized Least Squares.
6. Measurement Errors and Instrumental Variables.
7. An example of the omitted variable problem. The omission of ability in the determination of the rate of return of schooling.
8. Identifying causal effects in panel data: Diff-in Diff estimator, Propensity Score Matching
9. Panel data and static models: fixed and random effect estimators, Hausman tests, Hausman-Taylor estimator, measurement error
10. Panel data and dynamic models: Arellano-Bond estimator, generalised method of moments
11. Regression with Autocorrelated Disturbances
12. Unit Roots and Cointegration
13. Vector Autoregression

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* (6th edn), James D. Hamilton, *Time Series Analysis* (1994), J Wooldridge, *Econometric Analysis of Cross Section and Panel Data* (2002), J Angrist and J Pischke, *Mostly Harmless Econometrics* (2009)

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 2011/12 session.

Teachers responsible: Professor A Manning, LRB. R451 and Dr G Bryan, LRB. R522.

Availability: This course is a compulsory second year course for the MPA Public and Economic Policy and is also available as an option for other MPA students. It is also available as an option to other graduate students that have a suitable background with the permission of the course lecturer. This course is a controlled access course.

Course content:

The aim of this course is to reinforce the ability of students to use statistics and economics to evaluate policy questions. In many ways the course builds on the material covered in Quantitative Approaches and Policy Analysis (EC455) and Micro and Macroeconomics for Public Policy (EC440) and covers similar questions but at greater depth.

At the beginning of the first term the course covers the key techniques to evaluate policy in more detail than in EC455. After this review of key regression techniques, the course covers a wide range of current public policy issues. Each lecture typically gives a brief introduction to a policy issue and then considers one or two recent empirical papers on this question in detail and draws out policy implications.

Teaching: 40 hours lectures and 20 hours classes sessional.

Formative coursework: Students will complete additional exercises, which will be marked, as formative assessment.

Indicative reading: There is no single textbook for the

course. James H. Stock and Mark W. Watson "Introduction to Econometrics", remains a very useful reference. A substantially more advanced reference for background reading is Joshua Angrist and Jorn-Steffen Pischke "Mostly Harmless Econometrics". A full reading list with the readings for each topic will be made available at the beginning of the course.

Assessment: A three-hour written examination in ST.

EC408 Half Unit Introduction to Quantitative Methods for the MPA Programme

This information is for the 2011/12 session.

Teachers responsible: Selim Gulesci (LRB. R5Z8A) and Daniel Sturm (LRB. R4Z9)

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 a 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.

EC411 Microeconomics

This information is for the 2011/12 session.

Teachers responsible: Professor G Levy, STC. S479 and Professor M Pesendorfer, STC. S878

Availability: This course is for MSc Economics, MSc Finance and Economics, MSc Economics and Philosophy, MSc Econometrics and Mathematical Economics (Two Year Programme). Other graduates on MSc Environmental Economics and Climate Change, MPA Public and Economic Policy/MPA Public Policy and Management/MPA

International Development/MPA European Public and Economic Policy/MPA Public and Social Policy may attend with the permission of the MSc Economics programme Director. This will normally only be granted to students who have taken EC400 (Introductory Course in Mathematics and Statistics) held annually in September and achieved the required standard.

Pre-requisites: Students should have completed an undergraduate degree or equivalent in Economics and EC400 (Introductory Course in Mathematics and Statistics).

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 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

This information is for the 2011/12 session.

Teachers responsible: Prof D Quah, STC. S877, Prof C Pissarides, STC. S677 and Dr C Julliard, OLD. A460.

Availability: This course is for MSc Economics, MSc Economics and Philosophy and MSc Finance and Economics. Other graduates on MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy/MPA Public and Social Policy may attend with the permission of the MSc Economics programme Director. This will normally only be granted to students who have taken EC400 (Introductory Course in Mathematics and Statistics) held annually in September and achieved the required standard.

Pre-requisites: Students should have completed an undergraduate degree or equivalent in Economics and EC400 (Introductory Course in Mathematics and Statistics).

Course content: The aim of the course is to give a wide-ranging survey of modern macroeconomics.

Growth in the global economy

Economic growth: neoclassical growth

Endogenous technology, intellectual property rights.

Dynamics of trade balances; sustainability; expectations

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

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 2011/12 session.

Teachers responsible: Dr G Benigno, LRB. R426, Dr Swati Dhingra, and Dr Thomas Sampson.

Availability: This course is for MSc Economics, MSc Econometrics and Mathematical Economics. Other graduates on MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy/MPA Public and Social Policy may attend with the permission of the MSc Economics programme Director. This will normally only be granted to students who have taken EC400 (Introductory Course in Mathematics and Statistics) held annually in September and achieved the required standard.

Pre-requisites: Students should have completed a course in intermediate level microeconomics and EC400 (Introductory Course in Mathematics and Statistics).

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: Comparative advantage and the gains from trade. Theories of comparative advantage. Factor endowments, the international location of production, and patterns of international trade. Empirical tests of trade models. Trade and the labour market. Intra-industry trade. Firm heterogeneity and selection into trade. Foreign direct investment. 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: R Feenstra, *Advanced International Trade: Theory and Evidence*, Princeton, 2004; A Dixit & V Norman, *Theory of International Trade*, Cambridge, 1980; E Helpman & P Krugman, *Market Structure and Foreign Trade*, MIT, 1985; 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 2011/12 session.

Teachers responsible: Dr R Iyengar, LRB. R425 and Prof A Manning, LRB. R451.

Availability: This course is for MSc Economics, MSc Economics and Mathematical Economics. Other graduates on MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy may attend with the permission of the MSc Economics programme Director. This will normally only be granted to students who have taken EC400 (Introductory Course in Mathematics and Statistics) held annually in September and achieved the required standard.

Pre-requisites: Students should have completed courses in intermediate level microeconomics, macroeconomics and econometrics and EC400 (Introductory Course in Mathematics and Statistics).

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:

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 2011/12 session.

Teachers responsible: Prof M Miller and Dr G Benigno, LRB. R426.

Availability: This course is for MSc Economics and MSc Econometrics and Mathematical Economics. Other graduates on MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy/MPA Public and Social Policy may attend with the permission of the MSc Economics programme Director. This will normally only be granted to students who have taken EC400 (Introductory Course in Mathematics and Statistics) held annually in September and achieved the required standard.

Pre-requisites: Students should have completed courses in intermediate level microeconomics and macroeconomics and EC400 (Introductory Course in Mathematics and Statistics).

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 discuss alternative frameworks to examine the interaction between money, liquidity, public policy and the aggregate economic activity. Those approaches include reduced form approaches of money-in-utility, cash-in-advance, overlapping generations and dynamic sticky price models. We also discuss more structural

approaches to examine the implications of underlying frictions - such as private information, limited contract enforcement and limited market participation - for the allocation and rationale for policy interventions. The substantive issues to be addressed include determination of inflation, optimal inflation rate, interaction between fiscal and monetary policy, transmission of monetary policy, financial crisis and business cycle.

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 2011/12 session.

Teachers responsible: Professor F Cowell, LRB. R520, Dr J Leape, Y211, Professor T Atkinson and Dr H Kleven, LRB. R518

Availability: This course is for MSc Economics and MSc Econometrics and Mathematical Economics. Other graduates on MSc International Health Policy, MSc International Health Policy (Health Economics), MSc Environmental Economics and Climate Change, LLM, MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy/MPA Public and Social Policy may attend with the permission of the MSc Economics programme Director. This will normally only be granted to students who have taken EC400 (Introductory Course in Mathematics and Statistics) held annually in September and achieved the required standard.

Pre-requisites: Students should have completed a course in intermediate level microeconomics and EC400 (Introductory Course in Mathematics and Statistics).

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: social insurance, income taxation. Taxation; household and firm behaviour. Public goods, externalities and environmental policy. Behavioural public economics, including implications for welfare analysis and savings policy. Selected topics in public economics such as behavioural responses to taxation; empirical strategies in public economics; poverty, inequality and optimal low-income support; compliance problems; inheritance and wealth taxation; global public finance and fiscal governance; 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 2011/12 session.

Teachers responsible: Professor J Sutton, LRB. R519, Professor M Pesendorfer, STC. S878 and Dr P Schiraldi, STC. S680

Availability: This course is for MSc Economics and MSc Econometrics and Mathematical Economics. Other graduates on MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy/MPA Public and Social Policy may attend with the permission of the MSc Economics programme Director. This will normally only be granted to students who have taken EC400 (Introductory Course in Mathematics and Statistics) held annually in September and achieved the required standard.

Pre-requisites: Students should have completed a course in intermediate level microeconomics and EC400 EC400 (Introductory Course in Mathematics and Statistics).

Course content: A graduate course in Industrial Organization, which aims to provide students with a working knowledge of current theoretical and empirical methods for industry studies. Applications of these methods are considered in industry case studies.

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), Demand estimation in homogenous and differentiated product industries, Production function estimation, Empirical techniques for oligopoly models and auction markets, Identification of conduct, Economies of Scale, R&D, Advertising, Vertical restraints. The topics will be discussed with detailed applications for selected industries and considering competition policy questions.

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 2011/12 session.

Teachers responsible: Professor M Ghatak, LRB. R530, Professor F Caselli, LRB. R442b and Dr G Padro i Miquel, LRB. R521

Availability: This course is for MSc Economics and MSc Econometrics and Mathematical Economics. Other graduates on MSc Environmental Economics and Climate Change, MSc Development Studies, MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy/MPA Public and Social Policy may attend with the permission of the MSc Economics programme Director. This will normally only be granted to students who have taken EC400 (Introductory Course in Mathematics and Statistics) held annually in September and achieved the required standard.

Pre-requisites: Students should have completed courses in intermediate level microeconomics, macroeconomics and econometrics and EC400 (Introductory Course in Mathematics and Statistics).

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 2011/12**Capital Markets**

This information is for the 2011/12 session.

Teacher responsible: TBA

Availability: This course is for MSc 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.

EC440 Micro and Macro Economics (for Public Policy)

This information is for the 2011/12 session.

Teachers responsible: Dr G Michaels, LRB. R438 and Professor R Burgess, LRB.R524.

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/MPA Public and Social Policy.

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: Week 1: Demand and Supply in Competitive Markets. Week 2: Consumer Optimisation: Demand for Goods. Week 3: Consumer Optimisation and Labor Supply. Week 4: Firms' Optimisation the Supply of Goods and the Demand for Labour. Week 5: Monopoly. Week 6: Uncertainty and Insurance. Week 7: Markets and Asymmetric Information. Week 8: Monopolistic Competition and Game Theory. Week 9: Externalities in Consumption and Production. Week 10: Public Goods. 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 2011/12 session.

Teachers responsible: Prof A Prat, R522 and Prof 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 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:

- introduce the basic analytical tools that are necessary to conduct research in any field in economics.
 - give the students a full understanding of the classic Microeconomic Theory and of the modern developments of Microeconomic Theory
 - enable students to address a microeconomic problem by structuring it as a mathematical model and enhance the understanding of economics issues 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-Collel, 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 R Varian, *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 2011/12 session.

Teachers responsible: Prof F Caselli, Prof W den Haan, Prof P Krusell, and Dr S Tenreyro.

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 Econometrics and Mathematical Economics.

Course content: The course will cover topics in advanced macroeconomics with emphasis on fundamentals and applications to recent theoretical advances:

- Economic growth: Neoclassical Growth Model, Optimizing Behaviour in dynamic models under certainty, Endogenous Technological Change, Imitation and Convergence, Growth and Development Accounting, Appropriate Technology.
- Search and Matching: The Matching Model, Efficiency Wages, Growth and Unemployment.
- Dynamic Stochastic General Equilibrium Models : Real Business Cycles, applications to models of heterogeneous agents and open economy. Fiscal policy analysis.
- Monetary Economics: models with credit frictions, sticky prices, search.

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 main references are the textbooks by D. Acemoglu, *Introduction to Modern Economic Growth*, Princeton University Press, 2009, and 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; C A Pissarides, *Equilibrium Unemployment Theory*, MIT Press 2000. References for recent theoretical advances published in the journals will be given during the course.

EC443 Econometrics for MRes Students

This information is for the 2011/12 session.

Teachers responsible: Dr V Hajivassiliou, STC. S564, Dr M Schafgans, STC. S583 and Dr T Komarova, STC. S870

Availability: This course is for the MRes/PhD in 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 first part [Inference, Classical- and Generalized Linear Regression] begins with methods of estimation and optimality, followed by an introduction to asymptotic theory. It proceeds with statistical inference and the trinity of classical testing (Wald, Likelihood Ratio, and Lagrange Multiplier). It then discusses the classical linear regression model and commences the discussion of violation of the classical assumptions by discussing the Generalized Linear Regression Model (heteroskedasticity and

autocorrelation).

The second part [Generalized Regression Methods] provides a further discussion of violations of the classical assumptions including measurement error, omitted variables, simultaneity, missing data; non-linear regression models and instrumental variables. It proceeds to the Generalized Method of Moments and efficient estimation methods under conditional moment restrictions.

The third part [Time-series, Panel-data, and Microeconomic Methods] begins with a discussion of Time-Series topics, including single equation theory for non-stationary variables; serially correlated errors with lagged dependent variables; unit roots; simultaneous equations for non-stationary variables; co-integration; and ARCH and GARCH models. It proceeds to Panel data methods such as fixed and random effects estimators and their extensions for applying to dynamic linear and non-linear panel data models. The next major topic presents models with Limited Dependent Variables. The final part [Specialized Econometric Methods] discusses simulation-based inference, nonlinear panel data, and duration models. It proceeds with program evaluation, nonparametrics, kernel estimation, and differences in differences. Finally, it covers the topics of quantile regression, semiparametrics of limited dependent variable models, and bootstrapping.

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.

Indicative reading: Lecture notes will be made available through the departmental website and in course-packs for each part of the course. Please note there is no set book for this course
Recommended books are: W H Greene, *Econometric Analysis*, 6th edn, Pearson Education; R Davidson & J MacKinnon, *Estimation and inference in econometrics*, Oxford University Press, 1993; P. Ruud, *An introduction to classical econometric theory*, Oxford University Press, 2000, 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.

Assessment: A three-hour written examination in the Summer Term.

EC450

Urban and transport Economics Seminars

This information is for the 2011/12 session.

Teachers responsible: Dr A Thornley, STC. S420 and Professor C M E Whitehead, STC. 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 2011/12 session.

Teachers responsible: Prof A Prat, LRB. R538, Prof G Levy, STC. S479, Prof R Razin, STC. S480 and Prof T Persson

Availability: This course is for MSc Economics and MSc Econometrics and Mathematical Economics. Other graduates on MSc Political Science and Political Economy, MSc Environmental Economics and Climate Change, MPA Public and Economic Policy/MPA Public Policy and Management/MPA International

Development/MPA European Public and Economic Policy/MPA Public and Social Policy may attend with the permission of the MSc Economics programme Director. This will normally only be granted to students who have taken EC400 (Introductory Course in Mathematics and Statistics) held annually in September and achieved the required standard.

Pre-requisites: Students should have completed courses in intermediate level microeconomics, macroeconomics and econometrics and EC400 (Introductory Course in Mathematics and Statistics).

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 2011/12 session.

Teachers responsible: Professor Robin Burgess, LRB. R524 and Dr G Bryan, LRB.R522

Availability: Compulsory for MPA International Development. Optional for students on MPA Public and Economic Policy, MPA Public Policy and Management, MPA Public and Social Policy and MPA in European Public and Economic Policy. This course is a controlled access course.

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 2011/12 session.****Teachers responsible:** Dr G Padro i Miquel, LRB. R521 and Dr G Fischer, LRB. R537.**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/MPA Public and Social Policy and MPA International Development.**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-session course of the MPA programme (EC408). Students not participating in the pre-session 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 MT 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.**Formative coursework:** Students will complete weekly problem sets. Some of these will be marked to provide indicative assessment.**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 2011/12 session.****Teachers responsible:** Dr S. Teneyro, STC. S579 and others.**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). The macro part of the course covers methods for solving macroeconomic models and empirical techniques to uncover macroeconomic variables. The thematic focus will be on trade, growth, and volatility.

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), Wooldridge, *Econometric Analysis of Cross Section and Panel Data* (2002), and Deaton, *The Analysis of Household Surveys* (1997).**Assessment:** A three-hour written examination in the ST.**EC476****Contracts and Organisations****This information is for the 2011/12 session.****Teachers responsible:** Professor M Ghatak, LRB. R530, Professor B Szentes, LRB. S464 and Professor J Hardman Moore, S676**Availability:** This course is for MSc Economics, MSc Econometrics and Mathematical Economics, MSc Environmental Economics and Climate Change, 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. Classes 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 2011/12 session.****Teacher responsible:** Professor J Hidalgo, STC. 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 2011/12 session.

Teachers responsible: Prof J Hidalgo, STC. S578, Dr T Komarova, STC. S875, Dr M Seo, STC. S580 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; bootstrap methods in econometrics; non-linear time series; panel data models.

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 2011/12 session.

Teachers responsible: Prof J Van Reenen, LRB. R460, and Prof S Schiske, LRB. 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 Stata 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, hypothesis testing, omitted and added variables, measurement error, the role of controls, and functional form. Panel data, fixed and random effects. Instrumental Variables. An introduction to the analysis of time series. The emphasis of this part is on the identification of causal effects, and applications in microeconomics (Labour Economics, Public Policy, IO, etc) are presented throughout. In LT you will learn the applications of many of these techniques to econometric questions in Industrial Organization, organizational economics and management..

Teaching: 20 hours lectures and 10 seminars each term.

Formative coursework: Students are required to complete answers to problem sets on a week by week basis.

Indicative reading: MT: James H. Stock and Mark W. Watson, *Introduction to Econometrics*; reading lists of chapters and journal articles will be supplied at the start of each term.

Assessment: A three hour exam in ST

EC487

Advanced Microeconomics

This information is for the 2011/12 session.

Teachers responsible: Prof L Felli, STC. S478 and Dr E Eyster, STC. S475

Availability: This course is for students on MSc Econometrics and Mathematical Economics, MSc Finance and Economics (Research) and MSc Applicable Mathematics. The course is available to students on MSc Economics with the permission of the course teachers. It is also available for students on 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 classical Microeconomic Theory as well as its modern development.

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 texts are A Rubinstein *Lecture Notes in Economic Theory*, Princeton University Press and Mas-Colell, 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 2011/12 session.

Teachers responsible: Dr Greg Fischer, LRB. R537 plus others.

Availability: This is a compulsory course for all second year MPA students.

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 organisation. Typical clients include public sector bodies, companies operating in the public management or public policy sector, international organisations or think tanks and NGOs. The group will have from October to February to work on an issue defined by the client organisation, investigating and developing a workable solution to the problem.

Teaching: All students must attend the opening capstone introduction session in MT.

Each Capstone group will be allocated a supervisor, who will provide overall guidance on the project's development and assistance with client liaison. Other members of staff may also advise as required.

Formative coursework: Feedback will be provided on presentations of work-in-progress during MT.

Indicative reading: Useful preliminary reading: Charles E. Lindblom and David K. Cohen, *Social Science and Social Problem Solving* (New Haven: Yale University Press, 1979); Martha S. Feldman, *Order Without Design: Information Production and Policy-making*

(Stanford, CA: Stanford University Press, 1989); Ray Pawson, *Evidence-based Policy: A Realist Perspective* (London: Sage, 2006); Office for Government Commerce Common Causes of Project Failure (London: OGC, 2004); Strategy Survival Guide (London: Prime Minister's Strategy Unit, July 2004); C. R. Cook, *Just Enough Project Management* (McGraw-Hill, 2004); J. E. McGrath and F. Tschan, *Dynamics in Groups and Teams: Groups as Complex Action Systems*, chapter three in M. S. Poole and A. H. Van de Ven (eds) *Handbook of Organizational Change and Innovation* (Oxford University Press, 2004).

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 presentation and submission of the project report to the client organisation. The presentation must take place by week 8 of the Lent term, on a date agreed with the client organisation. 20% of the marks are assigned by the client organisation after receipt of the presentation and project report.

2) A group project report of up to 15,000 words to be submitted during the Lent Term. The report is read by academic markers and their assessment accounts for 60% of the final grade.

Additionally, each group member must write a personal reflection on their contribution to the group's work, to be submitted alongside the report. The reflection should be no more than 600 words, and should include specific details of the student's contributions to the project. The reflections should not be included in the report submitted to the client.

Any appendices to the project report should only consist of technical data and may not contain any substantive analysis.

3) The final 20% of the marks are allocated by the Capstone supervisor on the basis of the group's performance in terms of (i) scoping and project development (including coping with difficulties) and (ii) group working and self-management as a team.

EC4B4 MPA Dissertation

This information is for the 2011/12 session.

Teachers responsible: Dr G Padro i Miquel, R521, Dr G Fischer (R537) plus others.

Availability: This is a compulsory course for all MPA students studying at LSE for their second year.

Course content: MPA students must write a dissertation (of no more than 10,000 words) on a topic of their choice to be agreed with their supervisor.

Teaching: Students will be allocated a supervisor, who will provide guidance on this piece of work. MPA Dissertation Workshops will be held to assist in the development of the dissertation.

Assessment: 1) The dissertation title, abstract, contents page and a 5 page synopsis/introduction will count for 10% of the overall dissertation mark. Students may only change their topic thereafter with the agreement of their supervisor. Students will be given feedback on their abstracts.

2) The full dissertation of no more than 10,000 words will account for the remaining 90% of the overall mark.

EH401 Half Unit Historical Analysis of Economic Change

This information is for the 2011/12 session.

Teachers responsible: Dr Debin Ma, CMK. C313 and Dr Patrick Wallis, CMK. C414

Availability: Compulsory course for MSc Economic History and MSc Economic History (Research). 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: A two-hour unseen written examination in the ST (100%).

EH402 Half Unit Research Design and Quantitative Methods in Economic History

This information is for the 2011/12 session.

Teachers responsible: Dr Peter Howlett, CMK. C514

Availability: Optional course for MSc Economic History (Research). MSc Economic History and MSc Global History.

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.

Assessment: Two-hour examination in the ST.

EH404 Half Unit Not available in 2011/12 India and the World Economy

This information is for the 2011/12 session.

Teacher responsible: Dr Tirthankar Roy, CMK. C315.

Availability: This is an optional course for students taking MSc Economic History, MSc Economic History (Research), MSc Political Economy of Late Development, MSc Global History, LSE-Columbia University Double Degree in International and World History, MSc Empires, Colonialism, Globalisation 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 2011/12 session.

Teacher responsible: Dr Chris Minns, CMK. C319

Availability: Optional course for students taking MSc Economic History, MSc Economic History (Research), LSE-Columbia University Double Degree in International and World History, MSc Global History, MSc Political Economy of Late Development, 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 A

This information is for the 2011/12 session.

Teachers responsible: tba

Availability: Optional half-unit in MT for MSc Economic History, MSc Economic History (Research), MSc Global History and MA Global Studies: A European Perspective. There is a second half unit course offered in the LT, EH419 Research Topics in Economic History B. 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 in MT, with a flexible combination of lectures and seminars.

Formative coursework: Students will be expected to produce two written papers.

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

Assessment: The method of assessment will be announced at the beginning of the course (either a two hour exam in ST, or a 3,000 word essay).

EH413 Half Unit African Economic Development in Historical Perspective

This information is for the 2011/12 session.

Teacher responsible: Dr. Leigh Gardner, CMK.C322

Availability: Optional half-unit course for MSc Economic History, MSc Economic History (Research), MSc Global History, MSc Political Economy of Late Development, LSE-Columbia University Double Degree in International and World History and MA Global Studies: A

European Perspective. Other students require the permission of the course teacher and their own tutor.

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

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

EH414 Half Unit Theories, Paths and Patterns of Late Development

This information is for the 2011/12 session.

Teachers responsible: Dr Debin Ma, CMK. C314 and Dr Patrick Wallis, CMK.C414

Availability: Compulsory half-unit course for MSc Political Economy of Late Development.

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.

The classes to follow the lecture will focus on how economic history as a discipline that helps explain the distinct growth trajectories of 'late-developing' countries, inform modern approaches to development policy and practice, and current controversies about obstacles to development.

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); 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); A. Przeworski *Democracy and Development: political institutions and material well-being in the world, 1950-1990* (2000); 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). 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: Two-hour written examination in the Summer Term.

EH417 Half Unit Not available in 2011/12 Political Economy of Late Industrialisation

This information is for the 2011/12 session.

Teacher responsible: Professor C.M. Lewis, E306

Availability: Optional half-unit course for MSc Political Economy of Late Development, MSc Global History and for MSc Economic History, MSc Economic History (Research) 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 (3,000 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 2011/12 Research Issues in African Economic History

This information is for the 2011/12 session.

Teacher responsible: TBA

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 and MA Global Studies: A European Perspective. Other students require the permission of the course teacher and their own tutor.

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.

EH419 Half Unit not available in 2011/12 Research Topics in Economic History B

This information is for the 2011/12 session.

Teacher responsible: tba.

Availability: Optional half-unit in LT for MSc Economic History, MSc Economic History (Research), MSc Global History, MSc Political Economy of Late Development and MA Global Studies: A European Perspective. There is a half unit course offered in the MT, EH412 Research Topics in Economic History A.

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 in LT, with a flexible combination of lectures and seminars.

Formative coursework: Students will be expected to produce two written papers.

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

Assessment: The method of assessment will be announced at the beginning of the course (either a two hour exam in ST, or a 3,000 word essay).

EH422

Topics in Quantitative Economic History

This information is for the 2011/12 session.

Teachers responsible: Professor Albrecht Ritschl, CMK. C415 and Dr Chris Minns, CMK. C319

Availability: Optional for MSc Economic History, MSc Economic History (Research), MSc Global History, and MPhil 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 Not available in 2011/12 **Japan and Korea as Developing Economies**

This information is for the 2011/12 session.

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; economic institutions; colonialism and imperialism; integration into the international economy; income levels and consumption; gender and development; culture and economy.

Teaching: Twenty hours of lectures/seminars in the Michaelmas Term and two hours of revision 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.Franks, *Japanese Economic Development* (2nd. edition, 1999); C.H.Lee & I.Yamazawa (eds.), *Economic Development of Japan and Korea* (1990); C.Mosk, *Japanese Economic Development: Markets, Norms, Structures* (2008).

Assessment: A two-hour exam in the Summer Term (100%).

EH424 Half Unit **Research Topics in Economic History II: The British Economy in Global Perspective, 1000-2000**

This information is for the 2011/12 session.

Teacher responsible: Professor S Broadberry

Availability: Optional 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, MSc Political Economy of Late Development and MA Global Studies: A European Perspective.

Course content: This course aims to provide an overview of the growth and development of the British economy over the second millennium within an international comparative perspective. The material covered will draw on my research covering three main areas: (1) the long run growth of the British economy covering the medieval and early modern periods as well as the modern period, drawing upon a new set of historical national accounts, and placing British experience within an international comparative context. (2) Britain's place in the Great Divergence of productivity and living standards between Europe and Asia, focusing in particular on comparisons between Britain and India, but also drawing on the cases of China and Japan (3) Britain's productivity performance since the mid-nineteenth century in comparison with the United States, Germany and other countries, examining sectoral as well as aggregate performance.

1. Overview: Britain in the Global Economy, 1000-2000
2. English Economic Growth, 1270-1700: A Historical National Accounting Approach
3. British Economic Growth, 1700-1870
4. Britain and the Great Divergence: Wages and Prices
5. Britain and the Great Divergence: Cotton Textiles
6. Britain and the Great Divergence: Historical National Accounts
7. How did the United States and Germany overtake Britain?
8. Manufacturing and the Productivity Race
9. Services and the Productivity Race
10. Britain and Asia since 1870

Teaching: Two-hour meetings weekly in LT, with a flexible

combination of lectures and seminars.

Formative coursework: Two pieces of written work are to be submitted for the course. The first is a short 1500 word essay, as detailed in an accompanying document. The second is a mock examination, written over the Easter vacation.

Indicative reading: A full reading list is available as an accompanying document. Selected illustrative readings are as follows:

Broadberry, S., Campbell, B., Klein, A., Overton, M. and van Leeuwen, B. (2010), *British Economic Growth, 1270-1870*, <http://www2.warwick.ac.uk/fac/soc/economics/staff/faculty/broadberry/wp>.

Broadberry, S. and Gupta, B. (2009), Lancashire, India and Shifting Competitive Advantage in Cotton Textiles, 1700-1850: The Neglected Role of Factor Prices, *Economic History Review*, 62, 279-305.

Broadberry, S.N. (1997), *The Productivity Race: British Manufacturing in International Perspective, 1850-1990*, Cambridge: Cambridge University Press.

Assessment: A two-hour exam in the Summer Term (100%).

EH426 Half Unit **Quantitative Topics in Economic History I: Cross-section and Panel Data**

This information is for the 2011/12 session.

Teacher responsible: Dr Chris Minns.

Availability: MSc Economic History, MSc Global History, MSc Economic History (Research).

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 will provide an overview of quantitative approaches in economic history using primarily cross-section and panel data. The course examines the use of quantitative techniques through practical exercises and critical discussion of their application in recent literature. Techniques discussed will include multiple regression analysis, limited dependant variables, instrumental variables, and models used for decompositions and the analysis of self-selection, as appropriate. The course is organised on a topic basis, with subjects chosen to illustrate particular theoretical, quantitative or methodological issues.

Teaching: 20 hours of seminars in the MT.

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

EH427 Half Unit **Quantitative Topics in Economic History II: Time Series and Economic Dynamics**

This information is for the 2011/12 session.

Teacher responsible: Professor Albrecht Ritschl, CMK.C422

Availability: MSc Economic History, MSc Global History, MSc Economic History (Research) students only.

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 will provide an overview of quantitative approaches in economic history using primarily time series and dynamic techniques. The course will examine the use of quantitative

techniques through practical exercises and critical discussion of their application in recent literature. Techniques discussed will include analysis of unit roots, vector autoregressions, and the basics of stochastic growth models, as appropriate. The course is organised on a topic basis, with subjects chosen to illustrate particular theoretical, quantitative or methodological issues.

Teaching: 20 hours of seminars in the LT.

Formative coursework: Two presentations during the term; fortnightly quantitative exercises.

Indicative reading: Arthur Burns and Wesley Mitchell (1946), *Measuring Business Cycles*; Nicholas Crafts and Gianni Toniolo, eds. (1996), *Economic Growth in Postwar Europe since 1945*; Robert J. Gordon, ed. (1990), *The American Business Cycle: Continuity and Change*; Timothy Kehoe and Edward Prescott, eds. (2001), *Great Depressions of the Twentieth Century*.

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

EH446 Not available in 2011/12 Economic Development in East and Southeast Asia

This information is for the 2011/12 session.

Teacher responsible: Dr Kent G Deng, CMK. C213

Availability: For MSc Economic History, MSc Economic History (Research), MSc Political Economy of Late Development, MSc Global History, MSc Development Studies, MSc China in Comparative Perspective, MSc Empires, Colonialism, Globalisation 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 2011/12 session.

Teacher responsible: Professor Albrecht Ritschl, CMK. C422

Availability: MSc Economic History, MSc Economic History (Research), MSc Global 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.

EH451 Half Unit Latin American Development: political economy of growth

This information is for the 2011/12 session.

Teacher responsible: Professor Colin Lewis, E306

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

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

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

Formative coursework: Students are required to make one

presentation and write one paper (around 3,000 words) during the term.

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

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

EH452 Half Unit

Latin American Development: case-studies in growth, poverty and social change

This information is for the 2011/12 session.

Teacher responsible: Dr Alejandra Irigoin, CMK.C313

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

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

Teaching: Weekly two-hour seminars in LT.

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

Assessment: 2-hour examination in the Summer Term.

EH453 Half Unit

Economic Globalisation: Long-term trends and consequences

This information is for the 2011/12 session.

Teacher responsible: TBA

Availability: Optional half-unit for MSc Economic History, MSc Economic History (Research) and MSc Global History, MSc Political Economy of Late Development and MA Global Studies. 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: This course overviews the long-term evolution of the global economy, while paying special attention to the developments from the nineteenth century up to the present day. The course is divided up in two parts. In the first part, we examine how the degree of economic globalisation can be measured, by looking at the integration and disintegration of product (goods

and services) and factor (capital and labour) markets over time. The second part explores some consequences of and issues connected to economic globalisation that are of particular relevance.

These include financial crises, new global business models, and convergence and divergence of production or income across and within countries and sectors.

Teaching: Weekly two-hour seminars.

Formative coursework: Two presentations or panel contributions, one of which has to be written up as an essay, which has to be submitted by the end of sixth week of Michaelmas term. Essays should not be longer than 3,000 words, stapled and typewritten. The essays will be graded, but these grades are for your information only and do not contribute to your course assessment, which is based on the assessed essay alone.

Indicative reading: Bordo, Michael D., Alan M. Taylor, and Jeffrey G. Williamson (eds.), *Globalization in Historical Perspective* (2003); Findlay, Roland and Kevin H. O'Rourke, *Power and Plenty: Trade, War, and the World Economy in the Second Millennium* (2007); Obstfeld, Maurice and Alan Taylor, *Global Capital Markets. Integration, Crisis, and Growth* (2004); Bourguignon, F. et al., "Making sense of globalisation: a guide to the economic issues", CEPR Policy Paper 8 (2002). Rodrik, Dani, *One Economics, Many Recipes: Globalization, Institutions, and Economic Growth* (2007).

Assessment: Essay of not more than 3,000 words (100%). The essay questions will be distributed in week 10 of Michaelmas term and submitted by the end of week 1 of Lent term. Essays must be typewritten and stapled.

EH463 Half Unit Not available in 2011/12

The Long-Run Analysis of Firms and Industries

This information is for the 2011/12 session.

Teacher responsible: Dr Gerben Bakker, CMK. C322

Availability: For MSc Economic History, MSc Economic History (Research), MSc Global History, MA Global Studies: A European Perspective, and MSc Accounting, Organisations and Institutions. 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 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, in the Lent 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 **The Historical Context of Business**

This information is for the 2011/12 session.

Teacher responsible: Dr Tim Leunig, CMK. C321

Availability: For MSc Economic History, MSc Economic History (Research), MSc Global History, and MSc Accounting, Organisations and Institutions. Students taking other master's degrees may be admitted, space and timetable permitting, and with the approval of their department and the course teacher.

Teaching: The course is taught in the autumn term. Students receive 10 hours of lectures, 8 one hour classes, and a two hour revision session. The lectures will consist of two two hour lectures in weeks one and two, and then 6 one hour lectures in weeks three to eight. The eight classes will take place in weeks 3 to 10. The two hour revision session will take place in the middle of the spring term.

Formative coursework: Students are expected to produce one essay during the term and to sit a mock examination paper over the Christmas vacation.

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 2011/12 session.

Teacher responsible: Dr Patrick Wallis, CMK. C414

Availability: Optional on MSc Economic History, MSc Economic History (Research), MSc Global History, MSc Political Economy of Late Development, 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, and explores some of the initial impact of industrialisation on the organisation and experiences of the labour force. 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 up to the early 19th century. Issues covered will include (but not be limited to): how was work organised? How were skills acquired? What kinds of work did women and children do? How did work differ in town and countryside? Did the intensity of work change? What political identity and impact did workers have? The course discusses the range of European experiences, but has a particular focus on developments in Britain, where labour first faced industrialisation.

Teaching: Twenty hours of seminars. One seminar in the ST.

Formative coursework: One essay of 2,500 words, one presentation and short weekly assignments.

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 **Not available in 2011/12** **Epidemics: Epidemic Disease in History, 1348-2000**

This information is for the 2011/12 session.

Teacher responsible: Dr Patrick Wallis, CMK. C414

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

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

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

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

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

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

EH475 **Not available in 2011/12** **The Rise and Decline of Economic Policy in Twentieth-Century Europe**

This information is for the 2011/12 session.

Teachers responsible: Dr Max Schulze, CMK. C515 and Mr Dudley Baines, CMK. C522

Availability: For MSc Economic History, MSc Economic History (Research), MSc Global History, and MSc Accounting, Organisations and Institutions. 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/MPA International Development/MPA European Public and Economic Policy/MPA Public and Social Policy 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 2011/12 session.

Teacher responsible: Dr Huei-Chun Su, CMK. C316

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: Global History

This information is for the 2011/12 session.

Teacher responsible: Dr Tirthankar Roy, CMK. C315 and Professor Janet Hunter, CMK.C420

Availability: 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 should be a critical survey of a well-defined problem in the literature. It must demonstrate adequate knowledge of appropriate literature in Global History and an ability to handle problems of evidence and explanation.

Assessment: The dissertation should be no longer than 6,000 words, excluding tables, references and bibliography. Marks will be deducted for late submission or excessive length.

EH480

Dissertation: MSc Global History

This information is for the 2011/12 session.

Teacher responsible: Dr Tirthankar Roy, C315.

Availability: MSc Global History. Also available for students on MA Global Studies: A European Perspective.

Course content: The dissertation should be an empirical study using primary source material to write on a topic in global history. The topic should relate broadly to one of the global history courses taken by the student.

Formative coursework: 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. The title must be approved in advance by the student's supervisor. 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 2011/12 session.

Teachers responsible: Dr Tirthankar Roy, CMK. C315 and Dr Alejandra Irigoin CMK.C313

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 2011/12 session.

Teachers responsible: Dr. Alejandra Irigoin, CMK.C313 and Dr. Leigh Gardner, CMK.C322 (MT) and Dr Kent Deng, CMK. C213 (LT)

Availability: Compulsory course for MSc Global History and MSc Economic 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 2011/12 session.

Teachers responsible: Professor Stephen Broadberry, CMK.C320, Mr Dudley Baines, CMK.C522 and Dr. Olivier Accominotti

Availability: Optional course for MSc Global History, MSc Economic History, MSc Economic History (Research) 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:

- 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.
- 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.
- Agriculture and the environment: agriculture and industrialization; climate, endowments, institutions and agricultural development; rationale and implications of changing patterns of agricultural trade.
- Aspects of technological change and diffusion, and technology transfer.
- 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.

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). Stephen Broadberry and Kevin H. O'Rourke (eds.), *The Cambridge Economic History of Modern Europe*, Volume 2: 1870 to the Present, Cambridge: Cambridge University Press, 2010.

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

EH485 Half Unit Not available in 2011/12 **Scientific, Technical and Useful Knowledge from Song China to the Industrial Revolution**

This information is for the 2011/12 session.

Teacher responsible: TBA

Availability: Optional course for students taking MSc Global History, LSE-Columbia University Double Degree in International and World History, MSc Economic History, MSc Economic History (Research). 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 **Shipping and Sea Power in Asian Waters, c1600-1860**

This information is for the 2011/12 session.

Teacher responsible: Dr Kent G Deng, CMK. C213

Availability: Optional course for students taking MSc Global

History, MSc Economic History, MSc Economic History (Research), MSc Political Economy of Late Development, LSE-Columbia University Double Degree in International and World History, MSc Empires, Colonialism, Globalisation 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), 258-50; K N Chaudhuri, *The Trading World of Asia and the English East India Company* (1978); Gang Deng, *Chinese Maritime Activities and Socioeconomic Development c2100 b.c.-1900 a.d.* (1997); Gang Deng, *Maritime Sector, Institutions and Sea Power of Premodern China* (1999); D Flynn & A Giraldez, 'Born with a "Silver Spoon": World Trade's Origins in 1571' in *Journal of World History*, Vol6, No 2 (1995); Yen-P'ing Hao, *The Commercial Revolution in Nineteenth-Century China: The Rise of Sino-Western Mercantile Capitalism* (1986); Yen-P'ing Hao, *The Compradore in Nineteenth-Century China: Bridge between East and West* (1970); L Levathes, *When China Ruled the Seas: The Treasure Fleet of the Dragon Throne, 1405-1433* (1994); W Schurz, *The Manila Galleon* (1985: originally 1938); A So, *The South China Silk District: Local Transformation and World-System Theory* (1986); M Tampoe, *Maritime Trade between China and the West* (1989).

Assessment: A two-hour written examination.

EH487 Half Unit **International Economic Institutions since World War I**

This information is for the 2011/12 session.

Teacher responsible: Professor Nicholas Crafts, CMK. C522

Availability: Optional course for students taking MSc Global History, MSc Economic History, MSc Economic History (Research), MSc Accounting, Organisations and Institutions, MSc Political Economy of Late Development 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 2011/12 session.

Teachers responsible: Dr Tirthankar Roy, CMK. 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.

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 2011/12 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, 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.

EH498 Half Unit Dissertation: MSc Economic History (Half Unit)

This information is for the 2011/12 session.

Teacher responsible: Professor Albrecht Ritschl, C422

Availability: MSc Economic History.

Course content: The subject of the dissertation should relate broadly to one of the economic history taught courses taken by the student. It should be a critical survey of a well-defined problem in the literature. It must demonstrate adequate knowledge of appropriate literature in Economic 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.

Formative coursework: Students 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 6,000 words, excluding tables, references and bibliography. Marks will be deducted for late submission or excessive length.

EH499 Dissertation : MSc Economic History

This information is for the 2011/12 session.

Teachers responsible: Professor Janet Hunter, CMK. C420

Availability: MSc Economic History and MSc Global History.

Course content: The dissertation should be an empirical study using primary source material to write on a topic of economic history. The topic should relate broadly to one of the economic history courses taken.

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 2011/12 session.

Teacher responsible: Dr Vassilis Monastiriotis, COW 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: 5 x 4 hour lectures (weeks 1,2,3,4,5 of 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 2011/12 session.

Teachers responsible: Dr S Glendinning, COW. J107, Dr C Gordon, COW. J5 and Dr M Simoni, COW. J103.

Availability: Compulsory for all European Institute masters students: MSc European Political Economy, MSc European Studies: Ideas & Identities, MSc European Studies (Research) and LSE-Sciences Po Double Degree in European Studies.

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: 1 x 2hour session MT (week 2), 4 x 1hour sessions MT (weeks 4, 6, 8, 10) and 5 x 1hour 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.

EU420 Half Unit

European Union Law and Government

This information is for the 2011/12 session.

Teacher responsible: Dr Jan Komarek, COW. J104

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/MPA Public and Social Policy, MSc European Social Policy and LSE-Sciences Po Double Degree in European Studies. This is a capped course (30 students).

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. Using material from the current practice of various EU institutions, these theories are immediately applied

to analyse the central relationships within the EU government, 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 judicial system.

Teaching: 10 x 1hour lectures and 10 x 1.5hour seminars (MT); 1 x 1hour lecture and 1 1.5hour seminar (ST).

Formative coursework: Two unassessed essays (2,000 words each).

Indicative reading: D Castiglione et al, *Constitutional Politics in the European Union* (Palgrave 2007); R Corbett, F Jacobs and M Shackleton, *The European Parliament* 8th ed (John Harper Publishing 2011), S Hix and B Høyland, *The Political System of the European Union* 3rd ed (Palgrave 2011); P Lindseth, *Power and Legitimacy: Reconciling Europe and the Nation-State* (Oxford University Press 2010); D Naurin and H Wallace (eds), *Unveiling the Council of the European Union* (Palgrave 2008); N Nugent, *The European Commission* (Palgrave 2000); A Stone Sweet, *The Judicial Construction of Europe* (Oxford University Press 2004); JHH Weiler, *The Constitution of Europe: "Do the New Clothes Have an Emperor?" And Other Essays on European Integration* (Cambridge University Press 1999).

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 2011/12 session.

Teacher responsible: Dr E Thielemann, CON. H314

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, MSc Environmental Policy and Regulation, MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA Public and Social Policy, MSc Media and Communications (Media and Communication Governance), MSc Public Policy and Administration, MSc Public Policy and Administration (Research), MSc European Social Policy, LSE-Sciences Po Double Degree in European Studies, LSE-PKU Double Degree in Public Administration and Government. 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 x 1hour lectures and 10 x 1.5hour seminars (LT); 1 x 1hour lecture and 1 x 1.5hour seminar (ST).

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 ST (100%).

EU423 Half Unit Not available in 2011/12 Greece and the European Union

This information is for the 2011/12 session.

Teachers responsible: Professor K Featherstone, COW. J202 and Dr V Monastriotis, COW. 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/MPA Public and Social Policy 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. Koliolopoulos 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 2011/12 session.

Teachers responsible: Dr S Glendinning, COW. J107 and Mr M Fraser, COW. 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) and MSc Politics and Government in the European Union.

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 x 1 hour lectures and 10 x 1.5 hour seminars (MT); 1 x 1 hour lecture and 1 x 1.5 hour seminar (ST).

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*; Hannah Arendt, *The Origins of Totalitarianism*.

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

EU425 Half Unit Interest Representation and Economic Policy-Making in Europe

This information is for the 2011/12 session.

Teacher responsible: Dr Marco Simoni, COW. J103

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 Programme (all streams) and LSE-Sciences Po Double Degree in European Studies. The course is available as an outside option. This is a capped course (30 students). Students are required to obtain permission from the teaching department to take this course.

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: 10 x 2 hour lecture/seminar sessions (LT); 1 x 2 hour revision lecture/seminar (ST)

Formative coursework: One presentation per student and one 1500 word essay.

Indicative reading: Olson, M. (1982). *The rise and decline of nations : economic growth, stagflation, and social rigidities*. New Haven ; London, Yale University Press; Dahl, R. A. (1989). *Democracy and Its Critics*. New Haven and London Yale University Press. Chapter 20, pp.280-298; Bouwen, P. (2004). " Exchanging access goods for access. A comparative study of business lobbying in the European Union institutions." *European Journal of Political Research*, 43: 337-369; 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; 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 case study (2,500 words) to be submitted at the end of LT (25%); One two-hour written examination in ST (75%).

EU426 Half Unit The West: Identity and Interests

This information is for the 2011/12 session.

Teacher responsible: Maurice Fraser, COW. J110.

Availability: Optional on MSc Politics and Government in the European Union, MSc European Political Economy, MSc European Studies: Ideas and Identities, MSc International Relations, MSc

International Relations (Research), MA/MSc History of International Relations, MSc Theory and History of International Relations and MSc Empires, Colonialism and Globalisation. Also available to students taking MSc International Relations as part of the LSE-Sciences Po Double Degree in Affaires Internationales.

This is a capped course (30 students). Students are required to obtain permission from the teaching department to take this course.

Course content: This course is in two halves: the first will explore the idea of The West, culturally and philosophically; the second will explore the architecture, policies and governance of the contemporary transatlantic relationship.

The course will begin by examining The West's central role as a descriptive and normative concept across intellectual disciplines. It will locate its many definitions in their respective cultural and geographical contexts and will examine the claims for an unique and irreducible content which can account for The West's enduring significance in changing geopolitical contexts, notably since the end of the Cold War.

The course will consider The West as a foundational idea in the humanities - specifically the emergence of a self-consciousness through the liberal arts and the Western Canon of literature and philosophy; the concept of 'high culture'; the idea of a university; and the importance of criticism, innovation and self-consciousness. The West's position within the grand civilisational narratives will be analysed, including those of decline (Spengler, Toynbee, Freud), triumph or resolution (Bell, Fukuyama), conflict (Huntington), and universal mission (liberal interventionism, neo-conservatism, soft power).

The course will describe and critically evaluate the claims of anti-western ideologies such as pan-Islamism, pan-Asianism, 'Negritude', Russian eurasianism and Eastern Orthodoxy, along with the political expression which these have taken, including in the Non-Aligned Movement. It will also examine the continuing coherence of The West as a normative community in light of contemporary claims of radical incompatibility of European and American value systems. The second half of the course will assess the coherence of The West as a geopolitical actor in the post-War period, in the context of centripetal forces such as the opposition to communism, the establishment of collective security through the Atlantic Alliance and growing economic interdependence; and centrifugal forces such as strategic or tactical divergences (Suez, Vietnam, Balkans, Iraq), economic tensions (industrial and agricultural subsidies, GMOs, hormones, climate change), and attitudes to international norms and multilateral institutions.

Finally, the course will review the institutional architecture of the transatlantic relationship in light of the contemporary debates about collective security (future of NATO, burden-sharing, co-ordination in the UN); the US-EU institutional framework; commercial dialogue (TABD, EABC); and economic co-ordination (G20, G8, reform of IFIs). It will conclude by assessing the various proposals for a new 'Transatlantic Bargain'.

Teaching: 10x 2hour seminars (LT); 1 x 2hour seminar (ST).

Formative coursework: Two essays of 1,750-2,000 words; one seminar presentation.

Indicative reading: The Decline of the West, Oswald Spengler. The Western Canon, Harold Bloom.

What is Liberal Education? Leo Strauss.

The Rise of The West, W.H. McNeill.

The Closing of the American Mind, Allan Bloom

The Tyranny of Guilt, Pascal Bruckner

Occidentalism, I. Buruma and A. Margalit.

The Clash of Civilisations and the Remaking of World Order, Samuel Huntington.

The Narcissism of Minor Differences: how America and Europe are alike, Peter Baldwin.

The End of the West? Crisis and Change in the Atlantic Order, J. Anderson et al (eds.).

The European Union and the United States, Steven McGuire and Michael Smith.

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

EU427

European Public and Economic Policy

This information is for the 2011/12 session.

Teachers responsible: Dr. M Simoni, COW. J103.

Availability: Compulsory on MPA European Public and Economic Policy. This is a capped course (15 students). Students are required to obtain permission from the teaching department to take this course.

Course content: This course offers the theoretically informed study of European Public and Economic Policy-Making. It covers concepts and theories on political and economic integration in Europe, as well as key empirical issues. It draws from two broad domains: European politics and governance, and European political economy, which are combined in a full unit course in order to achieve a comprehensive understanding of economic policy and public policy in Europe. As such, it will include classes on the politics and governance of the EU institutions, and the developments in the interaction between national governments and the EU level. This will include insights into the creation and functioning of the EU institutions, their competences, and key policy domains, such as the single market, EMU, justice and home affairs, and others. The politics component of this course is complemented by a thorough examination of key developments of European economic integration, and their interaction with national models of capitalism and welfare state. The course is organised in weekly lectures and seminars. Students will be challenged to combine different theories and approaches in order to tackle issues of particular relevance for the academic and policy debate in contemporary Europe, broadly understood. This will be carried out in class discussions, weekly exercises, essay questions and teamwork on case studies.

Teaching: 20 x 2 hour lecture/seminar sessions (MT and LT); 1 x 2 hour lecture/seminar sessions (ST).

Formative coursework: Three 1,500 word essays (two in MT, one at the end of LT) and one group essay in LT.

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

EU429 Half Unit

Economic and Social Policy in Mediterranean Europe

This information is for the 2011/12 session.

Teacher responsible: Dr J Costa-I-Font, COW. 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, MSc Political Science and Political Economy, MPA Programme (all streams). Also available as an outside option to students on other Masters programmes.

This is a capped course (15 students). Students are required to obtain permission from the teaching department to take this course.

Course content: This course provides an analysis of institutional, welfare and economic policy reforms and issues in Mediterranean Europe including Italy, Portugal, Spain, and Greece alongside other Mediterranean countries. Drawing on evidence from Mediterranean Europe we explore key question on the political and economic liberalisation, economic and fiscal stability, fiscal and political federalism, formal informal institutions, cultural and economic performance, economic development structural unemployment and labor market reform, Europeanization and the Euro-Mediterranean partnership, Union for the Mediterranean, trade and economic integration in the Mediterranean, Mediterranean business cycle, Southern model of electoral mobilization, the South European social model, welfare reform in the Mediterranean, multicultural society and migration.

Teaching: 10 x 1hour lectures and 10 x 1.5hour seminars (MT); 2x revision sessions (ST).

Indicative reading: Blanchard O. (2004), "The Economic Future of Europe" *Journal of Economic Perspectives*. Tabellini (2006), "Culture and Institutions: Economic Development in the Regions of Europe".

Costa-i-Font, Joan (2010) Devolution, diversity and welfare reform: long-term care in the 'Latin Rim'. *Social policy & administration*, 44 (4). pp. 481-494. Costa-i-Font, J & Rico, A 2006, Vertical competition in the Spanish National Health System (NHS). *Public Choice*, vol. 128, no. 3-4, pp. 477-498. Guillen, A and Matsaganis, M (2000). Testing the 'social dumping' hypothesis in Southern Europe: welfare policies in Greece and Spain during the last 20 years. *Journal of European Social Policy*, Vol 10 (2): 120-145.

Assessment: One two-hour written examination in the Summer Term.

EU430 Half Unit Europeanization: The Comparative Politics of Domestic Change

This information is for the 2011/12 session.

Teacher responsible: Professor K Featherstone, COW. J218

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 and Economic Policy/MPA Public and Social Policy and LSE-Sciences Po Double Degree in European Studies and other relevant programmes by agreement.

Course content: The course provides students with an understanding of the processes of domestic change in the context 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 both new and old member states, applicant states and neighbouring states, the perspective complements existing courses on regional integration and the European Union.

The main course themes include: conceptualising Europeanization; Europeanization beyond the EU; Europeanization, Euroscepticism, electoral behaviour and party system dynamics; Europeanization and central executives; Europeanization and national parliaments; national compliance with EU law; Europeanization and identity.

Teaching: 10 x 2hour seminars (MT) ; 1x revision session (ST)

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 (100%).

EU431 Half Unit Not available in 2011/12 European Integration from a Global Perspective

This information is for the 2011/12 session.

Teacher responsible: Dr Mareike Kleine, COW. J108.

Availability: MSc Politics and Government in the European Union, MSc Global Politics, MSc International Relations and MSc International Relations (Research). Available as an outside option where regulations permit and with permission of the teacher responsible. Also available to students taking MSc International Relations as part of the LSE-Sciences Po Double Degree in Affaires Internationales.

This is a capped course. Students are required to obtain permission from the teaching department to take this course.

Pre-requisites: Advanced knowledge of European institutions and of theories of international cooperation and Comparative Politics.

Course content: Distances on a world scale are shrinking through the emergence and thickening of networks of connection - a process commonly referred to as globalization. The process is far from complete with some regions like Europe being highly integrated and other regions lagging behind. Partial but increasing globalization produces discord and requires effective governance beyond the nation-state, that is, processes and institutions, both formal and informal, that guide and constrain the collective activities of groups. But how does governance work? How can we design effective institutions? And how do we ensure that these institutions remain legitimate? Is the EU a vanguard and a model, which other regions or the world, as a whole, will come to adopt? Can Europe, in turn, learn from alternative forms of governance on the regional or global scale?

The course engages recent positive and normative scholarship in European Studies, International Relations, Comparative Politics, and Political Theory on governance in and beyond Europe. Putting European integration in this global and comparative perspective promises to illuminate current public and scholarly debates about the depth, the geographic scale, the legitimacy and the future of European integration. We study these questions by posing five issues: the nature of globalization; institutions and processes; actors; scope and membership; and democracy and distribution. For each of them, European integration will serve as the principal case study to be discussed in light of developments in the rest of the world.

Teaching: 10 x 2hour seminars (LT) ; 2 x 2hour seminars (ST).

Formative coursework: 1) A research proposal (due in week 5) of not more than 1000 words for the long essay. The proposal is worked out in close cooperation with the seminar teacher. 2) Two written commentaries of not more than 1000 words on issues presented in the readings and two short commentaries on the comments by another students.

Indicative reading: Caporaso, James A., and Sidney Tarrow. 2009. Polanyi in Brussels: Supranational Institutions and the Transnational Embedding of Markets. *International Organization* 63(04): 593-620. Keohane, Robert O. 2001. Governance in a Partially Globalized World. *American Political Science Review* 95(1): 1-13.

Majone, Giandomenico. 1994. The Rise of the Regulatory State in Europe. *West European Politics* 17(3): 77-101.

Moravcsik, Andrew. 2008. The Myth of Europe's Democratic Deficit. *Intereconomics* (November): 331-340.

Rodrik, Dani. 1997. *Has Globalization Gone Too Far?* Washington, D.C.: Institute of International Economics.

Slaughter, Anne-Marie. 2004. *A New World Order*. Princeton: Princeton University Press.

Assessment: 4,000 word research paper to be submitted by the end of the Lent Term (100%).

EU432 Half Unit The Philosophy of Europe

This information is for the 2011/12 session.

Teacher responsible: Dr Simon Glendinning, COW. J107.

Availability: MSc European Studies: Ideas and Identities, MSc Politics and Government in the European Union, MSc European Political Economy and LSE-Sciences Po Double Degree in European Studies. Available as an outside option where regulations permit and with permission of the teacher responsible.

Course content: In this course we will read and discuss texts that draw the history of Europe into relation with philosophy. In its most classical form the assertion of this relation belongs to an understanding of Europe's history as inseparable from the project of a life predicated on reason. Europe, insofar as its cultural identity is caught up with the Greek ideal of scientific rationality, is not simply the place where philosophy was first elaborated and developed. On the contrary, Europe first arises as a place only in and through the elaboration and development of philosophy. Of course, philosophy is, historically speaking, a European phenomenon - although one which concerns above all the question, in principle open to anyone, of what it is to be a human being as such. Equally, however, Europe

is itself a philosophical phenomenon - its identity inseparable from the idea of a project that concerns rational animality as such, and hence humanity as a whole.

The idea that Europe has a world-wide significance in virtue of its relation to philosophical thought is strikingly expressed in Kant's prediction of 'a great political body of the future' that will probably 'legislate' - that is, at least serve as a guiding example - for all humanity. Indeed, the global 'cosmopolitan existence' posited by Kant as the final end of world history is not just a philosopher's idea of humanity's collective political destiny: the very idea of a global human community is essentially philosophical. On this view, the (particular) history of the peoples of 'our continent' has a relation to the (universal) destiny - the liberation or emancipation - of the humanity of rational animality world-wide. This is not because of the hegemonic political and economic ambitions of imperialist Europeans, but the world-wide movement of a cosmopolitan and humanist culture.

Starting with Kant's classic essay on 'Idea for a Universal History with a Cosmopolitan Purpose' we will turn to the way in which Europe is understood and elaborated within modern European philosophy, and especially within what has become known as the phenomenological tradition.

Phenomenology is a kind of post-Kantian philosophy that is especially critical of the idea, still dominant in Europe, that an intellectually satisfactory conception of ourselves should be given exclusively in terms that belong to a natural-scientific depiction of nature. Writings in phenomenology aim to retrieve a sense of a distinctively "spiritual" dimension of human existence which is, it is supposed, eclipsed by the natural sciences that arose in Renaissance Europe. The course thus engages with Europe as a culture in transformation, and for some in crisis.

Teaching: 10 x 2hour seminars (MT); 1 x 2hour seminar (ST). Each seminar will be based around the discussion of a short essay or text which everyone in the class will be expected to have read. The texts will typically be available either online or as a photocopy.

Formative coursework: One essay of 2,000 words and one seminar presentation.

Indicative reading: Immanuel Kant, "Idea of Universal History with a Cosmopolitan Purpose", in *Political Writings*
Edmund Husserl, "The Vienna Lecture", in *The Crisis of European Sciences and Transcendental Phenomenology*
Paul Valéry, "Notes on the Greatness and Decline of Europe", in *History and Politics*,
Martin Heidegger, "Letter on Humanism", in *Basic Writings*
Jan Patočka, "Europe and the European Heritage until the end of the Nineteenth Century", in *Heretical Essays in the Philosophy of History*

Hans-Georg Gadamer, "The Diversity of Europe: Inheritance and Future" in D. Misgeld and G. Nicholson (eds) *Applied Hermeneutics*
Emmanuel Levinas, Interview in *Is it Righteous to Be?*

Jacques Derrida, 'Of the Humanities and the Philosophical Discipline. The right to philosophy from the cosmopolitical point of view (the example of an international institution)'

Jacques Derrida, *The Other Heading: Reflections on Today's Europe*

Assessment: One two-hour examination in the ST (75%) and one 2,000 word essay (25%).

EU434 Half Unit The Political Economy of Southeast Europe

This information is for the 2011/12 session.

Teacher responsible: Dr V Monastiriotis, COW. J205

Availability: Optional course for MSc European Political Economy, MSc Politics and Government in the European Union, MSc European Studies: Ideas and Identities, MPA Programme (all streams), 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 is a capped course (15 students). Students are required to

obtain permission from the teaching department to take this course.

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: One 1,500 word essay and a group presentation and written report (1,500 words).

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; Monastiriotis V. (2008), EU Accession, Regional Cooperation and the need for a Balkan Development Strategy, GreeSE Paper No10, LSE.

Assessment: One two-hour written examination in June.

EU435 Half Unit History and Theory of European Integration

This information is for the 2011/12 session.

Teacher responsible: Dr Sara Hagemann, COW. J105

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: This course is an introduction to the causes and nature of European integration. The topic is presented from a historical, social scientific and normative perspective: We critically examine various theories of, and current debates about European integration by studying the process of integration, its effect on EU member states and third actors, and its constitutional character. The course is designed accordingly. The first part of the course analyzes different stages in the integration process, asking why and how member states surrendered more and more power to European institutions. The second part discusses a number of big questions that this transfer of power raises. For example, what are the consequences of the single market and currency on the national welfare state? How can we explain the emergence and nature of supranational legal order and rights? What is the source and nature of the EU's power in world politics? We conclude by reflecting on the debate about its democratic deficit and the future of European integration. At the end of this course you will have gained an overview of the history of European integration, integration theories and their intellectual history, the political system of the European Union, and current public and scholarly debates about European

Union politics.

Teaching: 10 x 1 hour lectures and 10 x 1.5hour seminars (MT); 1 x 1hour revision lecture (ST).

Formative coursework: 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 background readings that are recommended for purchase: Desmond Dinan, *Europe Recast: A History of European Union*. Palgrave Macmillan, 2004; Ben Rosamond, *Theories of European Integration*, Macmillan, 2000; A Moravsik, *The Choice for Europe: Social Purpose & State Power from Messina to Maastricht*, London, UCL Press, 1998; Ian Bache and Stephen George, *Politics in the European Union* (2nd ed.) Oxford University Press, 2006.

Assessment: One unseen two-hour written examination in ST (100%).

EU436 Not available in 2011/12 Law and Governance of the Single European Market

This information is for the 2011/12 session.

Teacher responsible: Professor D Chalmers, COW. 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/MPA Public and Social Policy, LLM and LSE-Sciences Po Double Degree in European Studies.

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 2 hour lecture/seminar per week (MT and LT); One revision session (ST).

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: One three-hour written examination (75%) and one 2,000 word essay (25%).

EU437 Half Unit Europe Beyond Modernity

This information is for the 2011/12 session.

Teacher responsible: Dr S Glendinning, COW. 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 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 x 1 hour lectures and 10 x 1.5hour seminars (LT); 1 x 1.5hour revision session (ST).

Formative coursework: Two 1,500 word essays; seminar presentation.

Indicative reading: Friedrich Nietzsche, *Beyond Good and Evil*; Martin Heidegger, *The Question Concerning Technology*; Jacques Derrida, *Politics of Friendship*. Robert Pippin, *Modernism as a Philosophical Problem*; Jean-François Lyotard, *The Postmodern Condition*; Richard Rorty, *Contingency, Irony and Solidarity*; Carl Schmitt, *The Concept of the Political*; Francis Fukuyama, *The End of History and the Last Man*

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

EU438 Half Unit Turkey: Political Economy and European Integration

This information is for the 2011/12 session.

Teacher responsible: Professor S Pamuk, COW. 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 Economic History (Research); MSc Global History; MPA Public and Economic Policy/MPA Public Policy, Management/MPA International Development/MPA European Public and Economic Policy/MPA Public and Social Policy and MA Global Studies: A European Perspective. The course is 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. 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: 10 x 1 hour lectures and 10 x 1.5 hour seminars (LT); 1 x 1 hour revision session (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. Ülgen "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: One two-hour examination in the ST (75%) and one 1,800 word essay (25%).

EU439 Half Unit Political and Fiscal Integration and Disintegration in EU Member States

This information is for the 2011/12 session.

Teacher responsible: Dr J Costa-I-Font, COW. 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 Programme (all streams), and LSE-Sciences Po Double Degree in European Studies. Also available to students following MSc Local Economic Development on LSE-Sciences Po Double Degree in Urban Policy.

This is a capped course (15 students). Students are required to obtain permission from the teaching department to take this course.

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 use the theory of public choice, fiscal federalism and social economics to describe these phenomena and its detailed effects on the institutional structure of European Union member states and the European Union as a whole. 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. Furthermore, 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 covers the political economy of both fiscal

and political decentralisation process with a European perspective. Particularly, it examines political and fiscal incentives that reflect on inter-jurisdictional competition between different levels of government. 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 and Fiscal Integration. Formal and Informal Institutions. 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: 10x 1 hour lectures and 10x 1.5 hour seminars (LT); 2 x revision sessions (ST).

Formative coursework: Two essays of up to 1,500 words each

Indicative reading: Ahmand, E and Brosio, G (2006). Handbook of Fiscal federalism, Edward Elgar; Albert Breton (1996), *Competitive Governments. An Economic Theory of Politics and Public Finance*, New York: Cambridge University Press;

Assessment: One two-hour written examination in ST (100%).

EU440 Half Unit Greece and South-East Europe: Government, Economy and Foreign Policy

This information is for the 2011/12 session.

Teacher responsible: Dr S Economides, COW. J207

Availability: Optional course for MSc European Political Economy, MSc European Studies: Ideas and Identities, MSc Politics and Government in the European Union, LSE-Sciences Po Double Degree in European Studies and MPA programme (all streams).

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 x 1 hour lectures and 10 x 1.5 hour seminars (LT); 1 x 1.5 hour revision seminar (ST);

Indicative reading: G Allison & K Nicolaides (Eds), *The Greek Paradox*, MIT Press, 1997; IBanac, *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 ST (100%).

EU443 Half Unit European Models of Capitalism

This information is for the 2011/12 session.

Teachers responsible: Dr A Innes, COW. J210 and Dr Marco Simoni, COW. J103

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 Programme (all streams), MSc China in Comparative Perspective, LSE-PKU Double Degree in Public Administration and Government 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.

This is a capped course (40 students). Students are required to obtain permission from the teaching department to take this course.

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: 2 x 1 hour lecture (week 1, LT); 10 x 2 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 ST (100%)

EU446 Half Unit Patterns of Economic Integration in Europe: Institutions and Politics of EMU

This information is for the 2011/12 session.

Teacher responsible: Dr W Schelke, COW. J106

Availability: For MSc European Political Economy, MSc Politics and Government in the European Union, MSc Political Science and Political Economy, MPA Programme (all streams), 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. There will be a strong emphasis on using the experience of the financial and economic crises since 2008 as a source of evidence to assess both the performance of EMU and the theories about monetary integration. We consider briefly the political and economic rationale for the establishment of EMU and then examine in detail how these rationales played themselves out in practice (e.g. problems of free-riding, political exchange, information asymmetries between policymakers etc). Indicative questions addressed in this course include: how and why did the EU develop the EMU project?; did economic theories prepare us for the Euro area crisis of 2010-11?; 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?; is the sovereign debt crisis of 2010 indicative of imbalances within the EU and basic flaws in its institutional design?

Teaching: 10 x 1 hour lectures and 10 x 1.5 hour seminars (LT); 2 x 1.5 hour revision seminars (weeks 1 and 2 of ST)

Formative coursework: One 1,500-word essay and one

comparative country study of 2,000-2,500 words.

Indicative reading: Dyson K. and Featherstone K. (1999), *The Road to Maastricht*, OUP; Crouch C. (ed), *After the euro*, OUP; Special issue (2006): Economic Governance in EMU Revisited, *Journal of Common Market Studies* vol.44, No.4 (November); DG Ecfm (2009), Economic Crisis in Europe: Causes, Consequences and Responses, *European Economy* 7/2009. Pisani-Ferry J. and Posen A. (2009), *The Euro at Ten: The Next Global Currency?*, Peterson Institute for International Economics;

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

EU447 Half Unit Democracy, Ideology and the European State

This information is for the 2011/12 session.

Teacher responsible: Dr J White, COW. J109

Availability: For MSc European Studies: Ideas and Identities, MSc European Studies (Research), MSc European Political Economy, MPA Programme (all streams) and LSE-Sciences Po Double Degree in European Studies.

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, public opinion 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, under the heading 'post-ideological, post-democratic and post-statal? - Europe today and beyond'.

Teaching: 10 x 2 hour lectures/seminars (MT); 1 x 2 hour revision lecture/seminar (ST)

Formative coursework: One 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 Freeden (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: One two-hour written examination in ST (100%).

EU448 Half Unit Not available in 2011/12 Minorities and Migration in Europe

This information is for the 2011/12 session.

Teacher responsible: Dr J Jackson Preece, COW. J206

Availability: MSc European Political Economy, MSc Politics and Government in the European Union, MSc European Studies: Ideas and Identities, 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 2011/12 session.

Teacher responsible: Dr C Gordon, COW. J5

Availability: Optional course for MSc European Political Economy, MSc Political Science and Political Economy, MSc Management, MPA Programme (all streams), 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 political economy, economics 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 the dynamics of 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: 10 x 1 hour lectures (LT) and 10 x 1.5 hour seminars (LT); 1 x 1.5 hour 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; 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: One two-hour written examination in ST (100%).

EU450 European Union: Contemporary Issues

This information is for the 2011/12 session.

Teacher responsible: Mr M Fraser, COW. 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 institutions and the British government, along with analysts and commentators from think tanks, academia, embassies, the media and the private sector, helps ensure that European Institute students are able to assess the significance of the latest European developments.

Teaching: 15 x 1 hour lectures/seminars (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 2011/12 session.

Teacher responsible: Dr W Schelkle, COW. J106.

Availability: Compulsory on MSc European Political Economy 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. Key debates in this regard include the demise of real existing socialism, Keynesianism with an emphasis on fiscal intervention as well as the crisis of monetarism. We also examine how the operation of the EU as a whole, the Single Market and the monetary union in particular, interact with the political economy of European states inside and in the neighbourhood of the Community. The course aims to provide students with both an 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; EU membership as a reform in post-communist Europe and in mature Western welfare states; EU enlargement; Monetary union; the creation of a Single Market.

Teaching: 20 x 1 hour lectures and 20 x 1.5 hour seminars (MT and LT); 1 x 1 hour revision lecture and 1 x 1.5 hour revision seminar (ST)

Formative coursework: Two individual essays, one group essay plus a mock examination.

Indicative reading: 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, Mark A. Pollack and Alasdair R. Young(eds.). *Policy-making in the European Union* (Oxford University Press 2010, 6th ed.); Bob Hancké, Martin Rhodes and Mark Thatcher, *Beyond Varieties of Capitalism* (Oxford University Press 2007).

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

EU453 Half Unit The Political Economy of European Welfare States

This information is for the 2011/12 session.

Teacher responsible: Dr W Schelkle, COW. 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/MPA Public and Social 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 economics and political economy to social policies in European welfare states. The lectures establish the theoretical context, summarise the findings of quantitative comparative case studies and discuss European experience in the context of broader international experience. The seminars will further develop these concepts and apply them to qualitative case studies of welfare state arrangements in member states, considering in particular the role of social policy legislation and coordination at the EU level.

The course will provide students with the conceptual and empirical background to enable them to answer questions such as: What does economic theory and political economy tell us about the design of welfare states? How do social policies in European welfare states reconcile equity and efficiency? What drives or stalls reform dynamics in member states? What are the proper boundaries of EU social policy? Is the EU gradually developing into a social union, through international mobility and the portability of social entitlements?

Teaching: Ten one-hour lectures (MT), ten one and-a-half-hour seminars (MT) and one revision session (ST).

Formative coursework: One formative essay, between 1,500 and 2,000 words.

Indicative reading: Barr, N. (2004): *The Economics of the Welfare State*, 4th ed., Oxford: Oxford 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 (or later edition); Pierson, P. (ed) (2001): *The New Politics of the Welfare State*, Oxford: Oxford University Press; Scharpf, F.W. and Schmidt, V.A. (eds.) (2000): *Welfare and Work in the Open Economy*, 2 vols, Oxford: Oxford University Press.

Assessment: A two-hour written examination in June (75%) and a 2,000 word essay (25%).

EU455 Half Unit Concepts in Political Economy

This information is for the 2011/12 session.

Teacher responsible: Dr M Simoni, COW. J103.

Availability: MSc European Political Economy, MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy/MPA Public and Social 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, the role of institutions and the pros and cons of different methodological approaches taken by political economists. The aim of the lectures will be to outline some of the theoretical debates about key political economy concepts and debates; 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 EU452.

Among the topics to be covered are: Nature and scope of political economy; Rational choice theory and positive political economy; 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, conditionality to provide market credibility and tie governments' hands.

Teaching: 10 x 1 hour lectures outlining theoretical debates (MT) and 10 x 1.5 hour seminars discussing application of theory of political economy to case studies in European political economy (MT); 1 x 1 hour revision lecture and 1 x 1.5 hour revision seminar (ST)

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.

Assessment: One two-hour written examination in ST (100%).

EU457 Half Unit Ethnic Diversity and International Society

This information is for the 2011/12 session.

Teacher responsible: Dr J Jackson Preece, COW. 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 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. This is a capped course (15 students). Students are required to obtain permission from the teaching department to take this course

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: 10 x 2 hour lectures/seminars (LT); 1 x 2 hour revision lecture/seminar (ST)

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.

Assessment: One two-hour written examination in ST (100%).

EU458 Half Unit Identity, Community and the 'Problem of Minorities'

This information is for the 2011/12 session.

Teacher responsible: Dr J Jackson-Preece, COW. J206

Availability: This is a core course option on MSc European Studies: Ideas and Identities and the LSE-Sciences Po Double Degree in MSc European Studies: Ideas and Identities. Students on MSc Politics and Government in the European Union can take this course, if space permits.

This is a capped course (20 students). Students are required to obtain permission from the teaching department to take this course.

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: 10 x 2 hour lectures/seminars (LT);
1 x 2 hour revision lecture/seminar (ST)

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. Laplace, *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.

Assessment: One two-hour written examination in ST (100%)

EU460 Half Unit European Society and Politics Beyond the Nation State

This information is for the 2011/12 session.

Teacher responsible: Dr J White, COW. J109

Availability: MSc European Studies: Ideas and Identities, MSc Politics and Government in 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 and the emergence of a European society. 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: In the Minds of Europeans: Observations from public-opinion research; Mobility, Social Encounter and Behavioural Change; Constitutions, communication and the public sphere; Political mobilisation and contention.

Teaching: 10 x 2 hour lectures/seminars (LT) and 1 x 2 hour revision lecture/seminar (ST).

Formative coursework: One 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 in ST (100%)

EU461 Half Unit Economic History of Southeastern Europe and the Middle East, 1820-1970

This information is for the 2011/12 session.

Teacher responsible: Professor Pamuk, COW. 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 European Studies, 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 until 1970. 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. The focus in the interwar era will be on the Great Depression and the local responses. Similarly, the emphasis in the post-World War II era will be on the industrialisation of the two regions. 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: 10 x 1 hour lectures and 10 x 1.5 hour seminars (MT); 1 x 1 hour lecture (ST).

Formative coursework: A 1,500 word essay is required.

Indicative reading: Michael Palaret, *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 written examination (75%) and one 1,800 word essay (25%).

EU462 Half Unit Partisanship in Europe

This information is for the 2011/12 session.

Teacher responsible: Dr Jonathan White, COW. J109

Availability: MSc European Studies: Ideas and Identities, MSc Politics and Government in 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 examines the idea and evolving nature of partisanship, i.e. stable commitment to a political grouping and its associated political views. It 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 inter-party relations and their conventional depiction in terms of Left and Right, the nature of citizen mobilisation, and the structuring of relations within the party between elites and masses. 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: 10 x 2-hour lectures/seminars (LT) and 1 x 2-hour revision lecture/seminar (ST)

Formative coursework: One 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*; Giovanni Sartori (1976), *Parties and Party Systems*; Robert Michels (1915), *Political Parties*; Marcel Gauchet (1994), 'Left and Right'; Colin Crouch (2004), *Post-Democracy*; Jonathan White and Lea Ypi (2010), 'Rethinking the Modern Prince: Partisanship and the Democratic Ethos'.

Assessment: One two-hour unseen examination in ST (100%)

EU463 Half Unit European Human Rights Law

This information is for the 2011/12 session.

Teacher responsible: Dr Kai Moller, NAB 7.01.

Availability: Optional on MSc Politics and Government in the European Union, MSc European Studies: Ideas and Identities, and MPA Programme (all streams).

This is a capped course (15 students). Students are required to obtain permission from the teaching department to take this course.

Pre-requisites: No prior knowledge of law in general or human rights law in particular is required.

Course content: The European Convention on Human Rights is

an international treaty which was drafted shortly after the end of WW II and came into force in 1953. One of its remarkable features is that individuals who think that their human rights have been violated can take their case to the European Court of Human Rights in Strasbourg, which has the final authority on the interpretation of the Convention. In the past half century, the Strasbourg court has developed a comprehensive jurisprudence on human rights and has become one of the most important and most highly respected human rights courts in the world. This course will offer an introduction to the law of the Convention, in particular by studying and critically analysing the case law on certain important rights. In the final sessions we will take a more theoretical perspective and examine whether there is anything specifically 'European' about European human rights law. Topics include: An introduction to the European Convention. Positive and negative obligations in Europe and the U.S. Proportionality and the margin of appreciation. The right to life. Freedom from torture and inhuman or degrading treatment or punishment. The right to private life and the protection of morals. The right to freedom of religion and the issue of religious dress. The right to freedom of expression, especially: blasphemous speech, obscene speech and hate speech. The right to freedom of association and 'militant democracy'. What is European about European human rights law?

Teaching: 10 x 2-hour seminars (LT); 1 x 2-hour seminar (ST).

Formative coursework: The students are asked to submit one 2,000 word essay.

Indicative reading: There is no formal textbook, but interested students may find the following two books helpful:

Mowbray, *Cases and Materials on the European Convention on Human Rights*, 2nd ed, OUP 2007

Janis, Kay and Bradley, *European Human Rights Law*, 3rd ed, OUP 2008

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

EU464 Half Unit Migration and Mobility in the European Union

This information is for the 2011/12 session.

Teacher responsible: Dr Eiko Thielemann, CON. H314.

Availability: MSc Politics and Government in the European Union, MSc European Political Economy, LSE Sciences Po Double Degree in European Studies and MSc European Studies: Ideas and Identities. Available as an outside options where regulations permit.

This is a capped course (30 students). Students are required to obtain permission from the teaching department to take this course.

Pre-requisites: A good knowledge of EU institutions and policy-making is required.

Course content: After reviewing the EU policy-making process and the changes of EU governance in the area of Justice, Liberty and Security (JLS) over the past two decades, this course provides an advanced analysis of the origins, evolution and major policy issues within the field of EU justice and home affairs which has been the fastest growing EU policy area since the 1990s. The course will normally analyse the following policy issues: border control, legal migration and free movement, irregular migration, asylum and refugee policy, criminal and security cooperation, judicial cooperation in civil matters, enlargement and migration, burden-sharing and the externalisation of JLS policies. This will be done by focusing on the political and legal basis and implications of these policies, the policy-making process and the identification of the key factors that have influenced the developments in this domain.

Teaching: 10 x 1hour lectures and 10 x 1.5 hour seminars (LT); 1 x 1hour lecture (ST).

Formative coursework: An essay of 1,500 words and a project proposal (1page).

Indicative reading: Apap, J (2004) Justice and Home Affairs in the EU: Liberty and Security Issues after Enlargement, Edward Elgar.

Bigo D and A Tsoukala (2008) Terror, Insecurity and Liberty: Illiberal Practices of Liberal Regimes After 9/11, Routledge.

Freeman G, Givens T, and D. Leal (2009) Immigration Policy and Security: U.S., European, and Commonwealth Perspectives, Routledge.

Geddes A and Boswell C (2010) *Migration and Mobility in the European Union*, Palgrave/Macmillan.

Geddes A. (2008) *Immigration and European integration: Towards fortress Europe*, Manchester University Press.

Hailbronner K. (2000) *Immigration and Asylum Law and Policy of the European Union*, Brill Publishers.

Kostakopoulou D (2001) *Citizenship, Identity and Immigration in the European Union: Between Past and Future*, Manchester University Press.

Occhipinti J D (2003) *The Politics of EU Police Cooperation*, Lynne Rienner.

Peers, S (2011) *EU Justice and Home Affairs Law*, Oxford University Press

Thielemann E R (ed.) (2003) *European Burden-Sharing and Forced Migration*, special issue of the *Journal of Refugee Studies*, Vol.16, No.3.

Toner H, Guild E and A Baldaccini (2007) *Whose Freedom, Security and Justice? EU Immigration and Asylum Law and Policy*, Hart Publishing.

Wolff S, Wichmann N and G Mounier (2009) *The External Dimension of Justice and Home Affairs*, Routledge.

Assessment: One two-hour written examination in the ST (75%) and one 3,000 word essay (25%).

EU499 Dissertation

This information is for the 2011/12 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. MSc European Studies (Research) and the LSE-sciences Po Double Degree in European Studies 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 2011/12 session.

Teachers responsible: Dr Sara Hagemann, COW.J105

Availability: This is a compulsory course for all second Year MPA students.

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 organisation. Typical clients include public sector bodies, companies operating in the public management or public policy sector, international organisations or think tanks and NGOs. The group will have from October to February to work on an issue defined by the client organisation, investigating and developing a workable solution to the problem.

Teaching: All students must attend the opening capstone introduction session in MT.

Each Capstone group will be allocated a supervisor, who will provide overall guidance on the project's development and assistance with client liaison. Other members of staff may also advise as required.

Formative coursework: Feedback will be provided on presentations of work-in-progress during MT.

Indicative reading: Useful preliminary reading: Charles E. Lindblom and David K. Cohen, *Social Science and Social Problem Solving* (New Haven: Yale University Press, 1979; Martha S. Feldman, *Order Without Design: Information Production and Policy-making*

(Stanford, CA: Stanford University Press, 1989); Ray Pawson, *Evidence-based Policy: A Realist Perspective* (London: Sage, 2006); Office for Government Commerce *Common Causes of Project Failure* (London: OGC, 2004); Strategy Survival Guide (London: Prime Minister's Strategy Unit. July 2004; C. R. Cook, *Just Enough Project Management* (McGraw-Hill, 2004); J. E. McGrath and F. Tschan, 'Dynamics in Groups and Teams: Groups as Complex Action Systems', chapter three in M. S. Poole and A. H. Van de Ven (eds) *Handbook of Organizational Change and Innovation* (Oxford University Press, 2004).

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 presentation and submission of the project report to the client organisation. The presentation must take place by week 8 of the Lent term, on a date agreed with the client organisation. 20% of the marks are assigned by the client organisation after receipt of the presentation and project report.

2) A group project report of up to 15,000 words to be submitted during the Lent Term. The report is read by academic markers and their assessment accounts for 60% of the final grade.

Additionally, each group member must write a personal reflection on their contribution to the group's work, to be submitted alongside the report. The reflection should be no more than 600 words, and should include specific details of the student's contributions to the project. The reflections should not be included in the report submitted to the client.

Any appendices to the project report should only consist of technical data and may not contain any substantive analysis.

3) The final 20% of the marks are allocated by the Capstone supervisor on the basis of the group's performance in terms of (i) scoping and project development (including coping with difficulties) and (ii) group working and self-management as a team.

EU4B4 MPA Dissertation

This information is for the 2011/12 session.

Teachers responsible: Dr Marco Simoni COW.J103 and others.

Availability: This is a compulsory course for all second year MPA students.

Course content: MPA students must write a dissertation (of no more than 10,000 words) on a topic of their choice to be agreed with their supervisor.

Teaching: Students will be allocated a supervisor, who will provide guidance on this piece of work. MPA Dissertation Workshops will be held to help in the development of the dissertation.

Assessment: 1) The dissertation title, abstract, contents page and a 5 page synopsis/introduction will count for 10% of the overall dissertation mark. Students may only change their topic thereafter with the agreement of their supervisor. Students will be given feedback on their abstracts.

2) The full dissertation of no more than 10,000 words will account for the remaining 90% of the overall mark.

FM402 Half Unit Financial Risk Analysis

This information is for the 2011/12 session.

Teacher responsible: Dr Y Nosbusch, OLD 4.25

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. Also available on MSc Economics and MSc Econometric and Mathematical Economics. 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:

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 2011/12 session.

Teacher responsible: Professor Ron Anderson, OLD 3.42.

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 12 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: J. Hull, *Risk Management and Financial Institutions*. 2nd Edition.; 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 2007 (McGraw Hill); M.Power. *Organized Uncertainty: Designing a World of Risk Management* (Oxford University Press, 2007); M.Fenton-O'Creevy, 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 2011/12 session.

Teacher responsible: Dr Christian Julliard, OLD M3.06

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, and how to incorporate model uncertainty into financial forecasts. Students will learn both the theory and the practice of forecasting in finance.

The following topics will be covered: introduction to time series analysis; Maximum Likelihood Estimation (MLE) with time series data, and MLE based model selection; Bayesian inference, posterior probabilities, and Bayesian Model Averaging; Markov Chain Monte Carlo methods; present value regressions, vector autoregressions, causality, and cointegration; asset pricing and the Generalized Method of Moments (GMM); frequentist and Bayesian information theoretic alternatives to GMM.

Additional information can be found on Christian Julliard's teaching page and on On Moodle (for current students)

Teaching: Teaching: 30 hours of combined lectures/classes in the LT.

Formative coursework: Regular problem sets.

Indicative reading: Lecture notes will be provided, and some journal articles may also be used.

Assessment: A three-hour written examination (plus 15 minutes reading time) in the ST (100%).

FM405 Half Unit

Fixed Income Securities and Credit Markets

This information is for the 2011/12 session.

Teacher responsible: Dr Antonio Mele, OLD M3.12

Availability: MSc Finance (Part-time) and MSc Finance (Full-time), MSc Finance and Private Equity. 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 2011/12 session.

Teacher responsible: Dr Michela Verardo, OLD 4.24.

Availability: MSc Finance (Full-time), MSc Finance (Part-time), MSc Finance and Private Equity 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, Wiley Press; *Modern investment management*, by Bob Litterman and the Quantitative Resource Group, GSAM, Wiley Press; *Investments*, by Z. Bodie, A. Kane, and A. Marcus, McGraw-Hill Irwin.

Assessment: 90% written examination, 10% coursework.

FM407 Half Unit Applied Financial Valuation

This information is for the 2011/12 session.

Teacher responsible: Dr V Cunat, OLD 4.26

Availability: MSc Finance (part-time) and MSc Finance (full-time), MSc Finance and Economics, MSc Finance Economics (Research), MSc Finance and Private Equity 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 several valuation techniques applied to firms and projects. The second part of the course focuses on particular deals that involve firm valuation, in particular, mergers, divestitures, partial-divestitures (e.g. equity care outs) and leveraged buyouts. The last part of the course provides with a framework of analysis for the resolution of financial distress and bankruptcy. Each of the topics introduced in this course covers both institutional details and results of relevant academic research. 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 studies (30%) and two hour written examination (70%).

FM408 Half Unit Financial Engineering

This information is for the 2011/12 session.

Teacher responsible: Dr Jean-Pierre Zigrand, OLD 4.22

Availability: MSc Finance (part-time) and MSc Finance (full-time), MSc Finance and Private Equity 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 (80%) and a project (20%).

FM409 Half Unit Risk Management for Financial Institutions

This information is for the 2011/12 session.

Teacher responsible: Dr Yves Nosbusch (evening), OLD 4.25 and Dr Philippe Mueller (daytime), OLD M2.16

Availability: MSc Finance (part-time) and MSc Finance (full-time), MSc Finance and Private Equity 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 case study 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 expanded problem set (5%) and one group presentation (5%).

FM410 Half Unit Private Equity

This information is for the 2011/12 session.

Teacher responsible: Dr Ulf Axelsson OLD M3.03 and Felda Harydmon

Availability: Compulsory for MSc Finance and Private Equity. All teaching is closed to students not registered on the MSc Finance and Private Equity programme.

Course content: Provides a thorough grounding in the theory and recent developments in the field of private equity.

Starting by examining how private equity funds are raised and structured the course will examine how private equity can be used in start-ups, in scaling-up cash flow businesses, and in restructuring firms facing financial distress. It explores the link between private and venture capital on the one hand and public securities markets on the other. The course will examine the process through which private equity investors exit their investments. The course will also give a detailed analysis of the types of finance used in private equity and an evaluation of the short and long-run performance of private equity investments. The course will include an evaluation of the performance of different types of private equity investment and a comparison with other forms of ownership will be undertaken. This course takes a rigorous theoretical examination of private equity, however also employs some case study teaching and is taught in conjunction with a range of practitioners in the field.

Teaching: 20 hours of lectures, 10 hours of seminars, 6 hours practitioner seminars in LT. Two hours of lectures in the ST.

Formative coursework: 3 formative case study assignments (similar to summative cases). Students will also be given formative feedback on their class participation.

Indicative reading: Ulf Axelsson, Tim Jenkinson, Per Strömberg, and Michael S. Weisbach. *Leverage and Pricing in Buyouts: An Empirical Analysis*. August 28, 2007; Steven N. Kaplan and Per Strömberg. *Leveraged Buyouts and Private Equity*, Social Science Research Network, June 2008; Cendrowski, Harry. *Private Equity: Governance and Operations Assessment*. Hoboken: John Wiley & Sons. 2008; Lerner, Joshua. *Venture Capital and Private Equity: A Casebook*. New York: John Wiley & Sons. 2000; Acharya V V; Franks J R & Servaes H (2007) "Private Equity: Boom and Bust?" *Journal of Applied Corporate Finance*, 19(4), Fall 2007, 44-53.

Assessment: One 6,000 word dissertation (60%), four case study assignments (20%) and class participation (20%).

FM413 Half Unit Fixed Income Markets

This information is for the 2011/12 session.

Teacher responsible: Dr Marcelo Fernandes.

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 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.

FM414 Half Unit Cases in Corporate Finance

This information is for the 2011/12 session.

Teacher responsible: Dr Ulf Axelsson, OLD M3.03

Availability: MSc Finance (part-time) and MSc Finance (full-time), MSc Finance and Economics, MSc Finance Economics (Research), MSc Finance and Private Equity 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 is a case course aimed at deepening the understanding of how to apply corporate finance concepts in a wide variety of business situations. In particular, we will try to build on concepts in business strategy, valuation techniques, and capital structure theories covered in previous courses, and see how to apply those tools in a systematic and rigorous way when approaching complicated real-life corporate finance problems. Examples of topics include capital structure, risk management, initial public offerings, entrepreneurial finance, international corporate finance, and family firms.

Teaching: 10 x 3-hour lectures taught on an evening in LT.

Formative coursework: 5 formative case study assignments (similar to summative cases).

Indicative reading: Asquith, Paul and David W. Mullins, Jr., 1986, "Signalling with Dividends, Stock Repurchases, and Equity Issues," *Financial Management*, Autumn 1986, 27—44.

Froot, Kenneth, David Scharfstein, and Jeremy Stein, 1994, "A Framework for Risk Management," *Harvard Business Review* 72, (November-December 1994): 59-71.

Holmström, Bengt and Steven Kaplan, 2001, Corporate Governance and Merger Activity in the United States: Making Sense of the 1980s and 1990s", *Journal of Economic Perspectives*, 15 (2), 121—44.

Holmström, Bengt, and Kaplan, Steven N., 2003, "The state of US corporate governance: what's right and what's wrong?" *Journal of Applied Corporate Finance*, Spring 2003.

Jensen, Michael C., 1986, "Agency Costs of Free Cash Flow, Corporate Finance and Takeovers", *American Economic Review*, 76:323—329.

Jensen, Michael C., 1988, "Takeovers: Their Causes and Consequences," *The Journal of Economic Perspectives* 2, 21—48.

Kaplan, Steven N., 1999, "A Note on International Valuation," working paper, University of Chicago.

Kaplan, Steven N., 2002, "A Note on Discounted Cash Flow Valuation Methods," working paper, University of Chicago.

Myers, Stewart C., 2001, "Capital Structure," *Journal of Economic Perspectives* 15, 81—102

Smith, Clifford W., 1986, "Raising Capital: Theory and Evidence" *Midland Corporate Finance Journal*, Vol. 4, No. 1, 6—22.

Assessment: One two-hour exam in the ST (70%) and three case studies (30%).

FM421 Half Unit Applied Corporate Finance

This information is for the 2011/12 session.

Teacher responsible: Professor S Bhattacharya, OLD M3.10

Availability: Intended for students on the MSc Accounting and Finance, MSc Finance and Economics, MSc Finance and Economics (Research), MSc Management and Economics, MSc Management and Regulation of Risk, MSc Management, MSc Management (CEMS MIM), and MSc Management and Strategy.

Pre-requisites: This is an advanced applied course and a thorough understanding of the major theoretical issues and concepts is required. Students must meet one of the following pre-requisites to take this course:

1. have taken FM431 Corporate Finance A in Michaelmas term.
2. have taken the equivalent of FM212 Principles of Finance in their undergraduate degree
3. have taken a good micro-economics course in their undergraduate degree.

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. This course is taught in three separate sections.

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 2011/12 session.

Teachers responsible: Dr Amil Dasgupta, OLD 3.45, Professor Christopher Polk, OLD 4.23 and Dr Daniel Ferreira, OLD M2.10

Availability: Available to MSc Finance (part-time) and MSc Finance (full-time), MSc Finance and Private Equity 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*, 9th Edition. Other recommended readings from relevant journal articles will be included in a study pack.

Assessment: A three-hour examination in the ST (80%), one homework assignment (10%) and one in-class assignment (10%).

FM423 Asset Markets

This information is for the 2011/12 session.

Teachers responsible: Professor Dimitri Vayanos, OLD 3.41, Dr Kathy Yuan, OLD M3.05 and Dr Rohit Rahi, OLD 3.43 (Evening) / Professor Mikhail Chernov, OLD M3.08, Dr Konstantinos Zachariadis, OLD M3.02, Dr Kathy Yuan and Dr Peter Kondor (Day-time).

Availability: For MSc Finance (part-time) and MSc Finance (full-time), MSc Finance and Private Equity 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*, 8th ed., Irwin. Other recommended readings and case studies will be included in a study pack.

Assessment: A three-hour examination in the ST (80%) and one homework assignment (10%) and one in-class assignment (10%).

FM429 Half Unit Asset Markets A

This information is for the 2011/12 session.

Teacher responsible: Dr Kathy Yuan, OLD M3.05

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 2011/12 session.

Teachers responsible: Dr Vicente Cunat, OLD 4.26 and Dr Kathy Yuan, OLD M3.05

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 in the MT and LT plus 20 classes 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 2011/12 session.

Teacher responsible: Daniel Paravisini, OLD 3.12

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, MSc Management and Economics 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 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 2011/12 session.

Teachers responsible: Dr J-P Zigrand, OLD 4.22 and Dr Rohit Rahi, OLD 3.43

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.

FM437 Financial Econometrics

This information is for the 2011/12 session.

Teachers responsible: Dr C Julliard, OLD M3.06, Dr X Lin, OLD M2.18 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 (EC400) 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.

Formative coursework: Exercises are provided each week and they are discussed in class.

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

FM440 Half Unit Corporate Finance Theory

This information is for the 2011/12 session.

Teacher responsible: Professor D Webb, OLD M3.09

Availability: Intended for students on the MSc Accounting and Finance, MSc Finance (full-time), MSc Finance (part-time), MSc Finance and Economics, MSc Finance and Private Equity, MSc Finance and Economics (Research) and MSc Management and Economics.

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 2011/12 session.

Teacher responsible: Dr Konstantinos Zachariadis, OLD M3.02

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 2011/12 session.

Teacher responsible: Dr Philippe Mueller, OLD M2.16

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, six hours of computer classes plus five hours of classes (student presentations) in MT.

Formative coursework: Problem sets to be solved using MATLAB. In addition, 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: Jon Danielsson, *Financial Risk Forecasting*, John Wiley & Sons, 2011. Extra readings will be assigned for selected topics.

Assessment: A one-and-a-half hour written examination in the ST (75%), a 2,000 word project (20%) and a group presentation (5%).

FM445 Half Unit Portfolio Management

This information is for the 2011/12 session.

Teacher responsible: Dr Stephen Guibaud, OLD 3.44

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 2011/12 session.

Teacher responsible: Dr Jon Danielsson, OLD 4.20

Availability: Intended for students on the MSc Accounting and Finance, MSc Finance (part-time), 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: Most material will be provided by the coursepack, distributed at the beginning of the course. 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%)

FM457 MATLAB for MSc Students

This information is for the 2011/12 session.

Teacher responsible: Dr Jack Favilukis, OLD M2.14

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 Probability and Stochastic Calculus

This information is for the 2011/12 session.

Teacher responsible: Dr Stephane Guibaud, OLD 3.44 and Albina Danilova.

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 2011/12 session.

Teacher responsible: Dr E Bertero, OLD M2.12

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 Private Equity, MSc Finance and Economics and MSc Financial Mathematics. Other interested graduate students may also be admitted provided they have permission from the course leader. Permission can be requested by emailing the course leader with information on previous studies in finance and economics and motivation for taking the course.

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 a unifying theme and considers them from four perspectives: theory, policy, global risk and investors. The course examines models of exchange rate determination and related empirical evidence. It analyses the choice and coordination of exchange rate regimes, including the experience of the European Monetary Union. It examines exchange rates as one of the sources of global financial instability. It considers the risk exposures for investors arising from exchange rate volatility and its hedging with currency instruments. The course also explores the links, in each area, to current developments such as the Chinese exchange rate and global imbalances, EMU sovereign debt problems, carry trades and the high volatility of short term exchange rates.

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 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 2011/12 session.

Teachers responsible: Dr Georgy Chabakauri, OLD M2.15 (MT), Dr Dong Lou, OLD M3.11 (LT)

Availability: Optional for MSc Management, MSc Management, Information Systems and Innovation and MSc Real Estate Economics and Finance 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:

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 2011/12 session.

Teacher responsible: Dr Maria Cecilia Bustamante, OLD M2.13

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: 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 (100%).

FM492 Principles of Finance

This information is for the 2011/12 session.

Teachers responsible: Professor Christopher Polk, OLD 4.23 and Dr Mungo Wilson, OLD M2.17

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, MSc Applicable Mathematics and MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy/MPA Public and Social Policy. This is a capped course. Students are required to obtain permission from the teaching department to take this course via the completion of a webform, which can be found on the Department of Finance website.

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 two-hours 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.

FM499 Dissertation

This information is for the 2011/12 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.

Assessment: The dissertation outline must be approved in the LT by the supervisor. The submission deadline is Monday 11 June 2012. The dissertation should be double-spaced, on A4 paper, with a maximum word limit of 10,000 words, not including Appendices.

FM4T0 Half Unit Financial Risk Analysis Dissertation

This information is for the 2011/12 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 is Monday 11 June 2012.

Please note that MSc Finance and Economics (Research) students can submit a dissertation of 6,000-10,00 words.

FM4T1 Half Unit Forecasting Financial Time Series Dissertation

This information is for the 2011/12 session.

Availability: For MSc Finance and Economics students and MSc Finance (full-time).

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 Monday 11 June 2012. Please note that MSc Finance and Economics (Research) students can submit a dissertation of 6,000-10,00 words.

FM4T2 Half Unit Applied Corporate Finance Dissertation

This information is for the 2011/12 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 Monday 11 June 2012.

Please note that MSc Finance and Economics (Research) students can submit a dissertation of 6,000-10,00 words.

FM4T3 Half Unit Corporate Finance Theory Dissertation

This information is for the 2011/12 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 Monday 11 June 2012.

Please note that MSc Finance and Economics (Research) students can submit a dissertation of 6,000-10,00 words.

FM4T4 Half Unit Cases in Corporate Finance Dissertation

This information is for the 2011/12 session.

Availability: MSc Finance (part-time) and MSc Finance (full-time) students only.

Course content: See entry for FM414.

Assessment: 6,000 word dissertation in lieu of examination (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 Monday 11 June 2012.

FM4T5 Half Unit Portfolio Management Dissertation

This information is for the 2011/12 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 Monday 11 June 2012.

Please note that MSc Finance and Economics (Research) students can submit a dissertation of 6,000-10,00 words.

FM4T6 Half Unit Topics in Portfolio Management Dissertation

This information is for the 2011/12 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 Monday 11 June 2012.

FM4T7 Half Unit Global Financial System Dissertation

This information is for the 2011/12 session.

Availability: For MSc Finance and Economics students and MSc Finance (part-time).

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 Monday 11 June 2012. Please note that MSc Finance and Economics (Research) students can submit a dissertation of 6,000-10,00 words.

FM4T8 Half Unit Financial Engineering Dissertation

This information is for the 2011/12 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 Monday 11 June 2012.

FM4T9 Half Unit International Finance Dissertation

This information is for the 2011/12 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 Monday 11 June 2012.

Please note that MSc Finance and Economics (Research) students can submit a dissertation of 6,000-10,00 words.

FM4U1 Half Unit Fixed Income Markets Dissertation

This information is for the 2011/12 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. Deadline is Monday 11 June 2012.

Please note that MSc Finance and Economics (Research) students can submit a dissertation of 6,000-10,00 words.

FM4U2 Half Unit Quantitative Methods for Finance and Risk Analysis

This information is for the 2011/12 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 Monday 11 June 2012.

Please note that MSc Finance and Economics (Research) students can submit a dissertation of 6,000-10,00 words.

FM4U5 Half Unit Fixed Income Securities and Credit Markets Dissertation

This information is for the 2011/12 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 is Monday 11 June 2012.

FM4U7 Half Unit Applied Financial Valuation Dissertation

This information is for the 2011/12 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 is Monday 11 June 2012.

FM4U9 Half Unit Risk Management for Financial Institutions Dissertation

This information is for the 2011/12 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 (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 is Monday 11 June 2012.

GI400 Gender Theories in the Modern World: An Interdisciplinary Approach

This information is for the 2011/12 session.

Teacher responsible: Professor Anne Phillips

Availability: This is a compulsory course for students on MSc Gender, MSc Gender (Research), MSc Gender, Development and Globalisation, MSc Gender, Policy and Inequalities 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, including the sex/gender distinction, economics and production/reproduction, theories of difference and the implications for analysis of a variety of sites including political representation, psychoanalysis and its impact on considering aspects of the social ;sexualities in a global context, theories of power and discourse, and questions raised by postcolonial theory. The course includes a number of sessions on gender, culture and global feminism, addressing issues of cultural relativism, human rights, agency and masculinities. 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 related 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 a formative essay to be written during the first term.

GI402 Half Unit Gender, Knowledge and Research Practice

This information is for the 2011/12 session.

Teacher responsible: Dr Astrida Neimanis, COL. 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, Policy and Inequalities 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 and feminist 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 and approaches.

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 gendered and feminist perspectives. 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.

GI403 Half Unit Gender and Media Representation

This information is for the 2011/12 session.

Teacher responsible: Dr Sadie Wearing, COL. 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, Policy and Inequalities, 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 think critically about representations of gender in a range of different media; to apply a range of theoretical and methodological approaches to the study of the 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 usually includes topics such as news media and gender; gendered approaches to contemporary cinema; advertising and gender and critically explores terms such as 'postfeminism' in relation to media content. The course also considers themes such as the nature of contemporary celebrity and questions of media representations gender in relation to dimensions such as sexuality, class, race, age and (dis)ability.

Teaching: Two hour lecture (incorporating audiovisual material) 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.

Formative coursework: Visual media analysis to be conducted in class in week 9 of MT.

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 Queens*,

Routledge (2001)

Assessment: One 4,000 word essay to be submitted at the beginning of the LT (100%).

GI405 Half Unit Globalising Sexualities

This information is for the 2011/12 session.

Teacher responsible: Dr Astrida Neimanis, B508

Availability: The course is an option on MSc Gender, Development and Globalisation, MSc Gender, MSc Gender, Policy and Inequalities, MSc Gender, Media and Culture, and MSc Gender (Research). 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. Research students can apply to audit the course.

Course content: 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 knowledge and people. The course lays out some theoretical contexts for understanding sexuality in a global frame, and asks us to consider the limits of particular epistemological and methodological approaches to sexual meanings. The key questions raised concern how different bodies, communities and practices are linked through sexuality. The course will highlight how histories of, and concepts associated with, colonialism, morality, nation-states, social movements, agency, ethics and globalization cannot be fully understood without a focus on sexuality. Specific examples of how, where and under what circumstances global flows of sexual meaning are produced, negotiated and contested will also be examined in depth. The course is interdisciplinary, both in terms of its objects of study and the theoretical frameworks introduced. We will draw on feminist theory, anthropology, queer theory and postcolonial theory, and address empirical, legal, medical and representational concerns. The emerging field of inquiry that utilises these interdisciplinary approaches is often described as 'transnational sexuality studies'.
Formative coursework: A joint presentation and essay outline (due in week 8).

Teaching: Two-hour integrated lecture/seminar. Seminars are held before the lecture each week. This is to encourage active student learning and group discussion of key texts less lead by the direction of the lecture.

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: A 4,000 word essay (100%).

GI406 Half Unit Feminist Political Theory

This information is for the 2011/12 session.

Teacher responsible: Professor Anne Phillips, CON. H507

Availability: For MSc Political Theory, MSc Political Theory (Research), MSc Gender, MSc Gender, Development and Globalisation, MSc Gender, Policy and Inequalities. 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. 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; the significance of embodied identity and the politics of difference. Issues considered are likely to include prostitution, surrogacy and multiculturalism.

Teaching: 10 one-hour lectures followed by ten one-hour seminars in the MT. 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*; C Pateman *The Sexual Contract*; I M Young, *Justice and the Politics of Difference*; W Brown, *States of Injury*; A Phillips *Multiculturalism without Culture*; C MacKenzie and N Stoljar (eds) *Relational Autonomy*.

Assessment: One 4,000 word essay (100%).

GI407 Globalisation, Gender and Development

This information is for the 2011/12 session.

Teachers responsible: Dr Marsha Henry and Professor Diane Perrons.

Availability: Compulsory for MSc Gender, Development and Globalisation; and recommended for LSE-Sciences PO Double Degree in Urban Policy, MSc Gender, MSc Gender, Policy and Inequalities, MSc Global Politics, MSc Human Rights, MSc Human Geography and Urban Studies (Research), MSc Management, 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 GI409 Gender, Globalisation and Development: An Introduction.

Course content: This course will provide students with a thorough knowledge of two key interconnected and intersecting literatures: gender and development and gender and globalisation. The course provides students with an introduction to the history of the field of gender and development studies (from women in development to gender, development and culture) and an examination of some of the consequences of contemporary economic, social and spatial restructuring and how globalisation is associated with widening social, spatial and gender inequalities. The course is organised as a

number of themed blocks including Part 1: definitions and concepts; contemporary theories of gender, development and globalisation; postcolonial and anti-racist critiques and gender, and poverty Part 2: work, migration and global divisions; regulating bodies; governmentality and security; and changes, challenges and policies. The course draws on a wide range of perspectives and considers diverse analytical tools for the analysis of gender, development 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.

Teaching: MT 10 x one-hour lecture and 10 x one-hour seminar, LT 10 x one-hour lecture and 10 x 1-hour seminars.

Formative coursework: One formative essay (1,500 words, excluding bibliography), due in MT.

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; 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. P. Ngia (2006) *Made in China*, Duke University Press L.Zhang and A. Ong, (eds) 2008 *Privatizing China: Socialism from Afar*, Cornell University Press; S. Chant (ed) 2010 *International Handbook of Gender and Poverty: Concepts, Research, Policy*, Edward Elgar.

Assessment: One 4,000 word essay (50%) due in MT and one 4,000 word essay due in ST (50%).

GI408 Half Unit Not available in 2011/12 Cultural Constructions of the Body

This information is for the 2011/12 session.

Teacher responsible: Dr Jin Haritaworn, COL. 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 (Research), MSc Gender, Media and Culture, MSc Gender, Policy and Inequalities, 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 Gender, Globalisation and Development: An Introduction

This information is for the 2011/12 session.

Teachers responsible: Dr Marsha Henry and Professor Diane Perrons.

Availability: MSc Gender; MSc Gender (Research); MSc Gender, Policy and Inequalities; MSc Gender, Media and Culture; MSc Environment and Development; MSc Human Geography and Urban Studies (Research); MSc Regional and Urban Planning Studies; MSc Human Rights, MSc Global Politics. Other suitably qualified and interested graduate students may take or audit the course with the permission of the teacher responsible.

The course cannot be taken alongside GI407 Globalisation, Gender and Development.

Course content: The course provides students with an introduction to the history of the field of gender, globalisation and development studies; it provides an analysis of how globalisation is associated with widening social, spatial and gender inequalities and an examination of some of the consequences of contemporary economic, social and spatial restructuring on the organisation of daily life in the Global North and South The course is organised as follows: definitions and concepts; contemporary theories of gender, development and globalisation; postcolonial and anti-racist perspectives on globalisation and development and gender and poverty.

Teaching: 10 x 1 hour lecture, and 10 x 1 hour seminar MT.

Formative coursework: One formative essay (1,500 words, excluding bibliography).

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 essay of 4,000 words (100%) due in the Michaelmas term.

GI410 Half Unit Screening the Present: contemporary cinema and cultural critique

This information is for the 2011/12 session.

Teacher responsible: Dr Sadie Wearing, B507

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 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) Waltz with Bashir (dir. Ari Folman) Cache (dir. Michael Henneke), The Road to Guantanamo (dir. Michael Winterbottom).

Teaching: Ten hours of lectures and 10 hours of seminars in the MT. 10 x 2 hours screening sessions in the MT.

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 4,000 word essay (100%).

GI411 Half Unit Not available in 2011/12 Gender, Postcolonialism, Development: Critical Perspectives and New Directions

This information is for the 2011/12 session.

Teacher responsible: Dr Sumi Madhok, COL. B508

Availability: MSc Gender, Development and Globalisation, MSc Gender, MSc Gender (Research), MSc Gender, Media and Culture, and MSc Gender, Policy and Inequalities, MSc Development Studies and MSc Development Management. Other students welcome in consultation with the teacher responsible.

Pre-requisites: While there are no specific requirements, it is preferred that students have a background in social science or the 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 thinking, gender/feminist theory and development discourse, 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 and Walter Dignolo in order to critically understand coloniality, orientalism and subalternity with a view to identifying these especially within conceptualisations and deployment of agency, human rights and representation in development discourse and practice. 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/ Cosmopolitanism and Transnationalism with a view to exploring how these might impact upon postcolonialism, gender and development.

Teaching: 1 hour lecture and 1 hour seminar per week in the LT.

Formative coursework: 1,500 word essay

Indicative reading: Bhabha, Homi, *Location of Culture* (1994) Routledge, London: New York; Crush, Jonathan, (1995) *The Power of Development*, Routledge: London; Escobar, Arturo, (1995) *Encountering Development: The Making and Unmaking of the Third World*, Princeton, N.J, Princeton University Press; Kapoor, Ilan, (2008) *The Postcolonial Politics of Development*, Routledge, London: New York; McEwen, Claire, (2009) *Postcolonialism and Development*, Routledge, London; Mignolo, Walter, (2000), *Local Histories/Global Designs: Coloniality, Subaltern Knowledges and Border Thinking*, Princeton University Press, Princeton, N.J.; Mohanty, Chandra Talpade. (2003) *Feminism Without Borders: Decolonizing Theory, Practising Solidarity*, Duke University Press, Durham; Said, Edward. (1985, 1995) 'Orientalism', Penguin, Harmondsworth; Saunders, Kriemild. (ed.), (2002). *Feminist Post-Development Thought: Rethinking Modernity, Post-colonialism and Representation*, Zed Books, London: New York; Spivak, Gayatri. Chakravorty (1999) *A Critique of Postcolonial*

Reason, Harvard University Press.

Assessment: One 5,000 word essay to be submitted at the beginning of the ST (100%).

GI412 Half Unit Narratives of the Modern

This information is for the 2011/12 session.

Teacher responsible: Professor Mary Evans, COL. B514

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 LT.

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%).

GI413 Half Unit Gender and Militarisation

This information is for the 2011/12 session.

Teacher responsible: Dr Marsha Henry, COL. B513.

Availability: MSc Gender, MSc Gender (Research), MSc Gender, Development and Globalisation, MSc Gender, Policy and Inequalities, MSc Gender, Media and Culture, MSc Comparative Politics (Conflict stream), MSc Human Rights, MSc International Relations, MSc International Relations (Research), and MSc International Relations Theory. Also available to students taking MSc International Relations as part of the LSE-Sciences Po Double Degree in Affaires Internationales.

Course content: This course will provide students with a general introduction to militarisation and in particular its gendered basis and effects. Students will be introduced to social critiques of militarisation, gender issues within a variety of national militaries including issues of diversity in recruitment and retention, and men's and women's experiences of conflict and peace.

Teaching: Ten hours of lectures and 10 hours of seminars in MT.

Formative coursework: A 1,000 word essay in week 7.

Indicative reading: Cynthia Cockburn. 2007. *From Where We Stand: War, Women's Activism & Feminist Analysis*. London, UK: Zed Books.

Joshua Goldstein 2003 *War and Gender: How Gender Shapes the War System and Vice Versa*, Cambridge, Cambridge University Press.

Zillah Eisenstein. 2007. *Sexual Decoys: Gender, Race, and War in Imperial Democracy*. London, UK: Zed Books.

Cynthia Enloe. 2000. *Maneuvers: The International Politics of Militarizing Women's Lives*. Berkeley, CA: University of California Press.

Robin Riley and Naeem Inayatullah. 2006. *Interrogating Imperialism: Conversations on Gender, Race, and War*. New York, NY: Palgrave Macmillan.

Assessment: One 4,000 word essay due in the first week of LT (100%).

GI414 Half Unit Gender and Social Policy: Theory and Practice

This information is for the 2011/12 session.

Teacher responsible: Dr Wendy Sigle Rushton, B508

Availability: Compulsory for MSc Gender, Policy and Inequalities; optional for MSc European Social Policy, MSc Population and Development, MPA Public and 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) 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%).

GI415 Half Unit Gender and European Welfare States

This information is for the 2011/12 session.

Teacher responsible: Dr W Sigle-Rushton, B508 and Dr Ania Plomien, B509

Availability: Optional for MSc Gender, Policy and Inequalities.

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-hour lectures and 10 x one-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 (50%). A two-hour written examination in the ST (50%).

GI499 Dissertation

This information is for the 2011/12 session.

Teacher responsible: Dr Ania Plomien, COL. B509 and other members of GI staff.

Availability: Compulsory for those on MSc Gender, MSc Gender (Research), MSc Gender, Media and Culture, MSc Gender, Development and Globalisation and MSc Gender, Policy and Inequalities.

Course content: The dissertation may be on any approved topic within the field of the MSc programme studied. There will be a series of compulsory and optional workshops in the Lent Term introducing students to dissertation guidelines, common difficulties, ethical issues, basics in research practice, managing sources, and the process of research and writing. The sessions will consider challenges raised by quantitative and qualitative methods, and include examples from and approaches to policy research, discourse and narrative analysis, oral and visual history forms of narrative, visual and media analysis, and writing for an academic journal publication. 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 2011/12 session.

Teachers responsible: Professor Mark Thatcher

Availability: This course is for students on the 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/MPA Public and Social Policy, MSc Comparative

Politics, MSc Politics and Government in the European Union, LSE-PKU Double Degree in Public Administration and Government and LSE-Sciences Po Double Degree in European Studies. This course has limited availability (is capped), and requires that all students obtain permission from the teaching department to take it.

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); D Helm *Energy, the State and the Market*, OUP (2004); R Baldwin, M Cave and M Lodge, *Understanding Regulation*, OUP (2011); R Baldwin, M Cave and M Lodge, *Oxford Handbook of Regulation*, OUP (2011); D Helm & T Jenkinson, *Competition in Regulated Industries*, OUP (1998); M Thatcher, *Internationalisation and Economic Institutions*, OUP (2009).

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.

GV408 Half Unit Contemporary Disputes about Justice

This information is for the 2011/12 session.

Teacher responsible: Dr Katrin Flikschuh

Availability: For MSc Political Theory, MSc Political Theory (Research) and MSc Human Rights. 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 is a) on Rawlsian and post-Rawlsian methods of normative justifications in relation to distributive justice, and b) on the extension of Rawls' domestic theory of justice to the global domain. The course begins with an overview of Rawls' theory of justice and goes on to consider some critical responses to it. However, primary focus will be on Rawlsian global justice. Particular attention will be paid to the way in which issues of scope are introduced and dealt with methodologically and substantively. We shall consider attempted early extensions of the Rawlsian difference principle to the global domain and ensuing wider global justice debates, including human rights and arguments for humanitarian intervention. We shall ask whether 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 MT and one-to-one advice session on writing the assessed essay in the ST.

Formative coursework: All students are expected to submit two non-assessed essays which will be marked and commented on but which do not count towards formal assessment of this course.

Indicative reading: J. Rawls, *A Theory of Justice*, R. Nozick, *Anarchy, State and Utopia*, R. Dworkin, *Sovereign Virtue*, Thomas Scanlon, *What we owe to each other*; Charles Beitz, *Political Theory and International Relations*, Thomas Pogge, *World Poverty and Human Right*; Onora O'Neill, *Bounds of Justice*; Charles Beitz, *The Idea of Human Rights*.

Assessment: One 6,000 word essay submitted at the end of week 6 of the ST (100%).

GV427 Half Unit Democracy in East and South Asia

This information is for the 2011/12 session.

Teacher responsible: Dr Chun Lin

Availability: Primarily for MSc Comparative Politics. Available to MSc Development Studies, 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 paths in Asia to political modernity and alternative conceptions of democracy. Democracies compared: Asian models and Euro-American ones; India and Japan; South Korea and Taiwan; liberal and "illiberal" experiences of the NICs; communist experiments in China, Vietnam and North Korea. Debates over cultural nationalism, democracy and legitimacy, authoritarianism and human rights, criticisms of existing liberal democracies. The politics of ethnicity and religion, gender and development, and ideological discourse. 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 give at least one seminar presentation, and write one 1,800-word essay, due in Week 7 of the LT.

Indicative reading: D Beetham, *Defining and Measuring Democracy* (1994); J Dower, *Embracing Defeat* (1999); P Oldenburg, *India, Pakistan, and Democracy* (2010); M Woo-Cumings (Ed), *The Developmental State* (1999); A Chan et al, *Transforming Asian Socialism* (1999); A Sen, *Identity and Violence* (2006); W Kymlicka & B He (Eds), *Multiculturalism in Asia* (2005); A Nathan & Y Chu, *How East Asians View Democracy* (2009); M Leifer (Ed), *Asian Nationalism* (2000); C Dent, *East Asian Regionalism* (2008).

Assessment: Two-hour unseen written examination in the ST (100%).

GV432 Half Unit Not available in 2011/12 Government and Politics in China

This information is for the 2011/12 session.

Teacher responsible: Dr Chun Lin

Availability: For MSc Comparative Politics, MSc Global Politics and MSc China in Comparative Perspective. Students from other MSc programmes may take the course with the permission of the teacher responsible.

Course content: Historical and global conditions 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, culture, democracy and human rights debates; nationalism, quasi-federalism, 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: Students are required to give at least one seminar presentation, and to write one 1,500 word essay, due in week 7 of the MT.

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's Rise, Russia's Fall* (1995); 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: A 5,000 word essay (100%) due in week 5 of the ST.

GV436 Half Unit Not available in 2011/12 National and Ethnic Conflict Regulation

This information is for the 2011/12 session.

Teacher responsible: Professor Sumantra Bose.

Availability: MSc Comparative Politics, MSc Global Politics, MSc Human Rights and MSc Empires, Colonialisation and Globalisation. 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. *All Students are required to obtain permission from the teaching department to take this course.*

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 2011/12 session.

Teacher responsible: Dr Vesselin Dimitrov

Availability: For MSc Politics and Government in the European

Union, MSc Comparative Politics (all streams), MSc History of Nationalism, MSc European Studies: Ideas and Identities, 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 Central and 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: V Dimitrov, K H Goetz and H Wollmann, *Governing after Communism: Institutions and Policymaking*; A Przeworski, *Democracy and the Market*; H Grabbe, *The EU's Transformative Power: Europeanization through Conditionality in Central and Eastern Europe*; J Elster et al, *Institutional Design in Post-Communist Societies*; R Taras (Ed), *Postcommunist Presidents*; R Crampton, *Eastern Europe in the Twentieth Century*, 2nd edn, 1997; G Schopflin, *Politics in Eastern Europe*; S White, J Batt & P Lewis (Eds), *Developments in Central and East European Politics* 3, 2003.

Assessment: Two-hour unseen written examination in the ST.

GV441 Half Unit States and Markets

This information is for the 2011/12 session.

Teachers responsible: Dr David Woodruff and Dr Steffen Hertog

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, MSc Global Politics and LSE-PKU Double Degree in Public Administration and Government students.

Course content: To introduce politics students to basic economic theorising; to discuss the nature of markets; review contemporary discussions regarding the role of the state in the economy; provide a comparison of the relationship of states and markets in different political settings and historical contexts.

Topics: 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." Lazonick and O'Sullivan. "Maximizing Shareholder Value: A New Ideology for Corporate Governance."

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

GV442 Half Unit Globalisation and Democracy

This information is for the 2011/12 session.

Teacher responsible: Mathias Koenig-Archibugi

Availability: Students on MSc Global Politics are guaranteed access. Optional course for MSc Comparative Politics, MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy/MPA Public and Social Policy, MSc Management and MSc Human Rights. Students on MA/MSc History of International Relations, MA/MSc History of International Relations, MSc Empires, Colonialisation and Globalisation, MSc Global Media and Communications (with Fudan or USC) and other LSE graduate programmes may follow this course, space permitting.

Course content: The contemporary debate about globalisation raises profound questions about the changing nature and form of politics today. This course examines two dimensions of the debate: the impact of various forms of globalization on democratic and democratizing states, and the prospects for the democratization of global politics.

The course covers the following topics: 1) how democracy within states, both in affluent and developing countries, is affected by various dimensions of globalization, notably international trade and financial flows, transnational companies, migration and international institutions; and 2) whether and how global politics can be made more democratic, including an examination of the role played by international organizations, transnational activist networks and novel governance initiatives.

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, *Democracy and the Global Order*, Polity, 1995; L. Diamond, *Can the Whole World Become Democratic?* Center for the Study of Democracy, 2003; B. Russett, *A Fourth Wave? The Role of International Actors in Democratization*, in *International Perspectives on Contemporary Democracies*, University of Illinois Press, 2008; D. Brady et al. *The Consequences of Economic Globalization for Affluent Democracies*, *Annual Review of Sociology*, 33, 2007; L. Mosley, *The Political Economy of Globalization*, in *Globalization Theory*, Polity Press, 2007; R. Keohane et al. "Enhancing Multilateralism" *International Organization* 63, 2009; D. Held and M. Koenig-Archibugi (eds) *Global Governance and Public Accountability*, Blackwell 2005; D. Archibugi, *The Global Commonwealth of Citizens*, Princeton University Press, 2008; K. Macdonald and T. Macdonald, *Democracy in a Pluralist Global Order: Corporate Power and Stakeholder Representation*, *Ethics & International Affairs* 24, 2010; M. Koenig-Archibugi, *Is Global Democracy Possible?* *European Journal of International Relations*, 2010.

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 2011/12 session.

Teacher responsible: Professor George Philip

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 main political actors and institutions influencing the condition of democracy Latin America. Thematic study of political actors and institutions in Latin America including the state, presidentialism, populism and caudillismo, political parties, the private sector and labour, civil society,, accountability, the rule of law and human rights, democratic

consolidation and un-consolidation. 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 one revision seminar in the ST.

Formative coursework: All students are expected to submit one non-assessed essay.

Indicative reading: L. Diamond, M. F. Plattner and D. Abente Brum (eds) *Latin America's Struggle for Democracy*; F. Hagopian and S. P. Mainwaring (eds) *The Third Wave of Democratization in Latin America*; F. Aguero, & J. Stark (eds), *Fault Lines of Democracy in Post-Transition Latin America*; G. Philip, *Democracy in Latin America*; G. O'Donnell, 'Delegative Democracy' *Journal of Democracy* 5, 1; P. A. Smith and R. Ziegler 'Liberal and Illiberal Democracy in Latin America' *Latin American Politics and Society* 50 (1). S. Mainwaring and M. Shugart, *Presidentialism and Democracy in Latin America*; K. M. Roberts, 'The Mobilization of Opposition to Economic Liberalization' *American Review of Political Science* 11. J. 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 (75%). One 3,000 word essay to be handed in by the second week of the Lent Term (25%).

GV444 Half Unit Democracy and Development in Latin America

This information is for the 2011/12 session.

Teacher responsible: Dr Francisco 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/MPA Public and Social 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 from c1980 to the present.

Main Topics

What was the Washington Consensus? The politics of economic reform: ideas, actors and institutions; international institutions and policy making; trading blocks and regional integration; the social dimensions of democracy and development; the Washington Consensus revisited; the policies and politics of the post-Washington Consensus and the rise of the left.

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 two non-assessed essays. To be confirmed in class.

Indicative reading: Duncan Green, *Silent Revolution. The Rise and Crisis of Market Economics in Latin America*, S. Haggard & R. Kaufman, *The Politics of Economic Adjustment*; W. Smith, *Democracy, Markets and Structural Reform in Contemporary Latin America*; ; 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?* F. Panizza, *Contemporary Latin America: Development and Democracy Beyond the Washington Consensus*.

Assessment: Two-hour unseen written examination in the ST.

GV450 Half Unit European Politics: Comparative Analysis

This information is for the 2011/12 session.

Teachers responsible: Dr Vesselin Dimitrov, Professor Torun Dewan, Professor Simon Hix, Dr Eiko Thielemann.

Availability: For MSc Politics and Government in the European

Union, 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 party competition and voting behaviour, and emerging fields of interest, such as European identity, immigration, Central banks 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 themes addressed include: European models of government; elections and electoral behaviour; party systems and representation; executive-legislative relations; courts and central banks; European identity; immigration; European integration and domestic institutional change.

Teaching: 10 lectures and 9 seminars in the MT and 2 revision sessions 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 Modern Europe*, 4th ed; P Heywood et al (Eds), *Developments in European Politics*; 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 Not available in 2011/12 Parties, Elections and Governments

This information is for the 2011/12 session.

Teacher responsible: Dr Torun Dewan

Availability: Optional on MSc Political Science and Political Economy, MSc Politics and Government in the European Union and LSE-Sciences Po Double Degree in European Studies, although other students are welcome where programme regulations permit.

Pre-requisites: There are no formal prerequisites.

Course content: The course focuses on key topics in political science concerning voting and representation. Topics covered include:

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: The course is focussed mainly on journal articles. However the following books are relevant to some of the topics covered

Gary Cox, *Making Votes Count* (1995); Gary Cox & Mathew 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).

Assessment: Two-hour written examination in the ST.

GV460 Half Unit Not available in 2011/12 Politics and Policy in Britain

This information is for the 2011/12 session.

Teacher responsible: Dr Jonthan Hopkin

Availability: For MSc Global Politics, MSc Politics and

Communication, 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) (25% of marks).

GV465 Half Unit

War, Peace and the Politics of National Self-Determination

This information is for the 2011/12 session.

Teacher responsible: Professor Sumantra Bose

Availability: Priority will generally be given to students taking the MSc Comparative Politics. Students on other programmes (including MSc Global Politics, MSc Human Rights, MSc Empires, Colonialism, Globalisation and MA/MSc History of International Relations) are welcome to apply, but can be admitted only subject to availability of space. *All Students are required to obtain permission from the teaching department to take this course. This is a capped course and admission cannot be guaranteed. All interested students must apply online as per the stipulated procedure and deadline.*

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 roles 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 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 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 MT.

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 2011/12 session.

Teachers responsible: Dr David Woodruff, Dr Daphne Halikiopolou and Mr Dann Naseemullah

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*. Ashutosh Varshney, *Ethnic Conflict and Civic Life: India and Beyond*. Hall, Peter A. *Adapting Methodology to Ontology in Comparative Politics*. Doner, Richard F., Bryan K. Ritchie, and Dan Slater *Systemic Vulnerability and the Origins of Developmental*

States: Northeast and Southeast Asia in Comparative Perspective.

Assessment: Two-hour unseen examination in the ST (100%).

GV476 Half Unit Twentieth-Century European Liberal Thought

This information is for the 2011/12 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 MT 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 Comparative Public Policy Change

This information is for the 2011/12 session.

Teachers responsible: Dr Christel Koop and Dr Kira Matus.

Availability: This is a core course for students on the MSc Public Policy and Administration, MSc Public Policy and Administration (Research) and the LSE-PKU Double Degree in Public Administration and Government. Also available for 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/MPA Public and Social Policy.

Pre-requisites: Students should normally be taking GV4E9 Approaches and Issues in Public Policy and Administration or 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 (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; varieties of capitalism; the changing size and role of the state; institutions for global public health; poverty and biodiversity.

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 one unassessed essay 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); M Howlett *Designing Public Policies*, (Routledge 2011); P John *Analysing Public Policy* (Pinter 2000) W Parsons, *Public Policy* (Edward Elgar, 1995); M Hill, *The Policy Process in the Modern State* (2009); JS Hacker and P Pierson *Winner-takes-all politics* (Schuster and Schuster 2011); P A Hall & D Soskice (Eds), *Varieties of Capitalism*, (2001); W. Streeck and K Thelen eds, *Beyond continuity : institutional change in advanced political economies* (Oxford: Oxford University Press, 2005), J.L. Campbell, *Institutional change and globalization* (Princeton, NJ : Princeton University Press, 2004), V S. Schmidt, *The Futures of European Capitalism* (Oxford: Oxford University Press,

2002), B Hancke, M Rhodes and M Thatcher (eds), *Beyond Varieties of Capitalism* (Oxford: Oxford University Press, 2007).

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 2011/12 session.

Teachers responsible: Dr Rafael Hortala-Vallve, Dr Andrew Eggers 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 and MPA Public and Social Policy. It is also available to other MSc students with permission of the teacher and if space is available.

Pre-requisites: There are no pre-requisites, but recommended advance reading is given below.

Course content: In this course we aim to understand public policy formation in democratic societies: this requires studying the behaviour of individuals in non-market environments. The course introduces game theoretical and empirical tools for the study of public policy making, political economy and a number of both theoretical and applied topics. It focuses on the study of political institutions in modern democracies.

By the end of the course you should be able to:

- 1) have a good analytic understanding of the different actors, processes and stages involved in formulating public policies in liberal democracies
- 2) demonstrate a working knowledge of political economy; critically evaluate and apply the core arguments of public choice theory, the principles of spatial analysis, 3) and game theory apply the previous knowledge so as to analyse contemporary political situations, institutions and complex political processes in liberal democracies.

Teaching: 16 lectures, 15 seminars, 4 weeks of application presentations in seminar slots and two revision sessions in the Summer Term.

Formative coursework: Students will complete formative problem sets during the course.

Indicative reading: *Analysing Politics* by Shepsle and Bonchek (W.W. Norton, 1997) provides an excellent starting point and can be used as the main reference for many topics. 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 (25%);
- an individual essay of 3,000 words submitted by the second week of the Summer Term responding to a question previously approved (25%);
- a three-hour written examination in the the Summer Term (50%).

GV479 Nationalism

This information is for the 2011/12 session.

Teachers responsible: Professor John Breuilly, Dr John Hutchinson and Dr Daphne Halikiopoulou

Availability: Guaranteed entry for MSc Comparative Politics. 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.

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.

GV481 Half Unit Political Science and Political Economy

This information is for the 2011/12 session.

Teacher responsible: Dr Valentino 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 lectures and 9 one-hour seminars in the MT. Two seminars in the first and second weeks of the ST.

Formative coursework: Two problem sets to be submitted in week 5 and 9 of the MT

Indicative reading: D. Mueller: *Public Choice III*; T. Persson and G. Tabellini: *Political Economics*; T. Besley: *Principled Agents?*

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 2011/12 session.

Teacher responsible: Dr Valentino Larcinese

Availability: Optional course for MSc Political Science and Political Economy and MPA Programme (all streams). Available to all students with the teacher's permission. Students should either have attended GV481 or be able to show a sufficiently strong background in political economy and in statistics in order to take this course.

Course content: This course presents cutting-edge research material on some specific topics. The topics vary each year and, in the 2009-10 academic year, have included identification and causality in empirical research, mass media and voting behaviour, the design of electoral systems, text analysis, the repeal of corn laws, deliberation and monetary policy. A number of guest teacher are invited each year to illustrate the state of the art in their research field and to cover some of their own research. Guest teachers during the 2009-10 academic year have included Simon Hix, Slava Mikhaylov and Cheryl Schonhardt-Bailey.

Teaching: 10 seminars in the LT and two seminars in the third and fourth weeks of the ST.

Formative coursework: Students are expected to give at least one presentation and to submit a piece of formative work (problem set/ essay)

Indicative reading: Mostly journal articles. The reading list varies each year.

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 2011/12 session.

Teachers responsible: Dr Nilima Gulrajani (on leave), Dr Martin Lodge and Dr Kira Matus.

Availability: Core course for MSc Public Policy and Administration, MSc Public Policy and Administration (Research) and the LSE-PKU Double Degree in Public Administration and Government. Optional course for MSc Development Management, MSc Development Studies, MPA Public and Economic Policy/MPA International Development/MPA European Public and Economic Policy/MPA Public and Social Policy, MSc Regulation and MSc Regulation (Research), MSc Management and Strategy. 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., P. Selznick *TVA and the Grassroots*, 1947; E. Ferlie, L. Lynn and C. Pollitt *Oxford Handbook of Public Management*, 2005; March, J and Olson, JP *Rediscovering Institutions*, 1989.

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

GV488

Law and Politics of Regulation

This information is for the 2011/12 session.

Teachers responsible: Professor Robert Baldwin. Professor Julia Black, Dr Martin Lodge and Dr Kira Matus.

Availability: This is the core course for MSc Regulation and MSc Regulation (Research). Other students will not 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 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), R. Baldwin, M. Cave and M. Lodge (2010) *Oxford Handbook of Regulation*.

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.

GV498 Half Unit

Multiculturalism, Nationalism and Citizenship

This information is for the 2011/12 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 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 LT.

Formative coursework: Students will write two short essays, one of which may be based on their class presentation.

Indicative reading: Will Kymlicka, *Multicultural Citizenship*, Brian Barry, *Culture and Equality* Chandran Kukathas, *The Liberal Archipelago*, Iris Young, *Justice and the Politics of Difference*, David 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 2011/12 session.

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 2011/12 session.

Teacher responsible: Dr. Rory Costello

Availability: In order to be accepted on the course, all students must submit a research project proposal by the end of the second week in Michaelmas term. The research proposal should be 2-3 pages in length and should at least include a research question, a quick sense of what makes it interesting, the methods that will be used, and if possible some hypotheses and a mini-bibliography. Available for MSc Politics and Government in the European Union. Also available for MSc Politics and Communication, MSc Political Science and Political Economy, MSc Public Policy and Administration, MSc Public Policy and Administration (Research), LSE-PKU Double Degree in Public Administration and Government and LSE-Sciences Po Double Degree in European Studies with prior approval of the course co-ordinator

Course content: This course intends to familiarise students with the study of political behaviour in Europe in a broad sense. 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: models of electoral behaviour; dealignment in contemporary Europe; extreme right politics; the media and public opinion; political participation and protest; election campaigns and issue ownership; public opinion and European integration; transforming regional, national, and European identities.

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 2011/12 Social Choice Theory and Democracy

This information is for the 2011/12 session.

Teacher responsible: Professor Christian List

Availability: Optional for MSc Political Theory, MSc Political Theory (Research), MSc Applicable Mathematics, MSc Political Science and Political Economy and the LSE-PKU Double Degree in Public Administration and Government. 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 2011/12 session.

Teachers responsible: Professor David Held and Dr Jill Stuart.

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.

3 additional lectures and 3 seminars in the MT on writing a global politics dissertation.

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 2011/12 session.

Teacher responsible: Dr Eiko Thielemann

Availability: This course has limited availability (is capped), and requires that students (regardless of Department or MSc programme) obtain permission from the teacher responsible. 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 Public Policy and Administration, MPA Public and Economic Policy/MPA Public Policy, Management/MPA International Development/MPA European Public and Economic Policy/MPA Public and Social 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 submit two

non-assessed essays.

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 unseen written examination in the ST (100%).

GV4A8 Half Unit Nationalist Conflict, Political Violence and Terrorism

This information is for the 2011/12 session.

Teachers responsible: Professor James Hughes CON. H302

Availability: Available as the core course for MSc Comparative Politics Conflict Studies stream students only.

Course content: How can we distinguish legitimate resistance and political violence from terrorism? What is the relationship between war and terror? What distinguishes a combatant from non-combatant? Do counterinsurgency methods based on force and the securitization of the state work? Should we erode civil liberties and democratic values to fight terrorism? What consequences follow from the prominent role of psychologists in the study of political violence and 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, and dynamics of violence. This course also evaluates different political and security policies and methods of conflict resolution as change agents. A number of case studies of historical and contemporary conflicts are examined to illustrate the theoretical and policy dilemmas. The course has two parts. Firstly, it examines definitions and concepts, the root causes and factors of radicalization in political violence, the ethical dilemmas, the principles and efficacy of the laws and norms of armed conflict, repertoires of political violence, and the evolution from the era of decolonization of state counterinsurgency (COIN) and counterterrorism policies. Key motifs in COIN and counterterrorism will be examined including coercive versus cooperative approaches ("hearts and minds"), the spectrum of dealing with communal resistance from genocide to cooption, policies of criminalization, and the balance between security and liberty. Secondly, it explores the key issues and debates through a number of case studies that analyse political violence and terrorism in democracies and non-democracies, including; Chechnya and Northern Ireland as nationalist secessionist conflicts, the insurgency and counterinsurgency in Iraq, and the new transnational challenges posed by Al Qaeda. Throughout the course comparisons will be made and lessons drawn from the performance of different regime types (colonial, democratic, transitional democratic, and authoritarian) in managing political violence. This is a Moodle course.

Teaching: A one and a half hour lecture weekly plus a one hour weekly seminar in the MT and one revision seminar in the ST.

Formative coursework: One essay of 2,500 words.

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); David Whittaker, *The Terrorism Reader*, Routledge (3rd edn, 2007); 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); James Hughes, *Chechnya from Nationalism to Jihad*, University of Pennsylvania Press (2008); Marc Sageman, *Leaderless Jihad*, UPenn Press (2007); Jeff Victoroff and Arie W. Kruglanski eds, *Psychology of Terrorism. Classic and Contemporary Insights*, Psychology Press (2009).

Assessment: A two hour exam (100%) in the ST (50%).

GV4B3 MPA Capstone Project (1.5 units)

This information is for the 2011/12 session.

Teachers responsible: Professor Patrick Dunleavy (H520), Dr Rafael Hortalá-Valle plus others.

Availability: This is a compulsory course for all second year MPA students.

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 organisation. Typical clients include public sector bodies, companies operating in the public management or public policy sector, international organisations or think tanks and NGOs. The group will have from October to February to work on an issue defined by the client organisation, investigating and developing a workable solution to the problem.

Teaching: All students must attend the opening capstone introduction session in MT.

Each Capstone group will be allocated a supervisor, who will provide overall guidance on the project's development and assistance with client liaison. Other members of staff may also advise as required.

Formative coursework: Feedback will be provided on presentations of work-in-progress during MT.

Indicative reading: Useful preliminary reading: Charles E. Lindblom and David K. Cohen, *Social Science and Social Problem Solving* (New Haven: Yale University Press, 1979; Martha S. Feldman, *Order Without Design: Information Production and Policy-making* (Stanford, CA: Stanford University Press, 1989); Ray Pawson, *Evidence-based Policy: A Realist Perspective* (London: Sage, 2006); Office for Government Commerce Common Causes of Project Failure (London: OGC, 2004); Strategy Survival Guide (London: Prime Minister's Strategy Unit. July 2004; C. R. Cook, *Just Enough Project Management* (McGraw-Hill, 2004); J. E. McGrath and F. Tschan, Dynamics in Groups and Teams: Groups as Complex Action Systems, chapter three in M. S. Poole and A. H. Van de Ven (eds) *Handbook of Organizational Change and Innovation* (Oxford University Press, 2004).

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 presentation and submission of the project report to the client organisation. The presentation must take place by week 8 of the Lent term, on a date agreed with the client organisation. 20% of the marks are assigned by the client organisation after receipt of the presentation and project report.

2) A group project report of up to 15,000 words to be submitted during the Lent Term. The report is read by academic markers and their assessment accounts for 60% of the final grade.

Additionally, each group member must write a personal reflection on their contribution to the group's work, to be submitted alongside the report. The reflection should be no more than 600 words, and should include specific details of the student's contributions to the project. The reflections should not be included in the report submitted to the client.

Any appendices to the project report should only consist of technical data and may not contain any substantive analysis.

3) The final 20% of the marks are allocated by the Capstone supervisor on the basis of the group's performance in terms of (i) scoping and project development (including coping with difficulties) and (ii) group working and self-management as a team.

GV4B4 MPA Dissertation

This information is for the 2011/12 session.

Teachers responsible: Professor Patrick Dunleavy, Dr Rafael Hortalá-Vallve plus others.

Availability: This is a compulsory course for all MPA students second year students.

Course content: MPA students must write a dissertation (of no more than 10,000 words) on a topic of their choice to be agreed with their supervisor.

Teaching: Students will be allocated a supervisor, who will provide guidance on this piece of work. MPA Dissertation Workshops will be held to assist in the development of the dissertation.

Assessment: 1) The dissertation title, abstract, contents page and a 5 page synopsis/introduction will count for 10% of the overall dissertation mark. Students may only change their topic thereafter with the agreement of their supervisor. Students will be given feedback on their abstracts.

2) The full dissertation of no more than 10,000 words will account for the remaining 90% of the overall mark.

GV4B6 Half Unit Kant's Political Philosophy

This information is for the 2011/12 session.

Teacher responsible: Dr Katrin Flikschuh

Availability: Optional for MSc Political Theory, MSc European Studies: Ideas and Identities and LSE-Sciences Po Double Degree in European Studies; open to others as an outside option 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 one-to-one advice sessions on assessed essay writing in ST.

Formative coursework: Students are expected to come well prepared and take an active role in seminar discussion. They are expected to write to short formative essays which will be marked and commented, but do not count towards formal assessment for this course.

Indicative reading: I. Kant, *The Metaphysics of Morals, Part 1*; I Kant, *Groundwork of the Metaphysics of Morals*; Patrick Riley; M Timmons (ed.), *Kant's Metaphysical of Morals. Interpretative Essays*; 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*; Arthur Ripstein, *Force and Freedom*; Onora O'Neill, *Towards Justice and Virtue*; Onora O'Neill, *Constructions of Reason*.

Assessment: Assessment will consist of one extended essay of up to 6,000 words based on the topics examined on the course (100%).

GV4B7 Half Unit The Liberal Idea of Freedom

This information is for the 2011/12 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 Not available in 2011/12 The Politics of Civil Wars

This information is for the 2011/12 session.

Teacher responsible: Dr Bill Kissane

Availability: Optional for MSc Comparative Politics.

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: The Concept of Civil War. Patterns of civil war since 1945. Large N approaches. Decolonisation, Democratisation, and State-Building as causes of civil war. The emergence of security dilemmas. Theories of conflict resolution, reconstruction and the settlement of civil wars.

Teaching: 10 seminars and ten lectures in the LT 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 2011/12 session.

Teacher responsible: Dr Vesselin Dimitrov.

Availability: For MSc Politics and Government in the European Union, MSc European Studies: Ideas and Identities, MSc Comparative Politics (all streams) 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 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.

Course topics include: 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: A two-hour unseen written examination in the ST (75%) and an assessed essay of 2,500 words (25%).

GV4C2 Half Unit Not available in 2011/12 Globalisation, Conflict and Post-Totalitarianism

This information is for the 2011/12 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), MSc Comparative Politics, MSc International Development and Humanitarian Emergencies, and MSc Human Rights students may take this course, subject to space. This course has limited availability (is capped), and requires that students (regardless of Department or MSc programme) obtain permission from the teacher responsible.

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 in Lent Term.

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 Hockenros, *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 2011/12 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 Programme (all streams), the LSE-PKU Double Degree in Public Administration and Government 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.

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 episodes in US legislative politics, with topics including Depression era trade conflicts (e.g., the Smoot-Hawley Tariff of 1930 and the Reciprocal Trade Agreements Act of 1934), congressional activism and partisan polarization, and social issues (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 2011/12 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 Programme (all streams), 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 all students obtain

permission from the teaching department to take it.

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 ten one-and-a-half hour seminars during the MT and two revision sessions in the ST. Early weeks present the theoretical frameworks of interests, ideas and institutions, as applied to the politics of economic policymaking more generally. The remaining weeks 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 Money, Finance and Trade in Comparative Perspective* (GV353).

Formative coursework: Students will be required to submit one formative essay in week 6.

Indicative reading: C. Reinhart & K. Rogoff, *This Time is Different: Eight Centuries of Financial Folly*, Princeton University Press, 2009; Charles Kindleberger, *Manias, Panics, and Crashes: A History of Financial Crises*, 1978, 2005; 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 2011/12 session.

Teacher responsible: Professor Simon Hix

Availability: Primarily for students on MSc Politics and Government in the European Union and the MSc Political Science and Political Economy, but also available to students on MSc Comparative Politics, MSc Public Policy and Administration and MPA Programme (all streams), LSE-PKU Double Degree in Public Administration and Government, and LSE-Sciences Po Double Degree in European Studies. This course has limited availability (is capped), and requires that all students (regardless of Department or MSc programme) obtain permission from the teacher responsible.

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 weeks 3 and 4 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*, 8th edn, Harper, 2011; G Tsebelis, *Veto Players: How Political Institutions Work*, Princeton University Press, 2002.

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 2011/12 session.

Teacher responsible: Dr John Hutchinson

Availability: Available for students on MSc Comparative Politics and MSc Empires, Colonialisation and Globalisation. Other students may only attend subject to numbers, their own degree regulations and with 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 7th October 2011; however, the timeliness of your request may be taken into consideration, so an early application is recommended.

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: 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 2011/12 session.

Teachers responsible: Prof Torun Dewan

Availability: Compulsory for students on MSc Political Science and Political Economy. Optional for students on the MRes Political Science. Other postgraduates wanting to take the course require the permission of the teachers responsible.

Course content: Introduction to game theory for graduate students of political science

1. 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. Mixed strategies.
2. Dynamic games of complete information. Backward induction and subgame perfection. Sequential bargaining. Finitely and infinitely repeated games. The Folk theorem.
3. Bayes rule and rationality. Bayesian Nash equilibrium. Perfect Bayesian equilibrium.
4. Applications to Political Science.

Teaching: Ten two-hour lectures (MT), ten one-hour seminars (MT) and two two-hour seminars (ST).

Formative coursework: Weekly problem sets to be completed and discussed in class.

Indicative reading: The core text for the course is M. J. Osborne, *An Introduction to Game Theory*, Oxford University Press 2004.

Assessment: Two-hour unseen examination in the ST.

GV4C9 Half Unit Democratization and its Discontents in Southeast Asia

This information is for the 2011/12 session.

Teacher responsible: Professor John Sidel

Availability: MSc Comparative Politics, MSc Global Politics, MSc Development Studies, MSc Development Management and MSc Media, Communication and Development.

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 Hawaii 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 2011/12 Social Theory and Political Commitment: the case of Max Weber and Nationalism

This information is for the 2011/12 session.

Teacher responsible: Professor John Breuilly

Availability: MSc Global Politics, MSc Comparative Politics, MSc Political Theory 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 Local Power in an Era of Globalization, Democratization and Decentralization

This information is for the 2011/12 session.

Teacher responsible: Professor John Sidel

Availability: MSc Comparative Politics, MSc Global Politics, MSc Development Studies and MSc China in Comparative Perspective. This course has limited availability (is capped), and requires that students (regardless of Department or MSc programme) obtain permission from the teacher responsible.

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 what scholars have come to call 'subnational authoritarianism', 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 'subnational authoritarianism' 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 'subnational 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 2011/12 session.

Teacher responsible: Dr Dann Naseemullah

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, LSE-PKU Double Degree in Public Administration and Government and LSE-Sciences Po Double Degree in European Studies.

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 Organisations, Power and Leadership

This information is for the 2011/12 session.

Teachers responsible: Professor Patrick Dunleavy, Sir Richard Mottram and Dr Nikitas Konstantinidis.

Availability: This is a compulsory course for second year MPA Public and Economic Policy, MPA Public Policy and Management, MPA International Development, MPA European Public and Economic Policy students and MPA Public and Social Policy students. It is also available to other MSc students if space is available. This course is a controlled access course.

Pre-requisites: There are no pre-requisites, but recommended advance reading is given below.

Course content: This half-unit course provides an introduction to understanding power and leadership in public policy organisations. Topics include: *Organizations* - How bureaucracies are structured in terms of morphology, budget types, functions and missions; *Organizational culture*; *Understanding competition for power in organizations*. *Power* - Analysing organized power; Power and the decision process under majority rule; Power in executive contexts. *Leadership* - Conventional views of organisational and political leadership; Rational choice perspectives on leadership and policy change; Leaders, delegates and the power of appointment; How leaders can shape organisational change in government.

Teaching: All teaching takes place in Michaelmas Term: 10 x 2 hour lectures and 10 x 1.5 hour seminars.

Formative coursework: Students are expected to complete one formative piece of written work during MT.

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

Useful preliminary readings are:

General - J. Dryzek and P. Dunleavy, *Theories of the Democratic State* (Palgrave-Macmillan, 2009). *Organizations* - H. Mintzberg, *Structure in Fives* (Prentice Hall, 1983); P. Dunleavy, *Democracy, Bureaucracy and Public Choice* (Harvester-Wheatsheaf, now Longman, 1991), Part II only; *Power* - K. Dowding, *Rational Choice and Political Power* (Edward Elgar, 1991). N. Luhman, *Trust and Power* (Wiley, 1979), Part II only; P. Morris, *Power: A Philosophical Analysis* (Manchester University Press, 2002).

Leadership - J. S. Nye, *Powers to Lead* (Oxford University Press, 2008); P. G. Northouse, *Leadership: Theory and Practice*, 4th edition (Sage, 2007); G. Allison and P. Zelikow, *Essence of Decision: Explaining the Cuban Missile Crisis*, 2nd edition (Longman, 1999); W. H. Riker, *The Art of Political Manipulation* (Yale University Press, 1986).

Assessment: There are three elements of assessment:

- the student's participation in seminars, practice workshops and seminar presentation in MT (15%); and
- two essays of max. 3,000 words (85%).

GV4D7 Half Unit Not available in 2011/12 Dilemmas of Equality

This information is for the 2011/12 session.

Teachers responsible: Professor Anne Phillips

Availability: For MSc Political Theory, MSc Gender, MSc Gender, Development and Globalisation, MSc Gender, Media and Culture, MSc Human Rights and MSc Gender, Policy and Inequalities. Other students may take the course with the approval of the course organiser.

Course content: The course starts with why the general question of why (or if) equality matters. It then introduces some of the major debates in the contemporary egalitarian literature: equality of opportunity versus equality of outcome; equality of what; luck egalitarianism and the distributive paradigm. In the final section, it focuses on more specific issues and dilemmas. The topics addressed this year are whether affirmative action offends principles of equal treatment; whether gender 'choices' legitimate an unequal division of labour; and who carries responsibility for addressing global inequality.

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; 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); Nancy Fraser and Kevin Olson (eds) *Adding Insult to Injury* (Verso, 2009); Anne Phillips *Which Equalities Matter?* (Polity, 1999), Chris Armstrong, *Rethinking Equality* (Manchester University Press, 2006).

Assessment: One 3,000 word essay (100%).

GV4E1 Half Unit Comparative Democratization

This information is for the 2011/12 session.

Teacher responsible: Dr Bill Kissane

Availability: MSc Comparative Politics and MSc Global Politics.

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 2011/12 session.

Teachers responsible: 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 empirically. 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 Democratization, Conflict and State-Building

This information is for the 2011/12 session.

Teacher responsible: Professor James Hughes, CON. H302

Availability: An optional course for the MSc Comparative Politics Conflict Studies Stream. Other students will be admitted subject to space. This course has limited availability (is capped), and requires that students (regardless of Department or MSc programme) obtain permission from the teacher responsible.

Course content: This course provides a theoretically informed assessment and critique of the debates on the relationship between democratization, violent 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, and Central Asia, including Afghanistan. Themes considered include: theories and forms of state-building, democratization and nation-state building, internal armed conflicts; conceptualising 'failed state'; nationalist mobilisation and the 'nationalising' state; 'ethnic democracies'; authoritarian state-building; colonial legacies; national and ethnic conflict management; the political economy of armed conflicts; democracy promotion, international conditionality and intervention; the politics and security challenges posed by 'frozen conflicts'. As an LSE Moodle course, most of the weekly essential readings are available on-line.

Teaching: Ten weekly one and a half hour lectures, and ten weekly one hour seminars (MT), one revision seminar (ST).

Formative coursework: Students are expected to submit one non-assessed essay (2,000 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.

Assessment: A two hour exam in the ST (100%).

GV4E4 Not available in 2011/12 Public Budgeting and Financial Management

This information is for the 2011/12 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 MPA Public and Economic Policy/MPA International Development/MPA European Public and Economic Policy/MPA Public and Social 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 45 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%.

GV4E7 Half Unit Not available in 2011/12 Islamic Republic of Iran: Society, Politics, the Greater Middle East

This information is for the 2011/12 session.

Teacher responsible: Dr. Zhand Shakibi

Availability: For students of MSc Comparative Politics, MSc International Relations and MSc Interantional Relations (Research). 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: A. Ansari, *Iran Under Ahmadinejad: The Politics of Confrontation*, (Abingdon, Oxon : Routledge, 2007); M. Milani, *The Making of Iran's Islamic Revolution*. (Westview Press, 1993); M.Moslem, *Factional Politics in Post-Khomeini Iran* (NYU Press, 2002); Z. Shakibi, *Khatami and Gorbachev: Politics of Change in the Islamic Republic of Iran & the USSR* (I.B.Tauris, 2010); Ervand Abrahamian, *A History of Modern Iran* (Cambridge, UK : Cambridge University Press, 2008); F. Adelkhah, *Being Modern in Iran*. (Hurst, 1999); 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); S.A.Arjomand, *The Turban for the Crown: the Islamic Revolution in Iran*, (OUP, 1988); V.Nasr, *Democracy in Iran* (Oxford, 2006); H.E.Chehabi, *Iranian Politics and Religious Modernism*. (Cornell, 1990) M. Momen, *An Introduction to Shi'ia 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);)

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 2011/12 session.

Teacher responsible: Dr Paul Mitchell

Availability: 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 capped. You should apply early with a short statement of why you want to take this course.

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. We will examine the 'content' of peace agreements, spoiler attempts to undermine the peace, and the

increasing use of 'transitional justice' mechanisms. 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: Two briefing papers on pre-selected key concepts/ cases.

Indicative reading: Lijphart, Arend (2008). *Thinking about Democracy: Power Sharing and Majority Rule in Theory and Practice*. London: Routledge; .Noel, Sid (2005, ed), *From Power Sharing to Democracy*. Montreal: McGill-Queen's University Press; Norris, Pippa (2008). *Driving Democracy: Do Power-Sharing Institutions Work?* Cambridge 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; Hayner, Priscilla (2011, 2nd edition). *Unspeakable Truths: Transitional Justice and the Challenge of Truth Commissions*. Routledge; 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 Plattner (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 two-hour examination in the ST (100%).

GV4E9 Approaches and Issues in Public Policy and Administration

This information is for the 2011/12 session.

Teachers responsible: Professor Ed Page and Dr Martin Lodge

Availability: Compulsory for students on MSc Public Policy and Administration and the LSE-PKU Double Degree in Public Administration and Government.

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. Additional Visiting Professor lectures will be arranged for the Lent term.

The core of the course will consist of 20 classes (+4 revision) that will deal with key themes in Public Policy and Public Administration.. Compulsory for students on MSc Public Policy and Administration and the LSE-PKU Double Degree in Public Administration and Government.

Teaching: 10 lectures and 10 seminars in the MT. 10 lectures and 10 seminars in the LT. Four lectures and four seminars in the ST. In addition, there will be a number of 'visiting professor' lectures in LT.

Formative coursework: Three formative essays, two in the Michaelmas Term and one in the Lent Term and a mock

examination.

Indicative reading: BG Peters (2009) *The Politics of Bureaucracy*; CC Hood (1998) *The Art of the State*; 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 The Political Philosophy of John Locke

This information is for the 2011/12 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.

Teaching: 20 hours of seminars in the Michaelmas Term and two hours of seminars in the Summer Term.

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*.

Assessment: One 5,000 word essay.

GV4F2 Half Unit Not available in 2011/12 Popular Politics in the Middle East

This information is for the 2011/12 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); Beinín, 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 Not available in 2011/12 Russian Federation: Politics, Transformation and Governance

This information is for the 2011/12 session.

Teacher responsible: Professor Marie Mendras

Availability: Optional course on MSc Comparative Politics.

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

Michaelmas 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 2011/12 session.

Teacher responsible: Dr Kira Matus

Availability: MSc Public Policy and Administration and LSE-PKU Double Degree in Public 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 three objectives: it introduces students to a range of theoretical and empirical scholarship on the issues involved in producing policy advice, it develops the communication skills required of policy analysts, 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: Bardach, Eugene (2009) *A Practical Guide for Policy Analysis*, Third Edition. Washington, DC: CQ Press. 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, Linksz, 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

Weimer, David L. and Vining, Aidan R. (2005) *Policy Analysis: Concepts and Practice*, Fourth Edition. Upper Saddle River, NJ: Pearson.

Assessment: A 2,500 word project (50%) and a two-hour examination (50%) in the Summer Term.

GV4F5 Half Unit Advanced Study of Key Political Thinkers

This information is for the 2011/12 session.

Teacher responsible: Professor Chandran Kukathas.

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: This course provides an opportunity to study in depth the work of one major political thinker. It will focus on one or a few of the major works of the figure studied, and also consider the main lines of criticism of that thinker, from other contemporary figures, later political philosophers, and modern scholars and critics. It will also be important to consider issues of interpretation, particularly when there are differing controversial readings of the theorist in question. Political thinkers who might be studied would include Plato, Aristotle, St Augustine, Aquinas, Marsilius, Dante, Machiavelli, Hobbes, Rousseau, Hume, Adam Smith, Hegel, Tocqueville, Marx, and Mill. The course would be taught as a seminar in political philosophy rather than one in intellectual history. To focus would be on understanding and critical engagement with the ideas of the figure under examination rather than on the study of the historical context of their work. In 2010-11 the thinker to be studied is Jean-Jacques Rousseau.

Teaching: 20 hours of seminars in the Michaelmas Term.

Formative coursework: Students will be expected to submit two formative essays of no more than 1500 words in the fifth and ninth weeks of the term.

Indicative reading: J.-J. Rousseau, *The Social Contract and Discourses*;

J.-J. Rousseau, *Emile*;

J.-J. Rousseau, *The Confessions*;

J.-J. Rousseau, *Reveries of a Solitary Walker*;

J.-J. Rousseau, *Letter to D'Alembert and Writings for the Theatre*;

J. Shklar, *Men and Citizens*;

A. Melzer, *The Natural Goodness of Man*;

D. Gauthier, Rousseau: *The Sentiment of Existence*;

R. Wokler, *Rousseau*;

C. Orwin and N. Tarcov (eds), *The Legacy of Rousseau*.

Assessment: One 5,000 word essay (100%).

GV4F6 The Philosophy and Politics of Environmental Change

This information is for the 2011/12 session.

Teachers responsible: Professor Christian List and Dr Kai Spiekermann

Availability: MSc Political Theory, MSc Philosophy and Public Policy, MSc Environmental Economics and Climate Change, MPA programme (all streams). Available as an outside option where regulations and space permit, with the permission of the teacher responsible.

Pre-requisites: No formal requirements, but an interest in the formal analysis of political, philosophical and economic questions and a willingness to study contributions from various disciplines, including the natural sciences, is expected.

Course content: This course analyses political and philosophical questions arising in the context of environmental change. The approach will be interdisciplinary, and the course will engage with normative-philosophical, positive-analytical and empirical work, drawing on methodologies from political science, philosophy, economics and the natural sciences. Among the topics discussed will be climate change, overpopulation, food and water scarcity, deforestation, desertification and the loss of biodiversity. The course will address dilemmas of co-operation such as the 'tragedy of the commons', public-goods and collective-action problems, group decision making, markets for emission certificates, problems

of compliance and enforcement, the role of social norms, intergenerational justice and discounting, global and environmental justice, cost-benefit analysis, decisions under uncertainty, the precautionary principle, the analysis of complex systems, and the role of the natural sciences in policy formulation.

Teaching: 10 hours of lectures and 15 hours of seminars in the MT and the LT.

Formative coursework: One formative essays (2,000 words) and one formally developed presentation per term.

Indicative reading: John Broome (2004), *Weighing Lives*, Oxford: OUP; Partha Dasgupta (2001), *Human Well-Being and the Natural Environment*, Oxford: OUP; Avner de-Shalit (2000), *The Environment: Between Theory and Practice*, Oxford: OUP; Dieter Helm and Cameron Hepburn, eds. (2009), *The Economics and Politics of Climate Change*, Oxford: OUP; Bjorn Lomborg (2001), *The Sceptical Environmentalist: Measuring the State of the World*, Cambridge: CUP; Willam Nordhaus (2008), *A Question of Balance: Weighing the Options on Global Warming Policies*, New Haven: Yale University Press; Elinor Ostrom et al., eds. (2002), *The Drama of the Commons*, Washington: National Academy Press; Nicholas Stern et al. (2007), *The Economics of Climate Change: The Stern Review*, Cambridge: CUP; Steve Vanderheiden (2008), *Atmospheric Justice: A Political Theory of Climate Change*, New York: OUP.

Assessment: Two 2,500 word essays (50% each).

GV4F7 Half Unit The Political Theory of Jürgen Habermas

This information is for the 2011/12 session.

Teacher responsible: Dr James Gledhill.

Availability: MSc in Political Theory, MSc in Political Theory (Research), MSc European Studies: Ideas and Identities and LSE-Sciences Po Double Degree in European Studies. The course is available as an outside option where space and 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: A philosophical and thematic introduction to and critical assessment of the political theory of Jürgen Habermas. Jürgen Habermas is commonly ranked alongside John Rawls as one of the two leading figures in contemporary political philosophy. Like Rawls, Habermas articulates a systematic philosophical theory of the liberal-democratic constitutional state that seeks to reconcile the values of liberty, equality and democracy. In addition, Habermas has applied this approach in theoretical and political interventions that address some of the most important issues facing modern democratic societies. The focus of the course is on Habermas's political theory set out in *Between Facts and Norms* and applied in works beginning with *The Inclusion of the Other*. The course is divided into two parts. The first part assesses Habermas's philosophical approach in relation to debates with three interlocutors: with Karl-Otto Apel regarding the relationship of morality, law and democracy; with Rawls on the relative merits of a procedural reconstructive political theory versus a substantive constructive political theory; and with Frank Michelman about the possibility of constitutional authorship and the paradoxical nature of constitutional democracy. The second part of the course assesses the implications of Habermas's political theory for contemporary controversies about the place of religious arguments in public debate, the future of the nation-state in the context of globalization and the development of the European Union and the Kantian cosmopolitan project of the constitutionalization of international law.

Teaching: 20 hours of seminars (10 x 2 hours) in LT.

Formative coursework: Students will be expected to submit two formative essays of no more than 2,000 words in the sixth and ninth weeks of the term.

Indicative reading: James Gordon Finlayson, *Habermas: A Very Short Introduction*; Jürgen Habermas, *Between Facts and Norms: Contributions to a Discourse Theory of Law and Democracy*;

Jürgen Habermas, *The Inclusion of the Other: Studies in Political Theory*; Jürgen Habermas, *The Postnational Constellation*; Jürgen Habermas, *Time of Transitions*; Jürgen Habermas, *The Divided West*; Jürgen Habermas, *Between Naturalism and Religion*; Jürgen Habermas, *Europe: The Faltering Project*; Fabian Freyenhagen and James Gordon Finlayson (eds.), *Habermas and Rawls: Disputing the Political*; René von Schomberg and Kenneth Baynes (eds.) *Discourse and Democracy: Essays on Habermas's Between Facts and Norms*; Michel Rosenfeld and Andrew Arato (eds.) *Habermas on Law and Democracy: Critical Exchanges*.

Assessment: One essay of 5,000 words (100%).

GV4F8 Half Unit Institutions in the Global Economy

This information is for the 2011/12 session.

Teacher responsible: Dr Stephanie Rickard.

Availability: MSc Global Politics, MSc Political Science and Political Economy, and MSc Public Policy and Administration. Available as an outside option on other programmes where regulations permit and with permission of the teacher responsible.

Course content: The course is organized around several important theoretical and empirical questions regarding the functioning of the global economy and the role of international institutions. Why do states delegate certain economic tasks and responsibilities to international institutions rather than acting unilaterally or cooperating directly? To what extent do states continue to control international organizations once authority has been delegated? To what extent do international institutions constrain national governments and their economic policies, such as trade, monetary and fiscal policy? When and under what circumstances do national governments comply with the decisions of international organizations? These questions are examined in the context of a variety of different institutions that play a role in the global economy including, for example, the World Trade Organization, the World Bank, the OECD and the International Monetary Fund.

Teaching: Twenty hours of seminars in the LT and four hours of seminars in the ST.

Formative coursework: All students are expected to submit one 2,000 word essay.

Indicative reading: Hawkins, Darren G., David A. Lake, Daniel L. Nielson, and Michael J. Tierney (2006) *Delegation and Agency in International Organizations*, Cambridge University Press; Ravenhill, John (2007) *Global Political Economy*, Oxford University Press; Rose, Andrew K. (2004) Do We Really Know That the WTO Increases Trade? *American Economic Review* 94(1): 98-114; Rickard, Stephanie (2010) Democratic Differences: Electoral Institutions and Compliance with GATT/WTO Agreements. *European Journal of International Relations*; Moravcsik, Andy (1989) Disciplining Trade Finance: The OECD Export Credit Arrangement, *International Organization*; Nooruddin, Irfan and Joel W. Simmons (2006). The Politics of Hard Choices: IMF Programs and Government Spending. *International Organization* 60: 1001-1033.

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

GV4F9 Half Unit The Politics of Modern sub-Saharan Africa

This information is for the 2011/12 session.

Teacher responsible: Dr. Omar McDoom

Availability: Priority will generally be given to Comparative Politics students, but students from other Government Department programmes and other LSE Departments may also be admitted subject to space.

Course content: Where does the colonial legacy end and the responsibility of Africa's own leaders for the continent's current predicaments begin? Why have the modern state, democracy, and the rule of law proved so difficult to build in Africa and are there any indigenous institutions to promote instead? Is it simply trite to

say overseas development assistance has hurt Africa more than it has helped? How do we choose between the myriad explanations - natural resource abundance, high ethnic diversity, poor geography, weak state capacity, arbitrary borders, inter-group inequalities, and general poverty - in accounting for Africa's high incidence of civil wars? This course is a survey of the major issues in sub-Saharan African politics which have confronted its leaders and peoples and engaged scholars and policy-makers since the end of colonial rule. As it is a graduate-level course in comparative politics, its content is guided by the aim of encouraging students to reflect critically on these big questions and to challenge widely-held assumptions about the continent. Students will be encouraged to place the issues studied into comparative historical and regional perspective. The application of important theoretical constructs in political science to real-world issues is central to the course's ethos. The ultimate goal of the course is to equip students who seek to enter the policy-making arena with a strong theoretical foundation for looking critically at Africa's ongoing challenges and the current strategies to meet them. With these questions in mind then, the course lectures then will address the following themes: (i) The colonial legacy; (ii) The modern African state; (iii) Africa's political institutions: regime type and political culture; (iv) Africa's civil society: ethnicity, class, and gender; (v) Africa's political economy: Aid and the challenge of underdevelopment; (vi) Political liberalization and democracy; (vii) Political violence in Africa; (viii) Africa in the international system; (ix) Emerging challenges on the continent - for example environmental change and demographic transition. The course will illustrate each of these themes through country case studies. The case studies will vary from year-to-year, but the goal is to select from all the major country groupings to minimize the risk of students forming a regionally-skewed perspective on a diverse continent: west, east, central, and southern Africa will be represented. The course will also draw on a range of methodological approaches - quantitative, historical, and qualitative - though students will not need any prior specialized training in these research methods.

Teaching: 10 one-hour lectures and 10 two-hour of seminars in the Lent Term. 2 two-hour seminars in the Summer Term which will include a film viewing and a revision seminar.

Formative coursework: Students will be required to complete one formative essay (1,500 words).

Indicative reading: Rodney, W. (1981). . Washington, D.C., Howard University Press, Hyden, Goran. *African Politics in Comparative Perspective*, Cambridge: Cambridge University Press, 2006; Bratton, M. & Van de Walle N., *Democratic Experiments in Africa*, New York, Cambridge University Press, 1997; Jackson, R. and Rosberg C., *Personal Rule: Theory and Practice in Africa*, *Comparative Politics* 16:4, 1984. Posner D., *Institutions and Ethnic Politics in Africa*, New York: Cambridge University Press, 2005; Clapham C., *Africa and the International System*, New York, Cambridge University Press, 1996; Englebert P., *State Legitimacy and Development in Africa* Boulder: Lynne Rienner, 2000; Rotberg R, and Gisselquist R., *The Index of African Governance*, Cambridge, World Peace Foundation, 2009; Herbst J., *States and Power in Africa: Comparative Lessons in Authority and Control*, Princeton: Princeton University Press, 2000; Bates R., *Markets and States in Tropical Africa*, Berkeley: University of California Press, 1981.

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

GV4G1 Half Unit Applied Quantitative Methods for Political Science

This information is for the 2011/12 session.

Teacher responsible: Dr. Valentino Larcinese.

Availability: MSc Political Science and Political Economy. Also available as an outside option where regulations permit and with permission of the teacher responsible.

Pre-requisites: A good knowledge of statistics and of the generalized linear model at the level of MI452.

Course content: This course provides an introduction to the most

commonly used methods for causal inference in the social sciences. After reviewing the rationale for simple OLS estimation, particularly focussing on the conditions for a causal interpretation of the coefficients, the course will cover matching estimators, instrumental variables, panel data, differences-in-differences, regression discontinuity, quantile regression. Students will be stimulated to think in experimental terms and the main theme will be how to replicate or get close to the experimental ideal of natural sciences by using non-experimental observational data. The lectures will present the techniques and illustrate their applications by making extensive use of the most up-to-date empirical literature in political science. The seminars (tutorials) will be conducted in a computer room and will provide an opportunity to learn how to use the methods with the statistical software Stata.

Teaching: 20 hours of lectures in the LT and 4 in the ST. 5 hours of seminars in the LT.

Formative coursework: There will be two pieces of formative work to be submitted collectively to the lecturer in the form of short essays. Students will be divided into groups of 4-5 people (groups change each time). Each group will receive a dataset and will be asked to use some specific methods to answer an assigned question.

Indicative reading: Angrist & Pischke: *Mostly Harmless Econometrics*, Princeton University Press 2009.

Stock & Watson: *Introduction to Econometrics*, Pearson 2007 (Second edition)

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

GV4G2 Half Unit

Cosmopolitanism: Philosophy, Culture and Politics

This information is for the 2011/12 session.

Teacher responsible: Professor D Held

Availability: MSc Global Politics, MSc Political Theory and MSc Political Theory (Research). The course is also available to other students as an outside option.

Course content: The world is becoming deeply interconnected, whereby actions in one part of the world can have profound repercussions elsewhere. In a world of overlapping communities of fate, there has been a renewed enthusiasm of thinking about what it is that human beings have in common, and for exploring the ethical basis of this. This has led to renewed interest in examining the normative principles that might underpin efforts to resolve global collective action problems, and to ameliorate global risks. This project can be referred to as the project of cosmopolitanism. The course will explore the changing meaning and debates about cosmopolitanism from Kant to contemporary cosmopolitans (Beitz, Barry, Pogge, Caney and others). The topics to be covered will include the ideas of cosmopolitan global justice; cosmopolitanism, nationality and culture; cosmopolitanism, global issues and governance; and cosmopolitan politics.

Teaching: Ten two-hour seminars in LT. Four hours of seminars in ST.

Formative coursework: Two essays (of not more than 2000 words, one of which may be based on their class presentation).

Indicative reading: Garrett Brown and David Held (eds.), *The Cosmopolitanism Reader*, Polity, 2010

David Held, *Cosmopolitanism: Ideals and Reality*, Polity, 2010
Harry Brighouse and Gillian Brock, *The Political Philosophy of Cosmopolitanism*, Cambridge, 2005

Immanuel Kant, *Kant's Political Writings*, Cambridge, 1991

Samuel Scheffler, *Conceptions of Cosmopolitanism*, Utilitas 11 (1999)

Samuel Scheffler, *Boundaries and Allegiance*, Oxford, 2001

Simon Caney, *Justice Beyond Borders*, Oxford, 2005

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

GV4G3

Foundations of Political Theory

This information is for the 2011/12 session.

Teacher responsible: Dr J Gledhill

Availability: Compulsory on MSc Political Theory and MSc Political Theory (Research). Only available as an outside option with the permission of the MSc Political Theory convenor.

Course content: This course provides a systematic introduction to the philosophical and methodological foundations of political theory. It aims to give students a comprehensive conceptual toolbox that can be brought to bear on many different substantive problems and research questions in political theory and neighbouring fields. The course covers four broad areas: philosophy of history and the history of ideas; positive and analytical political theory; metethics and value theory; foundationalism and anti-foundationalism in political theory. Examples of topics addressed are: the aims and justifications of political theory; the basics of philosophical reasoning and argumentation; the Cambridge School; hermeneutic approaches to textual interpretation; formal theories of decision making and rationality; philosophy of science and social science; consequentialism and deontology; moral realism versus anti-realism; pragmatism and moral constructivism; critical theory; the feminist challenge, ideal and non-ideal theory.

Teaching: 10 one-hour lectures in MT and LT. 10 one-hour seminars in MT and LY. A two-hour revision lecture in the ST.

Formative coursework: Three 2,000 word formative essays.

Indicative reading: Marc Stears & David Leopold, *Political Theory: Methods and Approaches*; Andrew Vincent, *The Nature of Political Theory*; John S. Dryzek, Bonnie Honig & Anne Philips, *The Oxford Handbook of Political Theory*, Thomas Christiano & John Christman, *Contemporary Debates in Political Philosophy*.

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

GY403 Half Unit

Contemporary Debates in Human Geography

This information is for the 2011/12 session.

Teacher responsible: Dr Sharad Chari, STC. S418

Availability: MSc Human Geography and Urban Studies (Research) and nominated MPhil/PhD Geography students in their first year of registration.

Course content: This is a reading seminar course, organised around key works pertinent to cities, development and human geography. While by no means comprehensive, the syllabus provided in the first week of the course will detail some key debates in geography, urban studies and development studies, which we explore in some detail over the term. The readings will reflect a range of approaches to the disciplines of human geography, urban studies and development studies, in order to convey the dynamic interplay between these three areas of scholarship. Discussions with colleagues in these areas of research, alongside readings of foundational texts, will be aimed at exploring how theory and evidence connect in critical geographical research. There will also be a component on crafting a research proposal, a necessary stage for conducting successful social scientific research.

Teaching: 10 x two-hour directed reading lecture/seminars meeting every other week over MT and LT. Students (including those auditing the course) are expected to read, circulate critical comments, and lead presentations for part of each session.

Formative coursework: A 2,500 word essay and a critical reflection on one week's readings for discussion in class.

Indicative reading: A detailed syllabus will be provided at the beginning of the course, but would include works such as D Gregory et al, *The Dictionary of Human Geography* (5th edn), 2009; D Harvey, *Social Justice and the City*, 2009; D Harvey, *The Enigma of Capital*, 2010; N Smith, *Uneven Development*, 2008; D Massey, *Space, Place and Gender*, 1994; E Soja, *Seeking Spatial Justice*, 2010; R Peet and M Watts, *Liberation Ecologies*, 2004; J Pickles, *A History of Spaces*, 2005; S Friedberg, *Fresh*, 2009; J Caney, *Black Rice*, 1999; M Goldman, *Imperial Nature*, 2005; J Ferguson, *The*

Antipolitics Machine, 1994; T Mitchell, *Rule of Experts*, 2002; A Roy, *Poverty Capital*, 2010; A Escobar, *Territories of Difference*, 2008; S Elden, *Terror and Territory*, 2010; D Gregory and Allan Pred, *Violent Geographies*, 2006; Y Tuan, *Space and Place*, 2001; N Smith, *American Empire: Roosevelt's Geographer and the Prelude to Globalization*, California, 2003.

Assessment: One 5,000 word essay (100%).

GY404 Half Unit Topics in Local Economic Development

This information is for the 2011/12 session.

Teacher responsible: Dr Simona Iammarino, Room STC. 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. In the MT the topics are presented by the responsible teacher, whilst in the LT each topic 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, linkages and networks for innovation and technology, clusters and local growth coalitions, the role of infrastructure, human and social capital and institutions.

Teaching: 10 x two-hour lectures in alternate weeks of the MT and LT. Students will be expected to make presentations and participate actively in lectures.

Indicative reading: A Pike, A Rodríguez-Pose & J Tomaney, *Local and Regional Development*, Routledge, 2006; B Asheim, P Cooke & R Martin, *Clusters and Regional Development*, Routledge, 2006; S Breschi & F Malerba (Eds), *Clusters, Networks and Innovation*, Oxford University Press, 2005; F Belussi and A Sammara (Eds), *Business Networks in Clusters and Industrial Districts. The governance of the global value chain*, Routledge, 2010; H Schmitz (Ed), *Local Enterprises in the Global Economy*, Edward Elgar, 2004.; J Cantwell and S Iammarino, *Multinational Corporations and European Regional Systems of Innovation*, Routledge, 2003; F Sforzi (Ed), *The Institutions of Local Development*, Ashgate, 2003;; M Storper, *The Regional World*, Guilford, 1997; F Pyke & W Sengenberger (Eds), *Industrial Districts and Local Economic Regeneration*, ILO, 1992; M Best, *The New Competition: Institutions of Industrial Restructuring*, Polity, 1990.

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 Not available in 2011/12 Globalisation, Regional Development and Policy

This information is for the 2011/12 session.

Teacher responsible: Professor A Rodríguez-Pose, STC. S407

Availability: Primarily for students taking MSc Local Economic 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 Geogaphy, Elsevier, 2004; P Krugman & M Obstfeld, *International Economics: Theory and Policy*, Harper-Collins, 1991; A Pike, A Rodríguez-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 2011/12 session.

Teacher responsible: Professor Ian Gordon, STC. 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/MPA Public and Social 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 change 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; A. Pike, A. Rodriguez-Pose & J. Tomaney, *Handbook of Local and Regional Development*, 2010; 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 Not available in 2011/12 Globalisation and Regional Development

This information is for the 2011/12 session.

Teacher responsible: Professor M Storper, STC. 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 Environment and Development, MSc Human Geography and Urban Studies (Research), MSc Environmental Economics and Climate Change 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 2011/12 session.

Teacher responsible: Dr Riccardo Crescenzi

Availability: Primarily for students taking MSc Local Economic Development, MSc Regional and Urban Planning Studies, MSc Environmental Economics and Climate Change, 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/MPA Public and Social 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 Rodriguez-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 2011/12 session.

Teacher responsible: Professor A Rodríguez-Pose, STC. S407.

Availability: For students taking MSc Local Economic Development, MSc Environment and Development, MSc Regional and Urban Planning Studies, 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: 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 first section of the course analyses 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, linked of political and fiscal decentralisation. The second section of the course focuses, 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.

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.

GY415 Half Unit Local Capacity and Economic Development Policy

This information is for the 2011/12 session.

Teacher responsible: Professor Ian R Gordon, STC. 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 and Urban Studies (Research) and MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy/MPA Public and Social 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: 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. Rodríguez-Pose & J. Tomaney, *Local and Regional Development*, 2006; A. Pike, A. Rodríguez-Pose & J. Tomaney, *Handbook of Local and Regional Development*, 2010; 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 2011/12 session.

Teachers responsible: Dr R Perkins, STC. S413. Other teachers involved: Dr C Marchiori, KGS. K102; Dr M Mason, STC. 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 Environmental Economics and Climate Change, MSc Management and Regulation of Risk, MSc Local Economic Development, MSc Development Studies, MPA Programme (all streams), 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. In LT, the course highlights key themes in environmental regulation informed by the concept of multi-level governance. This concept suggests new alignments and forms of regulation within and across state borders: the themes chosen to explore this concept include collective action, international negotiations, governance beyond the state, and different rationalities of regulation (science, ethics and justice).

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: S Barrett (2005) *Environment and Statecraft: The Strategy of Environmental Treaty-Making*, Oxford: Oxford University Press; 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;; A Randall (2011) *Risk and Precaution*, Cambridge: Cambridge 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 Not available in 2011/12 Gender and Development: Geographical Perspectives

This information is for the 2011/12 session.

Teacher responsible: Professor S Chant, STC. S515

Availability: For students taking MSc Urbanisation and Development, LSE-Sciences Po Double Degree in Urban Policy, MSc Human Geography and Urban Studies (Research), MSc Gender, Development and Globalisation, MSc Environment and Development, MSc Regional and Urban Planning Studies, MSc Health, Community and Development, MSc Population and Development, MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy/MPA Public and Social Policy, MSc Gender, MSc Gender, Policy and Inequalities, MSc Global Politics, MSc Development Management, MSc Development Studies, MSc Development Studies (Research), MSc Regulation and MSc Regulation (Research). 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 GI407.

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 intersections with poverty, especially in urban areas. Specific themes include: the 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 (GAD) policy and practice; men and masculinities in GAD.

Teaching: 5 x two-hour lectures followed by 5 x 1.5 hour seminar sessions in LT.

Formative coursework: Students will be expected to produce one essay during the course as well as to prepare presentations for seminars and to be actively engaged in seminar discussions.

Indicative reading: H Afshar & S Barrientos (Eds), *Women, Globalisation and Fragmentation in the Developing World*, 1999; K. Bedford *Developing Partnerships: Gender, Sexuality and the Reformed World Bank*, 2009; 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 of Gender and Poverty*, 2010; S Chant with N Craske, *Gender in Latin America*, 2003; S Chant & M Gutmann, *Mainstreaming Men into Gender and Development*, 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; 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; 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%).

GY423 Environment and Development

This information is for the 2011/12 session.

Teachers responsible: Professor E Neumayer, STC. S503. Other teachers involved: Dr Salvatore Di Falco, KGS. K204, Dr Charles Palmer KGS. K205, Dr Perkins, STC. S413

Availability: This course is a core course for MSc Environment and Development. It may be taken as an option by students on MSc Environmental Policy and Regulation, MSc Biomedicine, Bioscience and Society, MSc Development Studies and MSc Development Management 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; 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); The concept of ecological modernisation; Technological lock-in, innovation and system transformation; Corporate social responsibility strategy and greenwash.

LT: The concept of ecological footprints; Resource Abundance, Conflicts and Economic Development; Population growth and the environment; Adaptation to climate change in developing countries; Land use and forestry; Deforestation, poverty and climate change; Energy Use and Equity; Bioenergy in developing countries; Ecosystem services, resilience and biodiversity.

Teaching: The course will be taught through a combination of 20 weekly lectures (1.5 hours) and 20 weekly seminars (1 hour).

Indicative reading: MT: E Neumayer, *Weak versus Strong Sustainability: Exploring the Limits of Two Opposing Paradigms*, 3rd edn, Edward Elgar, 2010; E Neumayer, *Greening Trade and Investment: Environmental Protection without Protectionism*, Earthscan, 2001. M Blowfield and A Murray, *Corporate Responsibility: A Critical Introduction*, Oxford University Press, 2008. LT: R Lopez and M Toman, *Economic Development and Environmental Sustainability*. Columbia University Press, 2006. E Barbier, *Natural resources and economic development*, Cambridge University Press, 2005.

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).

GY426 Environmental and Resource Economics

This information is for the 2011/12 session.

Teacher responsible: Dr. Carmen Marchiori

Availability: Compulsory on MSc Environmental Economics and Climate Change. Optional on MPA Programme (all streams). Not available to General Course students. Other students are welcome to take the course if their programme regulations permit and with the permission of the course manager.

Course content: Environmental and resource economics is at the forefront of the response to local, national and global environmental problems and as such it has become an essential part of the thinking and actions of national and regional governments and international agencies such as The World Bank. This course seeks to develop a rigorous treatment of the theory of the economics of the environment and resource management and to show how formal economic thinking can assist real world policymaking in areas such as climate change, ecosystem & biodiversity conservation and water resource management.

The course consists of four parts which together form the principal areas of interest and research in environmental and natural resource economics.

Part I deals with the foundations of environmental and resource economics by considering: the fundamentals of welfare economics and national resource management and conceptualizations of role of resources and environmental in long-term growth and sustainable development.

Part II focuses on the economics of pollution control. This includes pollution control targets and instruments. The strengths and weaknesses of different regulatory approaches are critically analyzed with reference to the empirical evidence from both the developed and the developing world.

Part III covers the economics of renewable and non-renewable resources. Special attention is devoted here to the following themes: fishery, forestry, land and ecosystem services, energy. The role of inequality, social capital and norms is also investigated within the context of common property resource management.

Part IV acknowledges the increasing prominence of global environmental issues. As such it is dedicated to the study of international environmental problems and agreements. Some basic concepts of game theory are used here to analyze the extent and likelihood of cooperation among countries and to investigate the impact of fairness on the stability of international environmental agreements.

Teaching: 20 hours of lectures and 10 hours of seminars in the MT and LT.

Formative coursework: Students will complete one 2,500 word written assignment in Michaelmas Term on which they will receive written feedback.

Indicative reading: Detailed reading lists will be provided to support each course component. The following texts will be particularly useful: Perman, R., Y. Ma, J. McGilvray and M. Common (2003), *Natural Resource and Environmental Economics*, Third Edition, Longman; Conrad, J. (2005), *Resource Economics*, Cambridge: Cambridge University Press; Kolstad, C. (2000), *Environmental Economics*, First Edition, Oxford: Oxford University Press; Russell, C.S. (2001), *Applying Economics to the Environment*, First Edition, Oxford: Oxford University Press; Hanley, N., J. Shogren and B. White (2006), *Environmental Economics in Theory and Practice*, Second Edition, Basingstoke: Macmillan; Barbier E., (2005), *Natural Resources and Economic Development*, Cambridge University Press.

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

GY427 Half Unit Climate Change: Science, Economics and Policy

This information is for the 2011/12 session.

Teacher responsible: Dr Simon Dietz

Availability: Compulsory on MSc Environmental Economics and Climate Change. Optional on MSc Environment and Development, MSc Environmental Policy and Regulation and for research students on an appropriate pathway. Available as an outside option to other students subject to programme regulations and capacity.

Course content: This course is an interdisciplinary analysis of the issue of climate change. It will begin with an overview of the science of climate change, which will be accessible to students training in the social sciences. It will go on to consider the economic, political and social implications of climate change, drawing on economic analysis, as well as insights from other disciplines such as human geography and political science.

Teaching: 15 hours of lectures and 5 hours of seminars in the MT.

Formative coursework: Students will write one essay (unassessed), on which they will receive written feedback. The essay serves as a mock exam, there is no word limit, but students should time themselves to write it in 50 minutes.

Indicative reading: Detailed reading lists will be provided to support each course component. The following texts will be particularly useful: Stern, N. (2009). *Blueprint for a Safer Planet*. London, The Bodley Head; Stern, N. (2007). *The Economics of Climate Change: the Stern Review*.

Cambridge: Cambridge University Press; Giddens, A. (2009). *The Politics of Climate Change*. Cambridge: Polity; Aldy, J. E. and R. N. Stavins (2007). *Architectures for Agreement: Addressing Global Climate Change in the Post-Kyoto World*. Cambridge: Cambridge University Press; Maslin, M. (2004). *Global Warming: a Very Short Introduction*. Oxford: Oxford University Press.

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

GY428 Half Unit Applied Quantitative Methods

This information is for the 2011/12 session.

Teacher responsible: Dr Salvatore Di Falco and Professor Ken Benoit.

Availability: Compulsory on MSc Environmental Economics and Climate Change. Not available to General Course students. Subject to availability and permission of the course manager, optional for MSc Real Estate Economics & Finance and MSc Local Economic Development. Other students will be welcome to take the course if their programme regulations permit and with the permission of the course manager.

Course content: This course will provide an introduction to quantitative methods in use in modern environmental and resource economics. Emphasis will be placed on the practical use of empirical tools. This applied focus will be complemented by the investigation of assumptions and proofs that can improve the understanding of empirical results. A number of relevant applications making use of computers will be presented and, in doing so, use of a wealth of interesting and topical environmental data sets will be made. To this end, ten seminars of one hour each will be provided. During the seminars the students will gain understanding of the software STATA. Additionally, in some of the seminars, selected papers in quantitative environmental economics will be critically discussed. Again the focus will be on relevant empirical papers published in the area. The module will cover several estimators. We will start with the standard linear regression model, its assumptions, violations and testing procedures. Extensions of the Linear regression model (e.g. Two Stages Least Squares and Panel Data) will be also covered. Non Linear Models will also be presented. These include Poisson Regression; Probit; Logit; Selection Models (Maximum Likelihood); Multivariate Probit and Logit; Conditional Logit and Mixed Logit Models.

Teaching: 20 hours of lectures and 10 hours of seminars in the MT.

Formative coursework: Students will complete one (unassessed) outline project assignment early on in Lent Term on which they will receive written feedback

Indicative reading: Detailed reading lists will be provided to support each course component. The following texts will be particularly useful:

Assessment: One 3,000 word project (25%) and one two-hour exam in the ST (75%).

GY430 Contemporary Urbanism

This information is for the 2011/12 session.

Teachers responsible: Dr M M Low, STC. S512. Other teachers involved: Dr A C Pratt, STC. S410 and Dr Hyun Bang Shin, STC. S509.

Availability: 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 Urbanisation and Development, LSE-Sciences PO Double Degree in Urban Policy, MSc Culture and Society and MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy/MPA Public and Social 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 Not available in 2011/12 Cities, People and Poverty in the South

This information is for the 2011/12 session.

Teacher responsible: Professor Sylvia Chant, STC. S515

Availability: For students taking MSc Urbanisation and Development, LSE-Sciences Po Double Degree in Urban Policy; MSc Human Geography and Urban Studies (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 City Design and Social Science, MSc Local Economic Development, MSc Population and Development, MSc Gender, Policy and Inequalities, 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, civil society, and UN-Habitat agendas past, present and future.

Teaching: Five x 2 hour lectures (first 5 weeks) followed by five x 1.5 hour seminar sessions (second 5 weeks) in LT.

Formative coursework: Students will be expected to produce one essay during the course, as well as to prepare seminar presentations and to be actively involved in seminar discussions.

Indicative reading: J. Beall and S. Fox, *Urban Poverty and Development in the 21st Century*, 2009; S. Chant, *Gender, Generation and Poverty*, 2007; S. Chant, *Gender, Cities, and the Millennium Development Goals in the Global South*, 2007; S. Chant and C. McIlwaine *Geographies of Development in the 21st Century*, 2009; Commission on Legal Empowerment of the Poor (CLEP) *Making the Law Work for Everyone*, 2008; 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'; *Environment and Urbanisation*, Vol 21, No 2 (2009) 'Securing Land for Housing and Urban Development'; J. Gugler (Ed), *Cities in the Developing World*, 1997; J.M. Guzmán et al *Population Dynamics and Climate Change*, 2009; P. Lloyd-Sherlock, *Population Ageing and International Development*, 2010; 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; 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; UNFPA, *State of the World's Population 2007: Unleashing the Potential of Urban Growth*, 2007; UN-Habitat, *State of the World's Cities, 2006-7: The Millennium Development Goals and Urban Sustainability - 30 Years of Shaping the Habitat Agenda*, 2006; UN-Habitat, *State of the World's Cities, 2008-9: Harmonious Cities*, 2008; UN-Habitat, *Global Report on Human Settlements, 2009: Planning Sustainable Cities*, 2009; 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 Urban Ethnography

This information is for the 2011/12 session.

Teacher responsible: Dr Gareth A. 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 considers the role of ethnography to how we understand cities. We will look in detail at different types of ethnography and compare with other means of representing the city, through the novel and film, starting with Rem Koolhaas on Lagos. Specific themes will cover the urban flâneur and ethnographer, the slum and marginality, sanitation, dirt and race; modernism and nostalgia; bodies and sex; gates and danger; the street, the gang and violence. The course will consider the role of ethnography in developing world cities in particular but also draw from studies of developed world. The course offers an opportunity to reflect on urban places in a way which does not reduce them to arenas for technical, policy-driven planning, and so as to consider the urban experience more broadly. The course will raise issues of methodology.

Teaching: 10 two-hour lectures and discussion in the LT.

Formative coursework: A 2,500 word essay and a critical reflection on one week's readings for discussion in class.

Indicative reading: No single book or small group of books covers the material adequately. One or two key ethnographies will be suggested for each week supplemented by a more general reading list. A. Ashforth, *Witchcraft, Violence and Democracy in South Africa*, 2005; J. Auyero & D. Swistun, *Flammable: environmental suffering in an Argentine Shantytown*, 2009; J. Biehl, *Vita: life in a zone of social abandonment*, 2005; P. Bourgois. *In Search of respect: selling crack in El Barrio*, 2003; P. Bourgois and J. Schonberg, *Righteous Dopefiend*, 2009; F de Boeck, F. and M-F Plissart, *Kinshasa: Tales of the Invisible City*, 2004; D. Gandolfo, *The City at its Limits: taboo, transgression and urban renewal*, 2009; D. Goldstein, *The Spectacular City: violence and performance in urban Bolivia*, 2004; D. Goldstein, *Laughter out of Place: race, class, violence and sexuality in a Rio Shantytown*, 2003; U. Hannerz, *Soulside: inquiries into ghetto culture and community*, 1969; A Huyssen (ed), *Other Cities, Other Worlds: urban imaginaries in a globalizing age*, 2008; S. Jensen, *Gangs, Politics and Dignity in Cape Town*, 2008; P. Kelly, *Lydia's Open Door: inside Mexico's most modern brothel*, 2008; A. Prieur, *Mema's house: on transvestites, queens, and machos*, 1998; L.A. Ring, *Zenana: everyday peace in a Karachi apartment building*, 2006; E. Tarlo, *Unsettling Memories: Narratives of India's 'Emergency' in Delhi*, 2003; S. Venkatesh, *Gang Leader for a Day*, 2008; L. Wacquant, *Urban Outcasts*, 2008; A. Wilson, *The Intimate Economies of Bangkok: tomboys, tycoons, and Avon Ladies in the Global city*, 2004.

Assessment: A 5,000 word essay (100%).

GY438 Half Unit Cities and Social Change in East Asia

This information is for the 2011/12 session.

Teacher responsible: Dr Hyun Shin, STC. S416

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 and Urban Studies (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 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. In order to examine the process of social and spatial transformation in times of neoliberal urbanization, the course will draw on various examples of urban policy and practice from cities across Asia, with emphasis on mainland China and newly industrialised economies in East and Southeast Asia.

The course comprises of lectures and seminars on the following themes: urbanisation and urbanism; urban housing and home-

ownership; growth politics and urban redevelopment; land politics and real estate in mainland China; gentrification and neighbourhood changes; property-rights activism; financialisation and social change; sustainable development and future of cities. Students will also have opportunities to view and discuss various sources of audiovisual materials and documentaries related to these themes.

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: N Brenner and N Theodore (Eds), *Spaces of Neoliberalism*, 2003; G Andrusz et al (Eds), *Cities after Socialism*, 1996; JR Logan and HL Molotch, *Urban Fortunes: The Political Economy of Place*, 1987; SS Fainstein, *The City Builders*, 2001; L Lees et al, *Gentrification*, 2008; KH Mok and R Forrest (Eds), *Changing Governance and Public Policy in East Asia*, 2008; F Wu (Ed), *China's Emerging Cities: The Making of New Urbanism*, 2007; R Forrest and J Lee (Eds), *Housing and Social Change: East-West Perspectives*, 2003; Y-t Hsing, *The Great Urban Transformation*, 2010

Assessment: One two-hour examination in the ST (75%) and one 3,000 word essay (25%).

GY439 Half Unit Cities, Politics and Citizenship

This information is for the 2011/12 session.

Teachers responsible: Dr M M Low, STC. S512. Other teachers involved: and Dr A Ghertner, K101.

Availability: Students registered on: MSc Regional and Urban Planning Studies, MSc Urbanisation and Development, MSc Human Geography and Urban Studies (Research), MSc City Design and Social Science, MSc Environment and Development, MSc Global Media and Communications, MSc Culture and Society and MPA Public and Social Policy/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. This course can also be taken in conjunction with GY479 but only as part of the whole unit option (GY430). Not available as a half-unit option to students also taking GY479.

Course content: Perspectives on contemporary urban politics. The course will equip students interested in urban change and development to understand and critically assess the variety of ways in which urban politics and policies are imagined and discussed in universities as well as in the world of policy. It will also develop their understandings of key debates and themes in contemporary urban political life.

Topics covered will include: imagining urban politics; theories of urban politics, 'globalisation' and urban political life; urban governance; civil society and urban social movements; urban dimensions of citizenship and migration; urban politics and policy outside the 'West'; urban politics and policy in London.

Teaching: 10 x two-hour meetings in LT; 2 x two-hour meetings ST.

Formative coursework: Formative assessment via mock examination early in the ST.

Assessment: Unseen two-hour examination (100%) in ST.

GY445 Urban Policy and Practice in the South

This information is for the 2011/12 session.

Teachers responsible: Dr Gareth A Jones, S506, Dr Asher Ghertner, K101, Dr Hyun Shin, S416.

Availability: MSc Urbanisation and Development, LSE-Sciences Po Double Degree in Urban Policy, MSc Human Geography and Urban Studies (Research), 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. Topics include Urban Bias; New Urban Agenda; the State and 'Public' Policy; Social Life of Cities; Housing and Squatter Upgrading; Rights and Evictions; Access to Land and Security of Tenure; Environmental Justice; Governance and Participation; World-Class Cities; Flexible Planning and Elite Informality; Post-socialist Urbanisation and the Rise of New Urbanism; Planning Cities in Transition; Property Rights and Urbanisation in China; Urban Social Policy and Privatisation; civil society actors; youth; livelihoods, poverty and gender; violence and post-conflict cities. Dedicated lectures will draw from staff research, with particular emphasis on Mexico, India, The Gambia, South Africa and post-socialist countries including China.

Teaching: 20 two-hour lectures and 20 one-hour seminars MT and LT, and 2-hour revision ST.

Formative coursework: One essay of 1,500 words (formative).

Indicative reading: A comprehensive reading list mostly focussing on articles will be provided. Useful books include: S Chant, *Gender, Cities and the Millennium Development Goals in the Global South*, 2007; 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); S Graham, *Cities under Siege: the new military urbanism* (2010); G A Jones & D. Rodgers, *Youth Violence in Latin America* (2009); K Koonings and D Kruijt (Eds), *Mega-Cities: the politics of urban exclusion and violence in the Global South*, Zed (2009); Caroline Moser, *Ordinary Families, Extraordinary Lives: assets and poverty reduction in Guayaquil, 1978-2009*, (2009); C Rakodi (Ed), *Urban Livelihoods: a people centred approach to reducing urban poverty*, Earthscan (2002); A. Roy and A. Ong (eds.) *Worlding Cities: Asian experiments and the art of being global* (2011); 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); G Andrusz et al, (Eds), *Cities after socialism* (1996); D Pinder, *Visions of the City* (2005); Y-t Hsing, *The Great Urban Transformation* (2010).

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 2011/12 session.

Teacher responsible: Dr. Nancy Holman, STC. S514

Availability: This course is available as an option on MSc Regional and Urban Planning Studies, MSc Urbanisation and Development, MSc Environmental Policy and Regulation, MSc Environmental Economics and Climate Change, MSc Human Geography and Urban Studies (Research), 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 Haughton & C Hunter, *Sustainable Cities*, 1994; A Blowers (Ed), *Planning for a Sustainable Environment*, 1993; P Selman, *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%).

GY447 Half Unit The Economics of Regional and Urban Planning

This information is for the 2011/12 session.

Teacher responsible: Dr Gabriel Ahlfeldt, STC. S408 and and Dr Nancy Holman, S514.

Availability: This course is a core course for MSc Regional and Urban Planning Studies. It may be taken as an option by students on MSc Local Economic Development, MSc City Design and Social Science, MSc Human Geography and Urban Studies (Research), MSc Development Management, MSc Development Studies and LSE-Science Po Double Degree in Urban Policy, if there are spaces available. Students who have not completed a course in first year undergraduate level Economics might find it useful to audit EC100 Economics A.

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 GY447.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: 10 one-and-a-half hour lectures and six one-and-a-half hour seminars in the MT, and two revision sessions 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: A O'Sullivan *Urban Economics*; 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*; Pindyck & Rubinfeld *Microeconomics*, Suslow & Hamilton Study Guide. More detailed readings will be provided during the course.

Assessment: A two-hour unseen examination taken in June.

GY448 Half Unit Social and Political Aspects of Regional and Urban Planning

This information is for the 2011/12 session.

Teachers responsible: Dr Alan Mace, STC509 Professor Andy Thornley, STC514 Dr Nancy Holman, STC514.

Availability: Compulsory for MSc Regional and Urban Planning. Optional on MSc City Design and Social Science, MSc Human Geography and Urban Studies (Research), LSE-Sciences Po Double Degree in Urban Policy, MPA Programme (all streams), MSc Public Policy and Administration, MSc Public Policy and Administration (Research), LSE-PKU Double Degree in Public Administration and Government 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; new institutionalism; community politics; and the effect of institutional structures on the nature and form of the planning system. These concepts are supported by an introduction to the development of planning practice (in the UK/US) and a review of key strands of planning theory.

Teaching: 10 lectures and seven seminars in the MT.

Formative coursework: Students will be required to sit a one hour mock exam in Week 5 of Lent Term. All students will prepare and present a topic in the seminar classes either singly or as part of a small group.

Indicative reading: Birch, E.L., (ed) (2009) *The Urban & Regional Planning Reader*, Routledge

Brenner, N. & Keil, R., 2005. *The Global Cities Reader* New Ed., Routledge.

Davies, D.J.S. & Imbroscio, D.D., 2008. *Theories of Urban Politics* Second Edition., SAGE Publications Ltd.

Friedmann, J., 2011. *Insurgencies: Essays in Planning Theory*, Routledge.

Hall, P., 2002. *Urban and Regional Planning* 4th ed., Routledge.

Healey, P. & Upton, R., 2010. *Crossing Borders* 1st ed., Routledge.

Hill, P.M., 2009. *The Public Policy Process* 5th ed., Longman.

Innes, J.E. & Booher, D.E., 2010. *Planning with Complexity* 1st ed., Routledge.

Newman, P. & Thornley, A., 2004. *Planning World Cities: Globalization and Urban Politics*, Palgrave Macmillan.

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 2011/12 session.

Teacher responsible: Dr Nancy Holman, STC. S514. Other teachers, Dr Alan Mace, Professor Andy Thornley.

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 2011/12 session.

Teachers responsible: Dr Alan Mace, STC509, Dr Hyun Bang Shin STC416, Dr Nancy Holman, STC514.

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/MPA Public and Social 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.

Formative coursework: A 2,000 word course essay.

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 5,000 word essay linked to the London neighbourhood planning project.

GY455 Half Unit Economic Appraisal and Valuation

This information is for the 2011/12 session.

Teachers responsible: Dr Giles Atkinson, STC. S513. Other teacher involved: Dr Susana Mourato, STC. S420

Availability: Optional for MSc Regional and Urban Planning Studies, MSc Environmental Policy and Regulation, MSc Environmental Economics and Climate Change, LSE-Sciences Po Double Degree in Urban Policy, MSc Management and Regulation of Risk, 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/MPA Public and Social 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, health and the environment. Seminars and lectures will focus extensively on practical case studies and the tools involved in 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: 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*, 2010 (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 (100%).

GY457

Applied Urban and Regional Economics

This information is for the 2011/12 session.

Teacher responsible: Dr C Hilber, STC. S418a

Availability: This course is intended primarily for students on MSc Real Estate Economics and Finance. It is optional on MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy/MPA Public and Social 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, (7th edn), 2009; B. O'Flaherty, *City Economics*, 2005; 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; E. L. Glaeser, *Triumph of the City*, 2011.

Assessment: Three-hour written examination in June (100%).

GY458 Half Unit

Real Property Market Practice

This information is for the 2011/12 session.

Teacher responsible: Professor P C Cheshire, STC. 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 appropriate academic background and 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 measurement; user/investment categories; professional methods of valuation and price formation: creating and manipulating datasets; measuring property performance; analysis to guide portfolio selection; anticipating and evaluating 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. There will be voluntary statistical support available in the Lent term.

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 project or 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. Some back-up assistance with statistical analysis will be available in the Lent term.

GY460 Half Unit

Techniques of Spatial Economic Analysis

This information is for the 2011/12 session.

Teacher responsible: MSc Environmental Economics and Climate Change, MSc Local Economic Development, MSc Regional and Urban Planning Studies, MSc Real Estate Economics and Finance. Also available to other students who can show they are suitably qualified.

Availability: MSc Environmental Economics and Climate Change. Optional on MSc Local Economic Development. Also available as an option to students on programmes who can show they are suitably qualified.

Pre-requisites: No formal pre-requisites, but students should have an understanding of statistics and applied econometrics at an undergraduate level.

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. The course also provides a basic, hands-on introduction to Geographical Information Systems and other spatial computer applications.

Topics typically include: Spatial representation, spatial data and Geographical Information Systems; spatial weights, aggregation and smoothing methods; spatial econometric models and neighbourhood effects; answering causal questions in the spatial context; spatial interaction and discrete choice models; spatial cluster and point pattern analysis; inequality, competition and diversity; simulation-based methods, agent based models.

Teaching: 30 hours of teaching in LT comprising lectures, seminars for discussion of papers, and computer classes for practical work.

Indicative reading: A reading list and outline is available on Moodle. Some parts of the course are covered by: A Fotheringham, C Brunsdon & M Charlton, *Quantitative Geography: Perspectives on Spatial Data Analysis*. Sage Publications, 2000.

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 2011/12 session.

Teacher responsible: Dr Olmo Silva, STC. S506a

Availability: Compulsory for MSc Real Estate Economics and Finance. Subject to availability optional for MSc Regional and Urban Planning and LSe-Sciences Po Double Degree in Urban Policy, 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 2011/12 session.

Teacher responsible: Dr Sharad Chari, STC. S418

Availability: MSc Urbanisation and Development, MSc Regional and Urban Planning Studies, LSE-Sciences Po Double Degree in Urban Policy, MSc Environment and Development, MSc Human Geography and Urban Studies (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 connects scholarship from critical race, colonial and postcolonial studies, to critical human geography. We consider a series of events at the interface of racial and spatial control, through themes such as agrarian change and forced labour regimes; land, space and nature in late-Victorian colonies; imaginings of black migrants to the colonial heartland; the wider significance of Nazi death camps; the 'biopolitics' of whiteness; South African apartheid; segregation and varieties of 'ghettos'; the political economy of incarceration; and problems of memory with respect to racial histories and geographies. The course uses social theory to develop a situated, comparative analysis of racial geographies in the contemporary world, drawing insight from anti-colonial and diasporic intellectual traditions, as well as recent work in colonial, postcolonial and critical race studies. We also use film and literature to help broaden a social-scientific approach to connected racial geographies in the contemporary world. The central questions of the course are: How have racial geographies been made, reproduced, and transformed in connected ways, and what critical tools are necessary for the linked work of anti-racism and spatial justice?

Teaching: 10 hours of lecture and 10 hours of seminar in MT.

Formative coursework: A 2,500 word essay and a critical reflection on one week's readings for discussion in class.

Indicative reading: A detailed syllabus will be provided at the beginning of the course, but would include works such as CLR James, *The Black Jacobins*, 1989; F Fanon, *Wretched of the Earth*, 1963; E Said, *Orientalism*, 1983; T Morrison, *Beloved*, 1987; R W Gilmore, *Golden Gulag: Prisons, Surplus, Crisis and Opposition in Globalizing California*, 2005; E Weizman, *Hollow*

Land: Israel's Architecture of Occupation, 2007; A Bobrow-Strain, *Intimate Enemies: Landowners, Power and Violence in Chiapas*, 2007; N De Genova, *Working the Boundaries: Race, Space, and 'Illegality' in Mexican Chicago*, 2007; KM Clarke and DM Thomas, *Globalization and Race*, 2006; JN Brown, *Dropping Anchor, Setting Sail: Geographies of Race in Black Liverpool*, 2005; L Pulido, *Black, Brown, Yellow and Left: Radical Activism in Los Angeles*, 2006; J Duncan, *In the Shadows of the Tropics: Climate, Race and Biopower in 19th century Ceylon*, 2007; J and N Duncan, *Landscapes of Privilege: the Politics of the Aesthetic in an American Suburb*, 2004; W Anderson, *The Cultivation of Whiteness*, 2002; H Winant, *The World is a Ghetto*, 2002.

Assessment: A 5,000 word essay (100%).

GY465 Half Unit Concepts in Environmental Regulation

This information is for the 2011/12 session.

Teachers responsible: Dr R Perkins, STC. S413.

Availability: This course is available on MSc Biomedicine, Bioscience and Society, MSc Environment and Development, MSc Environmental Economics and Climate Change, 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/MPA Public and Social 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 2011/12 session.

Teacher responsible: Dr Claire Mercer, STC.S412.

Availability: MSc Environment and Development, MSc Urbanisation and Development, LSE-Sciences Po Double Degree in Urban Policy, MSc Human Geography and Urban Studies (Research), 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.

Course content: The aim of this course is to examine the relationship between migration/mobility/diaspora and development in with a particular focus on diasporas communities' contributions to development in the Global South. The course encourages

students to develop a critical understanding of the role of different diasporas in political, social and economic development. This is achieved through (i) a critical consideration of theoretical debates in geography, sociology, anthropology and development studies on diaspora, migration and , transnationalism, and development, (ii) an engagement with contemporary migration and development policies,, (iii) an examination of diasporas' developmental work including economic and social remittances, and political activities. The final part of the course examines these debates in the context of the African diaspora.

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.

Indicative reading: Braziel, J.E. (2008) *Diaspora: an introduction*, Blackwell, Oxford; Castles, S. and R. D. Wise (eds) (2008) *Migration and development: perspectives from the South*, International Organization for Migration, Geneva; Cohen, R. (2008) *Global diasporas: an introduction*, second edition, Routledge, London; Knott, C. and S. McLoughlin (eds) *Diaspora: concepts, intersections, identities* (2010); Mercer, C., B. Page and M. Evans (2009) *Development and the African Diaspora: place and the politics of home*, Zed, London; Smith, M.P. and L.E. Guarnizo (eds) (1998) *Transnationalism from below*, Transaction Publishers, New Brunswick NJ; Vertovec, S.(2009) *Transnationalism*, Routledge, London.

Assessment: One 2 hour examination in the ST (75%) and one 2,500 word essay (25%).

GY468 Half Unit

Environment and Development: Sustainability, Technology and Business

This information is for the 2011/12 session.

Teacher responsible: Professor E Neumayer, STC. S503. Other teachers involved: Dr Perkins, STC. S413

Availability: This course is a core course for MSc Environmental Policy and Regulation, unless taken as part of the full-unit course GY423 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 and MSc Development Management 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: 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; 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); Technological lock-in, innovation and system transformation; Corporate social responsibility strategy and greenwash.

Teaching: The course will be taught through a combination of 10 weekly lectures (1 and a half hours) and 10 weekly seminars (1 hour).

Indicative reading: E Neumayer, *Weak versus Strong Sustainability: Exploring the Limits of Two Opposing Paradigms*, 3rd edn, Edward Elgar, 2010; E Neumayer, *Greening Trade and Investment: Environmental Protection without Protectionism*, Earthscan, 2001; M Blowfield and A Murray, *Corporate Responsibility: A Critical Introduction*, Oxford University Press, 2008.

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

GY469 Half Unit

Environment and Development: Resources, Institutions and the Global South

This information is for the 2011/12 session.

Teachers responsible: Dr Charles Palmer, KGS.K205; Other teachers involved: Dr Salvatore Di Falco, KGS.K204.

Availability: This course is optional for students on MSc Environmental Economics and Climate Change, MSc Biomedicine, Bioscience and Society, MSc Urbanisation and Development, MSc Human Geography (Research), MSc Development Studies and MSc Development Management 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: The concept of ecological footprints; Resource Abundance, Conflicts and Economic Development; Population growth and the environment; Adaptation to climate change in developing countries; Land use and forestry; Deforestation, poverty and climate change; Energy Use and Equity; Bioenergy in developing countries; Ecosystem services, resilience and biodiversity.

Teaching: The course will be taught through a combination of 10 weekly lectures (1 and a half hours) and 10 weekly seminars (1 hour).

Formative coursework: Students are expected to prepare one formative essay.

Indicative reading: R Lopez and M Toman, *Economic Development and Environmental Sustainability*. Columbia University Press, 2006. E Barbier, *Natural resources and economic development*, Cambridge University Press, 2005.

Assessment: A two-hour written examination (100%).

GY475 Half Unit

Issues in Environmental Governance

This information is for the 2011/12 session.

Teacher responsible: Dr R Perkins, STC. S413. Other teacher involved: Dr M Mason, STC. S510; Dr C Marchiori, KGS. K102.

Availability: 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 Environmental Economics and Climate Change, MSc Local Economic Development, MSc Development Studies, MPA programme (MPA streams), 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 Lent Term course is designed to highlight key themes impacting on environmental regulation across different scales of governance. While the emphasis is on global and transnational policy processes, attention is also paid to the implications of these processes at regional and local scales. The organising framework of 'multi-level governance' suggests new alignments and forms of regulation which require us to consider environmental decision-making within and beyond the territorial authority of a single state. The indicative themes chosen explore distinctive challenges for multi-level governance - collective action, international negotiations, governance beyond the state, and different rationalities of regulation (science, ethics and justice). These themes, which will be explored in student-led seminars, run explicitly or implicitly through many environmental policy debates.

Teaching: Ten (one hour) lectures and nine (one hour) seminars in the LT.

Formative coursework: All students are required to make one presentation on an agreed topic: this will be graded with feedback for individual students.

Indicative reading: While there is no one single text that covers all aspects of the course, students are advised to consult the following: Core reading, S. Barrett (2005) *Environment and Statecraft: The Strategy of Environmental Treaty-Making*, Oxford: Oxford University Press; M. Humphreys (ed)(2010) *Human Rights and Climate Change*, Cambridge: Cambridge University Press; M. Mason (2005) *The New Accountability: Environmental Responsibility Across Borders*, London: Earthscan; A. Randall (2011) *Risk and Precaution*, Cambridge: Cambridge University Press; T. Sandler (2004) *Global Collective Action*, Cambridge: Cambridge University Press.

Assessment: A two-hour examination in the Summer Term (100%).

GY479 Half Unit The Urban Revolution

This information is for the 2011/12 session.

Teacher responsible: Dr Asher Ghertner. K101

Availability: Students registered on: MSc Urbanisation and Development, MSc Regional and Urban Planning Studies, MSc City Design and Social Science, MSc Environment and Development, MSc Human Geography and Urban Studies (Research), LSE-Sciences Po Double Degree in Urban Policy, MSc Global Media and Communications, MSc Social Policy and Development, MSc Culture and Society and MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development. Other graduate students are welcome but should seek the permission of the course director. This course can also be taken in conjunction with GY439 but only as part of the whole unit option (GY430). Students wishing to take GY439 together with this course must choose the full unit course GY430 Contemporary Urbanism.

Course content: This course uses the concept of "urban revolution" as an organising principle to introduce students to key theories and debates related to societies undergoing rapid urban change. Course lectures examine "urban revolution" in three senses. The first pertains to Henri Lefebvre's use of the term to signify the "complete urbanization of society," a historical process by which social life, even outside of cities, becomes urbanised. This means addressing the relationship between the country and the city, the idea of the urban in historical perspective, and the relationship between urban life in the global North and South. The second treatment of "urban revolution" considers the city as a site for radical political change and social experimentation. This means studying cities as spaces of movement, resistance, and innovation, with an emphasis on urban experiments in the South. Thirdly, urban revolution is analysed in terms of the explosion of policies aimed at managing the place and function of cities in the global economy. Through these three lenses - theory, politics and policy - the course aims to equip students with a conceptual and empirical foundation for analysing globalised urbanisation, with particular attention to emerging urbanisms in the South. Topics covered may include the following: urban revolution, the right to the city, the colonial and postcolonial city, the space of the state, the politics of infrastructure, eviction and displacement, urban political ecology, urban informality.

Teaching: 10 x two-hour meetings in MT, 1 x two-hour meeting in ST.

Formative coursework: A via mock examination early in ST.

Indicative reading: M Berman, *All That is Solid Melts into Air*, 1982; M Castells, *The City and the Grassroots*, 1984; M Davis, *Planet of Slums*, 2006; T Caldeira, *City of Walls: Crime, Segregation, and Citizenship in São Paulo*, 2001; P Chatterjee, *The Politics of the Governed*, 2004; S Graham and S Marvin, *Splintering Urbanism*, 2001; J Holston, *The Modernist City*, 1989; H Lefebvre, *Writing on Cities*, 1996; A Merrifield, *Metromarxism*, 2002; J Robinson, *Ordinary Cities*, 2005; A Roy and A Ong, *Worlding Cities: Asian Experiments and the Art of Being Global*, 2011; E Soja, *Seeking Spatial Justice*, 2010.

Assessment: A two-hour examination (100%) in ST.

GY499 Dissertation

This information is for the 2011/12 session.

Teacher responsible: Programme Director of relevant MSc programme. Other teachers involved: Dr Susana Mourato STC. S420, Professor Ian Gordon STC. S505a, Professor Andy Thornley, STC. S420, Professor Sylvia Chant STC. S515.

Availability: For students taking LSE-Sciences Po Double Degree in Urban Policy, MSc Environmental Policy and Regulation; MSc Environment and Development; MSc Human Geography and Urban Studies (Research); MSc Environmental Economics and Climate Change; MSc Local Economic Development; MSc Real Estate Economics and Finance; MSc Regional and Urban Planning Studies

and MSc Urbanisation and Development.

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.

Teaching: Two general lectures for all MSc students on dissertation preparation in 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. One topical workshop on environmental dissertations in the MT for students of the MSc Environmental Policy & Regulation and MSc Environment & Development only. Two topical workshops in the LT and ST respectively for students of the MSc Urbanisation & Development only.

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 2011/12 session.

Teacher responsible: Professor David Stevenson, EAS.E604

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

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

Course content: The history of international relations from the First World War to the Iraq War. Particular stress is placed upon key turning points and on crisis decision-making. Topics examined in this course include German decision-making in 1914; peacemaking, 1919; the Ruhr crisis; Manchuria, Abyssinia and the crises of collective security; the Munich agreement; the Nazi-Soviet Pact and the outbreak of war in 1939; Hitler's decision to invade the Soviet Union; the outbreak of the Pacific War; the decision to drop the atomic bomb; the creation of the state of Israel 1948-49; the Berlin Blockade; the outbreak and escalation of the Korean War; the Suez Crisis; the Cuban Missile Crisis; the US and Vietnam, 1961-65; the Arab-Israeli Wars of 1967 and 1973; German reunification and the collapse of the Soviet bloc; the origins of the Gulf War, 1990-91; the origins of the 'war on terror' and American intervention in Afghanistan, 2001; the road to the 2003 Iraq War.

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

Indicative reading: Full bibliographies are provided in the seminars. Students may consult the following introductory accounts: W.R. Keylor, *The Twentieth-Century World: an International History*; R.W. Boyce and J.A. Maiolo (eds.), *The Origins of World War Two: The Debate Continues*; A. Best, J.M. Hanhimäki, J.A. Maiolo, and K.E. Schulze, *International History of the Twentieth Century*; S.Marks, *The Ebbing of European Ascendancy: an International History of the World, 1914-1945*; 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 are expected to answer three questions, with at least one taken from each section of the paper.

HY411

European Integration in the Twentieth Century

This information is for the 2011/12 session.

Teacher responsible: Dr N P Ludlow, EAS. E502

Availability: For MSc Comparative Politics, MSc European Identities, MA/MSc History of International Relations, MSc Theory and History of International Relations, MSc Politics and Government in the European Union, LSE-Columbia University Double Degree in International and World History, LSE-PKU Double Degree in 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; Federalism and Christian Democracy; the Schuman Plan and the Coal and Steel Community; the European Defence Community project; the Treaties of Rome; the Common Agricultural Policy; the integration policies of the Six and Britain; de Gaulle and the Communities; enlargement; monetary integration; developments in the 1970s and 1980s; Maastricht.

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

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

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

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

HY422

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

This information is for the 2011/12 session.

Teacher responsible: Dr Steven Casey, EAS. E311

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 two 3,000 word 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 2011/12 session.

Teachers responsible: Dr. Taylor C. Sherman EAS. E601, Dr Joan-Pau Rubiés, EAS. E500, Dr Joanna Lewis; Professor Dominic Lieven; Dr. Erica Wald.

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, 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 ninety-minute seminars taught within the Department of International History, ten each in the Michaelmas and Lent terms.

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

Indicative reading: Full Reading lists will be provided. As introductory reading, students should consult 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 2011/12 session.

Teacher responsible: Dr Paul Keenan, EAS.E391

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

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

Teaching: 22 two-hour seminars.

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

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

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

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

HY426

The European Enlightenment, c1680-1799

This information is for the 2011/12 session.

Teacher responsible: Dr Tim Hochstrasser, EAS. 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, LSE-Columbia University Double Degree in International and World History and LSE-Sciences Po Double Degree in European Studies. Also available as an outside option.

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

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

Formative coursework: Two essays are required of up to 3,000 words (one submitted in week 4 of MT and in week 4 of LT). There will also be a presentation from each student in LT. There will be a mock examination in the ST.

Indicative reading: A full Reading list will be provided at the start of the course on Moodle. 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).

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

HY429

Anglo-American Relations from World War to Cold War

This information is for the 2011/12 session.

Teacher responsible: Professor N Ashton, EAS. E408.

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

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

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

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

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

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

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

HY432

From Cold Warriors to Peacemakers: the End of the Cold War Era, 1979-1999

This information is for the 2011/12 session.

Teacher responsible: Dr K Spohr Readman, EAS.E507.

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

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

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

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

Formative coursework: Short class papers, engagement in role play, a number of discussions on Moodle, and one 4,000 word essay. There will be a one-hour timed essay in ST (Mock Exam).

Indicative reading: A full bibliography will be provided at the first meeting of the class and is available on Moodle. Key books include: Margaret Thatcher, *The Downing Street Years*; EHH Green, *Thatcher*; Julius W Friend, *The Long Presidency, France in the Mitterrand Years*; Martin McCauley, *Gorbachev*; Hannes Adomeit, *Imperial Overstretch*; Saki Dockrill, *The End of the Cold War Era*; George Bush & Brent Scowcroft, *A World Transformed*; Philip Zelikow & Condoleezza Rice, 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 Not available in 2011/12

Cultural Encounters from the Renaissance to the Modern World

This information is for the 2011/12 session.

Teachers responsible: Dr J-P Rubies, EAS. E500; Dr Taylor Sherman, EAS. E602

Availability: For MA/MSc History of International Relations, MSc Theory and History of International Relations, MSc Empires, Colonialism, Globalisation, 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 two essays, do two seminar presentations, and write 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 Rubiés, *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

The Rise and Fall of Communism in Europe 1917-1990

This information is for the 2011/12 session.

Teacher responsible: Professor Anita J Prazmowska, EAS. E506

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

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

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

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

Indicative reading: A full bibliography will be provided at the beginning of the academic year. For an introduction, the following may be of assistance: F Claudin, *The Communist Movement from Comintern to Cominform*; R C Tucker (Ed), *Stalinism: Essays in Historical Interpretation*; C Kennedy-Pipe, *Russia and the World, 1917-1990*; P Kenz, *A History of the Soviet Union from the Beginning to the End*; C Read, *The Making and Breaking of the Soviet System*; V Mastny, *Russia's Road to the Cold War. Diplomacy, Warfare and the Politics of Communism 1941-1945*; F A Fejto, *A History of the People's Democracies: Eastern Europe since Stalin*; A Heller & F

Feher, *From Yalta to Glasnost. The Dismantling of Stalin's Empire*; G Stokes, *The Walls Came Tumbling Down*; Caroline Kennedy-Pipe, *Russia and the World, 1917-1991*; Ronald Geigor Suny, *The Soviet Experiment*; Raymond Pearson, *The Rise and Fall of Soviet Europe*.

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

HY435

Political Islam: From Ibn Taymiyya to Osama Bin Laden

This information is for the 2011/12 session.

Teacher responsible: Dr K E Schulze, EAS. 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.

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

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

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

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

HY436

Race, Violence and Colonial Rule in Africa

This information is for the 2011/12 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 Empires, Colonialism, Globalisation, LSE-Columbia University Double Degree in International and World History and LSE-PKU Double Degree in MSc International Affairs.

Course content: This course examines the rise and fall of formal colonial rule in Africa. It is comparative in principle and is focused upon the violence inherent in this encounter. It is essentially a political history but includes cultural, social and economic aspects.

The end of slavery; European exploration; the European empires and African resistance; white settler societies; the origins of apartheid in South Africa; the development of the colonial state; direct and indirect rule; the rise of nationalism in West Africa; the Mau Mau uprising in Kenya; the Algerian war of independence; the Congo crisis and the assassination of Lumumba; the rise and fall of 'white' Rhodesia; the wars of liberation in the Portuguese colonies; the demise of the apartheid state; the legacy of colonialism in Africa; the genocide in Rwanda; the civil war in Sierra Leone and the collapse of Zimbabwe.

Teaching: 22 two-hour seminars.

Formative coursework: Each student is required to write two essays (second one assessed) and one mock exam with a mark given for class presentations

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

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

HY438

Western Intellectuals and the Challenge of Totalitarianism

This information is for the 2011/12 session.

Teacher responsible: Dr Alan Sked

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

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

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

Formative coursework: Students are required to produce two

essays during the year. There will also be a mock exam (a one-hour timed essay).

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

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

HY439 Not available in 2011/12

War Cultures, 1890-1945

This information is for the 2011/12 session.

Teacher responsible: Dr Heather Jones

Availability: MA/MSc History of International Relations, MSc Theory and History of International Relations, MSc Empires, Colonialism and Globalisation, LSE-CU Double Degree in International and World History and LSE-PKU Double Degree in International Affairs. Also available as an outside option where regulations permit and with permission of the course convenor. All students are required to obtain permission from the Teacher Responsible to take it, by completing the online application form linked to the course selection on LSEforYou.

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

Civil War, The Greco-Turkish War 1919-23, International law relating to war 1890-1939, the Polish-Russian War, the Russian Civil War, the Italian invasion of Abyssinia, the Spanish Civil War, the Sino-Japanese War, the Second World War and the development of forced labour during wartime, with particular discussion of both the Holocaust and the Soviet Gulag system.

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

Formative coursework: one essay of 3,000 words in length and a mock exam.

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

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

HY440

The Emergence of Modern Iran: State, Society and Diplomacy

This information is for the 2011/12 session.

Teacher responsible: Dr Roham Alvandi, Room E310

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

All students are required to obtain permission from the Teacher Responsible to take it, by completing the online application form linked to the course selection on LSEforYou.

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

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

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

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

Indicative reading: Abrahamian, Ervand, *Iran: between two*

revolutions (Princeton: Princeton University Press, 1982).

Abrahamian, Ervand, *A History of Modern Iran* (Cambridge: Cambridge University Press, 2008).

Ansari, Ali, *Modern Iran since 1921: the Pahlavis and after* (Harlow: Longman, 2003).

Avery, Peter, Gavin R. G. Hambly and Charles Melville (eds.), *The Cambridge History of Iran*, Volume 7: From Nadir Shah to the Islamic Republic (Cambridge: Cambridge University Press, 1991).

Katouzian, Homa, *The Persians: ancient, mediaeval and modern Iran* (New Haven: Yale University Press, 2009).

Keddie, Nikki R., *Modern Iran: roots and results of revolution*, New Edition (New Haven and London: Yale University Press, 2006).

Yarshater, Ehsan (ed.), *Encyclopedia Iranica*. Available online at: <<http://www.iranica.com>>.

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

HY451 Not available in 2011/12

Persecution in Europe: From Witch-Hunts to Ethnic Cleansing

This information is for the 2011/12 session.

Teacher responsible: Professor M J Rodriguez-Salgado, EAS. E603

Availability: For MSc Theory and History of International Relations, MA/MSc History of International Relations, 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. <http://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.

HY458

LSE-Columbia University Double Degree Dissertation

This information is for the 2011/12 session.

Teacher responsible: Dr Tanya Harmer, EAS. E602

Availability: LSE - Columbia University Double Degree in International and World History students.

Pre-requisites: During their first year at Columbia University, students will identify a topic for the dissertation and will submit a detailed dissertation proposal form with an annotated bibliography to their LSE supervisor by the first week of June 2011. They will also have undertaken substantial research over the course of the summer and be in a position to talk in a detailed a fluent manner with regards to their dissertation. These and the completion of other formal requirements for year one of the Double Degree will be needed before students can proceed to the second year of the programme at LSE.

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 and methodological topics, and 5 sessions in which the students will each present a 3,000 word extract from their dissertations for group discussion, evaluation and analysis.

Teaching: Five two-hour seminars in MT and five one-hour seminars in LT.

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 2011/12 session.

Teacher responsible: Dr Antony Best, EAS. E405

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

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

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

Teaching: Twenty one-hour lectures and 21 one-and-a-half-hour

seminars in the MT, LT and ST.

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

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

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

HY463

The Origins of the Cold War, 1917-1962

This information is for the 2011/12 session.

Teacher responsible: Dr Arne Hofmann

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

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

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

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

Teaching: Twenty-two two-hour seminars and eleven one-hour survey lectures. The twofold emphasis of the seminars is on

working with primary sources and working with the historiography, in particular the recent 'New Cold War History', in order to understand how historians have interpreted (and re-interpreted) the origins of the Cold War in light of their access to new sources. The lectures are joint with HY206.

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

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

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

HY464 Not available in 2011/12 Crises and Detente in the Cold War, 1962-1979

This information is for the 2011/12 session.

Teacher responsible: Professor O.A. Westad, COL. 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 Empires, Colonialism, Globalisation.

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

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

Formative coursework: Each student is required to write three essays during the year, including one assessed essay and one mock exam.

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

HY465

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

This information is for the 2011/12 session.

Teacher responsible: Dr Svetozar Rajak

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

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

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

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

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

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

Ramet, Sabrina, *The Three Yugoslavias: State Building and Legitimation, 1918-2005*, (Washington D.C.: Woodrow Wilson

Center Press/Bloomington and Indianapolis: Indiana University Press, 2006)

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

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

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

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

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

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

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

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

HY467**Media and politics, 1890-c.1970/80 (UK, Germany and the US)****This information is for the 2011/12 session.****Teacher responsible:** Professor Ute Daniel**Availability:** Optional on MSc MA/MSc History of International Relations, MSc Theory and History of International Relations, LSE/ Columbia Double MA in International and World History and MSc Empires, Colonialism and Globalization. Available as an outside option where regulations permit.**Course content:** The course will compare the relationship between media and politics in the UK, Germany and the US in the period from 1890 to 1970/80. This period encompasses the changes brought about by the new mass press since the 1890s, which framed a new setting for the relations between media and politics; and it ends with the changes in media structure and ownership around 1970 (in the UK) respectively around 1980 (in West Germany), which led to the media landscapes of our times. The aim of the course would be to make the students familiar with media history as a field of research integrated into overall historical developments (above all of politics, society and economy as the most important contexts of media history).**Teaching:** 10 x two-hour seminars in both the MT and LT. 2 x two-hour seminars in the ST.**Formative coursework:** Two 2,000 word essays and one mock exam.**Indicative reading:** Lyn Gorman, David McLean: *Media and Society in the Twentieth Century: A Historical Introduction*. Oxford, Blackwell 2009; Jane Chapman: *Comparative media history: An introduction. 1789 to the present*. Cambridge, Polity 2005; Mark Hampton: *Visions of the press in Britain, 1850-1950*. Urbana, Chicago, University of Illinois Press 2004; Peter J. Humphreys: *Mass media and media policy in Western Europe*. Manchester, Manchester UP 1996.**Assessment:** One 3-hour exam (75%) in ST and one 3,000 word essay (25%).**HY499****Dissertation****This information is for the 2011/12 session.****Teacher responsible:** Dr Arne Hofmann**Availability:** The HY499 dissertation is compulsory for the MA/ MSc in the History of International Relations, the MSc in Theory and History of International Relations, the MSc in Empires, Colonialism and Globalisation and the LSE-PKU Double MSc in International Affairs.**Course content:** The HY499 dissertation is an exercise in using primary sources to write on a precise topic in International History. The only formal limit on the choice of subject is that it must fall within the syllabus - i.e. it has to be a topic in International History, and the dissertation has to be a study in the discipline of history. Dissertations that represent contributions to disciplines outside history, such as International Relations or Politics, will not be approved or accepted. Dissertations must therefore be based substantially on a critical analysis of primary sources, and candidates should aim to include an element of originality in the argument and/or the treatment of the evidence. The subject must involve an element of engagement with the analysis of relations between states and/or societies; alternatively it may involve the study of the history of attitudes and/or policies in one society towards others or comparative studies involving at least two states and/or societies. The topic must not be confined purely to the domestic affairs of one society or state. The Masters Programmes Senior Tutor will be the final judge of whether a particular topic falls within the syllabus.**Teaching:** HY499 teaching is provided through the HY499 Dissertation, Research Training and Study Skills Workshop and through the individual supervision of dissertation projects by supervisors in the Department of International History. The workshop covers topics such as writing, including essay writing; dissertation rules, regulations and project management;

historiography; bibliographic techniques; primary sources; archival research; oral history; note-taking, record-keeping and databases; and exam revision techniques. Students should use the Michaelmas Term to decide on and develop a suitable dissertation topic in consultation with their adviser. Once students have found and developed a topic, they are required to submit a dissertation proposal form and to apply for a supervisor, to be allocated by the Masters Programmes Senior Tutor subject to availability. The proposal form must be submitted to the Department by 12.00 noon on the Friday of the second week of the Lent Term at the latest. It is the students' responsibility to contact their supervisor to arrange at least one but no more than three meetings in the Summer Term to discuss their dissertation. At this stage the supervisor will be prepared to read and give feedback on a draft table of contents and a draft chapter, or a section or a detailed plan of the dissertation of no more than 1,000 words.

Assessment: 100% by dissertation. A Fail cannot be compensated, and a degree cannot be awarded unless HY499 has been passed. Dissertations must not exceed 10,000 words, including text and footnotes but excluding the table of contents, the bibliography and appendices. Two bound copies and one electronic copy must be submitted by Wednesday 5th September 2012 to E401 in the Departmental Office.**HY4A2****The Past and Future of Indian Democracy****This information is for the 2011/12 session.****Teacher responsible:** Ramachandra Guha, Phillippe Roman Professor of History and International Relations LSE IDEAS.**Availability:** Intended for Masters and Doctoral students with a special interest in modern and contemporary India.**Pre-requisites:** There are no pre-requisites. Students can be from any disciplinary background or course.**Course content:** The Republic of India is arguably the most daring political experiment in modern history. It is both an unnatural nation and an unlikely democracy. This course will provide a historical understanding of the past, present and possible future of democracy and nationhood in India. We will study the influence of thinker-activists like Tagore, Gandhi, Nehru and Ambedkar; explore the faultlines of caste, religion, gender, and ethnicity; analyse the functioning (and malfunctioning) of public institutions; and spotlight the complex social and political challenges that India now faces.**Teaching:** The seminar will meet every week for two hours.

Professor Guha will initiate the discussion, and speak for perhaps thirty or forty minutes. The session will then become interactive, with students expected and encouraged to put forward their views and understandings.

Indicative reading: A detailed, session-by-session reading list will be provided at the beginning of the course. The following books will be useful as background reading: Sumit Sarkar, *Modern India*; Sunil Khilnani, *The Idea of India*; Ramachandra Guha, *India after Gandhi*; P. Sainath, *Everybody Loves a Good Drought*.**Assessment:** This course is not assessed, and there are no specific assignments; however, students would wish to write essays on a relevant subject will be encouraged to do so.**ID410 Half Unit****Management of Human Resources: Strategies and Policies****This information is for the 2011/12 session.****Teachers responsible:** Sue Fernie**Availability:** Compulsory for students taking MSc Management and Human Resources. Optional for 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/MPA Public and Social 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.

Formative coursework: Students are required to write one piece of un-assessed work.

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 complete 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 2011/12 session.

Teacher responsible: Professor David Marsden

Availability: Optional for MSc Management and Human Resources, MSc International Employment Relations and Human Resource Management, 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/MPA Public and Social 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 weekly lectures in the LT as well as classes (starting LT week 2) and revision classes 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 complete an assessed essay during the Easter vacation, which counts for one third of their assessment, and a summer examination, which counts for two thirds.

ID416 Half Unit Globalisation and Employment

This information is for the 2011/12 session.

Teachers responsible: Professor Carola Frege and Professor Sarah Ashwin (on sabbatical Lent Term).

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.

ID419 Half Unit Cross Cultural Management

This information is for the 2011/12 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, MSc Management and Human Resources and MSc Organisational Behaviour students. The Lent Term course is compulsory for MSc Management (CEMS MIM) students, MPA Programme (all streams) and is available to all other Masters students interested in this course.

Pre-requisites: Some background in psychology and organisational 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. The aims of the course are to understand the impact of culture on management; to identify the areas in which cultural differences present a challenge in managing people across cultures; and finally to become more self-aware of our cultural conditioning, individual biases and assumptions and to understand the implications these have 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: 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 success depends partly upon student commitment and willingness to participate fully.

This course is taught twice, in both Michaelmas and Lent Term.

EROB students must register for ID419 M which is taught in Michaelmas Term, MSc Management (CEMS MIM) students must register for ID419 L which is taught in Lent Term.

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: Team project (30%) and a two-hour exam in the ST (70%).

ID420 Half Unit Leadership in Organisations: Theory and Practice

This information is for the 2011/12 session.

Teachers responsible: Dr Emma Soane, Dr David Henderson, Dr Connson Locke, Dr Rebecca Newton and Dr Cécile Emery.

Availability: Optional for MSc Organisational Behaviour, MSc International Employment Relations and Human Resource Management, MSc Management and Human Resources, 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/MPA Public and Social 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 several facets of leadership and considers how leadership develops. The emphasis will be on application of theory, comparing and contrasting ideas approaches to leadership, and self-reflection.

The course examines: leadership and management; trait, behavioural and contingency theories of leadership; individual differences in leadership; the dynamics between leaders and their followers; transformational and transactional forms of leadership; team leadership and co-leadership; leadership communication; leadership development.

Teaching: There will be ten one-hour lectures, one per week throughout Lent Term. There will be nine one-and-a-half hour seminars starting in week two of Lent Term. In addition, there will be one revision lecture and a one-and-a-half hour revision class in the Summer Term.

Students are expected to prepare for, and contribute to, the classes. Classes will include group work, preparing and giving presentations,

case analyses, small group discussions, and self-assessment exercises

Formative coursework: Students will complete a formative assessment based on previous exam questions. 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 main text is:

Northouse, P. (2009). *Leadership. Theory and Practice* (5th ed.) Thousand Oaks: Sage.

Additional readings are:

Daft, R. (2010). *The Leadership Experience* (5th ed.). Mason, OH: Thomson/South-Western.

Goffee, R. and Jones, G. (2006). *Why Should Anyone Be Led By You?* Boston, MA: Harvard Business School Press.

Yukl, G. A. (2009). *Leadership in Organizations*. (7th ed.).

Englewood Cliffs, NJ: Prentice Hall.

Assessment: Unseen two-hour examination in the ST (100%).

ID421 Half Unit Human Resource Management - Public Policy, Institutions and Employment Regulation

This information is for the 2011/12 session.

Teacher responsible: Stephen Dunn

Availability: Optional on MSc Management and Human Resources and MSc International Employment Relations and Human Resource Management. The course is not available as an outside option.

Pre-requisites: None. But students who have an undergraduate degree in law are advised to choose the specialist employment law options available to management students.

Course content: Human resource management problems and issues relating to the employment contract and legislation on discipline and dismissal, redundancy, mergers and sub-contracting, sex, race, age, disability and other types of discrimination, work-life balance, information and consultation, health and safety, union recognition and the right to strike. The focus is on UK and EU law, but other countries, including the USA, are used for comparative purposes.

Teaching: Ten x 1.5 hour lectures and ten x 1.5 hour seminars in the LT.

Formative coursework: As well as seminar presentations and case studies, students will be expected to submit a 2,000 word essay and will receive feedback within two weeks.

Indicative reading: Taylor, S. and Emir, A. (2009) *Employment Law: an Introduction*, 2nd Edition, Oxford: University Press.

Collins, H., Ewing, K. and McColgan, A. (2005) *Labour Law: Text and Materials*, 2nd Edition, Oxford: Hart.

Wiley, B (2009) *Employment Law in Context*, 3rd Edition, Harlow: Pearson.

Davies, A. (2009) *Perspectives on Labour Law*, 2nd Edition, Cambridge: University Press

Torrington, D., Hall, L. & Taylor, S. (2008) *Human Resource Management*, 7th Edition, London: Prentice Hall.

Assessment: A two-hour exam in the ST (70%) and a 2,000 word essay (30%).

ID423 Half Unit The Dark Side of the Organisation

This information is for the 2011/12 session.

Teacher responsible: Dr Jonathan E. Booth

Availability: MSc International Employment Relations and Human Resource Management, MSc Management and Human Resources, MSc Organisational Behaviour, MSc Management, Organisations and Governance, MSc Management, and MSc Management (CEMS MIM). Also available as an outside option where regulations permit. There are a limited number of places and early enrolment is recommended.

Pre-requisites: Introductory OB course required. ID430, MG434, ID200, or equivalent course in another institution.

Course content: In this seminar, students will learn about a variety

of topics related to the dark side of organisational behaviour (OB), (e.g., impression management, substance abuse, mistakes/disasters, health and safety, political, violent/aggressive, retaliatory, discriminatory and unethical behaviours). In OB we often discuss how behaviours promote beneficial outcomes for the organisation, as well as investigate the precursors to these more positive behaviours. However, not all behaviours and outcomes occurring in the workplace are beneficial and positive for employees and their organisations. Dark side behaviours usually lead to negative outcomes. Those who engage in these negative behaviours typically are aware that their actions can cause harm to others, their employer, and/or to them; hence, the instigator's intent must be investigated. It is imperative that we more fully understand these behaviours and their antecedents and consequences so that we can identify these behaviours, as well as control, mitigate, or ameliorate their occurrences.

Teaching: Twenty hours of seminars in the LT. Two hours of seminars in the ST.

Formative coursework: 2,000 word essay. Students are expected to participate in a group project which will directly relate to a section of the final exam paper.

Indicative reading: Aquino, K., Tripp, T. M., & Bies, R. J. 2006. Getting even or moving on? Power, procedural justice, and types of offense as predictors of revenge, forgiveness, reconciliation, and avoidance in organizations. *Journal of Applied Psychology*, 91, 653-668.

Booth, J. E., Glomb, T. M., & Duffy, M. (under review). Primary and secondary appraisals of supervisor undermining: The role of subordinate core self-evaluations and general trust in management. Boswell, W. R., & Olson-Buchanan, J. B. 2004. Experiencing mistreatment at work: The role of grievance filing, nature of mistreatment, and employee withdrawal. *Academy of Management Journal*, 47, 129-139.

Frone, M. R. 2008. Are work stressors related to employee substance use? The importance of temporal context in assessments of alcohol and illicit drug use. *Journal of Applied Psychology*, 93, 199-206.

Glomb, T. M., & Liao, H. 2003. Interpersonal aggression in work groups: Social influence, reciprocal, and individual effects. *Academy of Management Journal*, 46, 486-496.

Griffin, R. W., & O'Leary-Kelly, A. M. 2004. *The dark side of organizational behaviour*. San Francisco: Jossey-Bass.

O'Leary-Kelly, A. M., Bowes-Sperry, L., Bates, C. A., & Lean, E. R.

2009. Sexual harassment at work: A decade (plus) of progress. *Journal of Management*, 35, 503-536.

Pinto, J., Leana, C. R., & Pil, F. K. 2008. Corrupt organizations or organizations of corrupt individuals? Two types of organization-level corruption. *Academy of Management Review*, 33: 685-709.

Tepper, B. J., Carr, J. C., Breaux, D. M., Geider, S., Hu, C., & Hua, W. 2009. Abusive supervision, intentions to quit, and employees' workplace deviance: A power/dependence analysis. *Organizational Behavior & Human Decision Processes*, 109, 156-167.

Robinson, S. L., & Bennett, R. J. 1995. A typology of deviant workplace behaviors: A multidimensional scaling study. *Academy of Management Journal*, 38, 555-572.

Assessment: One two-hour exam (60%) and one 2,000 word essay (40%).

ID430 Half Unit Organisational Behaviour

This information is for the 2011/12 session.

Teacher responsible: Dr Connson Locke

Availability: Compulsory for students taking MSc Management and Human Resources and MSc Organisational Behaviour. Optional for MSc International Employment Relations and Human Resource Management, MPA Programme (all streams), MSc Management Science (Decision Sciences), MSc Management Science (Operational Research), MSc Management, Organisations and Governance and MSc Development Management. 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 evaluating the empirical evidence.

Personality and individual differences, work motivation, decision making, rewards systems, psychological contracts, organisational justice, performance and counter-performance (organisational citizenship behaviour, retaliation in organisations), leadership, groups and group processes, design of work, organisational culture.

Teaching: The teaching is highly participative and includes lectures and seminars. 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%).

ID431 Half Unit Organisational Change

This information is for the 2011/12 session.

Teacher responsible: Professor Jacqueline Coyle-Shapiro.

Availability: Compulsory on MSc Organisational Behaviour.

Optional on MSc Management and Human Resources, MSc International Employment Relations and Human Resource Management, MPA Programme (all streams), MSc Management, Information Systems and Innovation, MSc Management, Organisations and Governance, MSc Management Science (Decision Sciences), MSc Management Science (Operational Research), MSc Development Management.

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 organisational change. The aim of the course is to provide students with different psychological theories to understand the process and consequences of organisational change and in doing so addresses the following issues: type of organisational change, creating readiness for organizational change and leading change, the change agent, strategies for change, resistance to change and evaluation of and institutionalization of organisational change.

Models and frameworks for analyzing and diagnosing change; the role of the change agent, leading change from the top, bottom up change specific interventions; strategies of change; ethical decision making; a justice perspective on organisational change; understanding recipients reactions to change; theory and methods of evaluation of organisational change and reinforcing change interventions.

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 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*, *Psychological Bulletin*, *Organizational Behavior and Human Decision Processes* and *Journal of Applied Behavioural Science*) and the use of case studies.

Assessment: There will be a two-hour formal examination in the ST (100%).

ID432 Half Unit International Employment Relations

This information is for the 2011/12 session.

Teachers responsible: Professor Carola Frege, Professor Sarah Ashwin, Dr Virginia Doellgast.

Availability: Compulsory on MSc International Employment Relations and Human Resource Management. Optional on MSc Management and Human Resources. Also available as an outside option to students with permission.

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: 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 2011/12 session.

Teacher responsible: Dr Marta Coelho.

Availability: Optional course for MSc International Employment Relations and Human Resource Management, MSc Organisational Behaviour, MSc Management and Human Resources, MSc Management, MSc Management, MSc International Management (CEMS/IMEX), MSc Public Management and Governance, MSc Management, Information Systems and Innovation 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 cognitive psychological, game theoretic and decision analytic approaches to the analysis of negotiations. 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. In these situations, the size of the negotiation surplus is variable. This creates challenges and opportunities that are different from those found in distributive negotiations. The third part covers some very 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 10 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: *Getting to Yes: Negotiating Agreement Without Giving In*, by Roger Fisher and William Ury, Penguin Books (1981); *The Mind and Heart of the Negotiator*, by Leigh Thompson, Prentice Hall (4th edition); *The Art and Science of Negotiation*, by Howard Raiffa, Harvard University Press (1982); *Negotiating Rationally*, by Max Bazerman & Margaret Neale, Free Press (1992).

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.

ID434 Half Unit Managing Diversity in Organisations

This information is for the 2011/12 session.

Teacher responsible: Dr Alexandra Beauregard

Availability: MSc International Employment Relations and Human Resource Management, MSc Management and Human Resources and MSc Organisational Behaviour. Also available as an outside option where regulations permit. There are a limited number of places and early enrolment is recommended.

Course content: The primary aim of the course is to develop students' understanding and critical awareness of issues associated with managing a workforce characterised by diversity in age, gender, race, religion, disability, and sexual orientation. The course endeavours to combine academic rigour with a practical focus on promoting equality, diversity and inclusion in the workplace, enabling students to both develop a critical understanding of relevant theoretical and empirical literature and apply acquired knowledge to specific diversity management scenarios. Seminars will require participation in group exercises designed to enhance students' appreciation of the wide range of issues associated with categorizing individuals as members of different groups, on whatever basis.

Students will become familiar with the drivers of increased workforce diversity, the psychological and sociological theories underlying discrimination and exclusion in organisations, current employment legislation related to diversity in the UK, and the barriers to equality of opportunity in the workplace for minority groups. The emphasis of the course will be on organisational elements of diversity in order to avoid overlap with existing offerings from other departments. Students will examine "best practice" in diversity management programmes and learn to critically assess organisational policies and practices for managing workplace diversity with regard to their ability to enhance organisational performance and avoid costly litigation.

Teaching: 10 one-hour lectures and nine 1.5-hour seminars (MT). 2.5 hours of revision (ST).

Formative coursework: Students are required to submit a two-page essay outline.

Indicative reading: A full reading list will be provided at the beginning of the course. Key texts include:

Kirton, G., & Greene, A-M. (2010). *The dynamics of managing diversity: A critical approach* (3rd ed.). London: Elsevier.

Assessment: One take-home examination (60%) in the ST, a 1,800 word essay (30%) and seminar participation (10%).

ID435 Half Unit Organisational Theory

This information is for the 2011/12 session.

Teacher responsible: Daniel Beunza and Daniela Lup

Availability: Compulsory on MSc Organisational Behaviour.

Optional on MSc Management and Human Resources, MSc International Employment Relations, MSc Management, and MSc Management, Organisation and Governance.

Course content: 1. Early debates: Smith, Marx and Weber on bureaucracy (Beunza)

2. Institutional Theory and corporate culture (Beunza)

3. Sensemaking (Beunza)

4. Materiality and the Performativity of Economics (Beunza)

5. Social Movements/ Corporate Social Responsibility (Beunza)

6. Population Ecology (Lup)

7. Social networks - individual level (Lup)

8. Social networks inter-organizational level (Lup)

9. New Markets and product categories (Lup)

10. Status and Identity in organizational fields (Lup)

Teaching: 10 x 1.5 hour lectures and seminars in the MT. One revision session in the ST.

Formative coursework: Formative essay of 1,000 words.

Indicative reading: Perrow, Charles. 1986. *Complex Organizations*, New York: McGraw-Hill, pp. 1-48.

Scott, W. Richard. 1998. *Organizations: Rational, Natural, and Open Systems*, 4th Edition. Upper Saddle River, NJ: Prentice-Hall.

Assessment: 3,000 word individual essay (60%), 2,500 word group project (30%), and class participation (10%).

ID436 Half Unit Advanced and Emerging Topics in Organisational Behaviour

This information is for the 2011/12 session.

Teacher responsible: Jacqueline Coyle-Shapiro

Availability: Compulsory for MSc Organisational Behaviour. Available as an outside option subject to space, programme regulations and the permission of the teacher responsible for the course.

Pre-requisites: Students on degrees other than the MSc in Organisational Behaviour may only attend if they have taken ID430 Organisational Behaviour.

Course content: 1. Non instrumentality at work

2. Proactive Behaviour at Work

3. The Perception of Leadership

4. Work-life balance initiatives

5. Creativity and Innovation in Organisational Behaviour

6. Cultural Intelligence

7. Organisational Response to Employee Pain

8. Evidence based management

9. Negative Employment Relationships

10. Multilevel Theory of the Organisation.

Teaching: : Ten 3-hour sessions in the Lent Term, and two 3-hour sessions in the ST.

Formative coursework: One essay of 3,000 words.

Indicative reading: Amabile, T. M. (1983). "The Social Psychology of Creativity: A Componential Conceptualization.", *Journal of Personality & Social Psychology* 45:2: 357-376.

Ashforth, B.E., & Kreiner, G.E. (1999). "How can you do it?": Dirty work and the challenge of constructing a positive identity. *Academy*

of Management Review, 24, 413-434.

Ashforth, B.E., Kreiner, G.E., Clark, M.A., & Fugate, M., (2007).

Normalizing dirty work: Managerial tactics for countering occupational taint. *Academy of Management Journal*, 50, 149-174.

Briner, R.B., Denyer, D., & Rousseau, D.M. (2009) Evidence-based Management: Concept Cleanup time. *Academy of Management Perspectives*, 23(4) 19-32.

Caldwell, D. F. & O'Reilly, C. A. (2003). "The Determinants of Team-Based Innovation in Organizations. The Role of Social Influence." *Small Group Research*, 34, no. 4: 497-517.

Dutton, J. E., Frost, P. J., Lilius, J., & Worline, M. C. (2006).

Explaining compassion organizing. *Administrative Science Quarterly*, 51, 59-96.

Flynn, F.J., & Chatman, J.A. (2001). "Innovation and social control: Oxymoron or opportunity?" (pp. 263-287). In C. Cooper, C. Earley, J. Chatman, & W. Starbuck (Eds.) *Handbook of Organizational Culture*: John Wiley Press.

Hegtvædt, K., Clay-Warner, J., & Ferrigno, E. (2002). Reactions to injustice: Factors affecting workers' resentment toward family-friendly policies. *Social Psychology Quarterly*, 65(4), 386-400.

Hogg, M. A. (2001). A social identity theory of leadership.

Personality and Social Psychology Review, 5(3), 184-200.

Kulik, C. T., Cregan, C., Metz, I., & Brown, M. (2009). HR managers as toxin handlers: The buffering effect of formalizing toxin handling responsibilities. *Human Resource Management*, 48, 695-716.

Meindl, J. R., & Ehrlich, S. B. (1985). The Romance of Leadership.

Administrative Science Quarterly, 30(1), 78.

Parker, S.K., Williams, H.M. and Turner, N. (2006). Modelling the antecedents of proactive behaviour at work. *Journal of Applied Psychology*, 91(3), 636-652.

Paulus, P. B. (2000). "Groups, Teams, and Creativity: The Creative Potential of Idea-Generating Groups." *Applied Psychology-An International Review* 49(2): 237-262.

Assessment: Two hour exam in the ST (50%) and a 3,000 word essay (50%).

ID437 Half Unit Reward System: Key Models and Practices

This information is for the 2011/12 session.

Teacher responsible: Alexander Pepper and others.

Availability: Optional on MSc Management and Human Resources, MSc International Employment Relations and HR Management, MSc Management, MSc Management, Organisations and Governance and MSc Organisational Behaviour.

Course content: The course will provide an analysis of the types of reward systems commonly used in private and public sector organisations, drawing on economic, psychological and sociological principles, covering all-employee reward, senior executive reward, fixed pay, short-term incentives, long-term incentives, benefits and pensions.

Teaching: 10 hours of lectures and 15 hours of seminars in the LT. 1.5 hours of seminars in the ST,

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 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. Students will be required to prepare a 1,500 word briefing note in advance of the case study session (week 8) and will receive feedback on their understanding of the issues.

Indicative reading: Gerhardt, B and Rynes, S (2000) *Compensation in organizations, current research and practice*. San Francisco, Jossey Bass. Gerhardt, B and Rynes, S (2003). *Compensation: theory, evidence and strategic implications*. Thousand Oaks CA, Sage. Pepper, S. (2006) *Senior executive reward - key models and practices*. Gower Publishing. Perkins, S and White, G (2008). *Employee reward: alternatives, consequences and contexts*. CIPD,

London. White, G and Druker, J (2008) *Reward management - a critical text*. Second edition. Routledge.

Assessment: One two-hour exam in the ST (60%), one 2,000 word essay (30%) and seminar participation (10%).

ID438 Half Unit Globalisation and Human Resource Management

This information is for the 2011/12 session.

Teacher responsible: Virginia Doellgast

Availability: Compulsory on MSc International Employment Relations & Human Resource Management and MSc Management and Human Resources. Available as an outside option where regulations permit and with the permission of the teacher responsible.

Course content: Week 1: National production models and HRM
Week 2: Work organisation and participation
Week 3: Compensation and performance management
Week 4: Training and skill development
Week 5: Labour market flexibility and working time arrangements
Week 6: Diversity and HRM
Week 7: HRM in multinational companies
Week 8: HRM implications of outsourcing and offshoring
Week 9: HRM in cross-border mergers and acquisitions
Week 10: Corporate social responsibility and international employee representation

Teaching: 10 hours of lectures and 15 hours of seminars in the LT. One hour of revision in the ST.

Formative coursework: One 2,000 word essay during Lent Term and one class presentation.

Indicative reading: Edwards, T. and C. Rees (2006) *International Human Resource Management: Globalization, National Systems and Multinational Companies*. Essex: Pearson Education Limited.
Harzing, A-W. and Ruysseveldt, J. V. (2004) *International Human Resource Management*, Second Edition. London: Sage Publications.
Kristensen, P. H. and J. Zeitlin (2005). *Local Players in Global Games: The Strategic Constitution of a Multinational Corporation*. Oxford, Oxford University Press.
Jacoby, S. (2004) *The Embedded Corporation*. Princeton, NJ: Princeton University Press.
Rubery, J. & Grimshaw, D. (2003) *The Organization of Employment: An International Perspective*. Basingstoke: Palgrave.

Assessment: 1x two hour exam (75%) and 1x 2,000 word essay (25%)

ID439 Half Unit Foundations of Business and Management for Human Resources

This information is for the 2011/12 session.

Teacher responsible: Dr Alexander (Sandy) Pepper.

Availability: Compulsory for students on MSc Management and Human Resources. Not available to students on other degrees.

Course content: A basic grounding in the key management disciplines for students studying Management and Human Resources. Students will be provided with an overview of the development of management disciplines (other than HRM) 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.

Teaching: 15 hours of lectures and 15 hours of seminars in the MT. 1.5 hours of revision in the ST.

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: One formative essay of 2000 words.

Indicative reading: G. Pearson, *The Rise and Fall of Management. A Brief History of Practice, Theory and Context*. Gower Publishing, 2009.

J. Roberts, *The Modern Firm*, Oxford University Press, 2004.

D.A. Wren & A.G. Bedeian, *The Evolution of Management Thought*, 6th Edition, Wiley 2009.

Assessment: 1 x two hour exam in ST (75%) and 1 x 2,000 word essay (25%) to be submitted at the start of LT.

ID440 Half Unit Corporate Social Responsibility and International Labour Standards

This information is for the 2011/12 session.

Teacher responsible: Professor Sarah Ashwin

Availability: Optional for MSc Management and Human Resources, MSc International Employment Relations & Human Resources, MSc Management, Organisations and Governance and MSc Management. Also available as an outside option where regulations permit and with the permission of the teacher responsible.

Pre-requisites: Any social science background.

Course content: The first third of the course focuses on globalisation and international labour standards, which sets the rise of corporate social responsibility in context. The discussion of globalisation focuses on multinational firms and the social impacts along their supply chains. The debates regarding international labour standards are introduced and analysed, and the problems of enforcement explored. The effectiveness of international regulation in this area is evaluated using a case study of the International Labour Organisation's Decent Work initiative.

In the second part of the course, the benefits of corporate social responsibility for firms are critically examined, along with the impact on the relevant stakeholders, in particular employees. A variety of theoretical perspectives is used to analyse the potential of CSR, in combination with recent empirical evidence. One week is devoted to a case study of a particular CSR initiative (probably Nike). The remainder of the course examines the links between CSR and corporate governance, socially responsible investment, and CSR and sustainability.

Teaching: 10 hours of lectures and 10 hours of seminars in the Lent Term. One-hour seminar in ST.

Formative coursework: One 2,000 word essay in LT.

Indicative reading: Blowfield, M. & Murray, A (2008) *Corporate Social Responsibility: A Critical Introduction* Oxford: OUP.
Crane, A. et al. (2008) *The Oxford Handbook of Corporate Social Responsibility*, Oxford: OUP.
Elliot, K.A. and Freeman, R. (2003) *Can Labor Standards Improve Under Globalization?*, Washington D.C.: Peterson Institute for International Economics.
Pedersen, E, R & Andersen, M. (2006) 'Safeguarding corporate social responsibility (CSR) in global supply chains: how codes of conduct are managed in buyer-supplier relationships' *Journal of Public Affairs*, 6: 228-240.
Basu et al. (2003) *International Labor Standards*, Oxford: Blackwell.

Assessment: 2,000 word essay (35%), seminar participation (5%), and a two-hour examination in the ST (60%).

ID441 Half Unit Contemporary issues in HR Management

This information is for the 2011/12 session.

Teacher responsible: Paul Gollan and Sandy Pepper.

Availability: Compulsory and only available on MSc Management and Human Resources.

Course content: Week 1: Course introduction
Week 2: Ethics and values in HR
Week 3: HR transformation (part 1) - key models and evidence
Week 4: HR transformation (part 2) - the UBS case
Week 5: Corporate Reputations, Corporate Governance and SHRM
Week 6: Employer Branding and Employee Engagement
Week 7: The Crisis in Pensions
Week 8: Senior executive reward - a case of market failure?
Week 9: Case study based on a decade of employee voice, unionisation and non-union representation at Eurotunnel
Week 10: Course conclusion

Teaching: 10 two-hour joint lecture/seminar sessions in the LT. Two hours of revision in the ST. Lecture/seminars will be run in a participatory manner, involving case studies, debates etc. Students are expected to prepare for, and contribute to, the lecture/seminars.

Formative coursework: Students will be required to write a 1,000 word case-analysis in preparation for the case study in week 4.

Indicative reading: Specific readings will be allocated on a weekly basis prior to each lecture and class. General readings will include the following.

Geppert, M., Mayer, M. 2006. *Global, national and local practices in multinational companies*. New York. Palgrave Macmillan.

Griffin, R. W., & O'Leary-Kelly, A. M. 2004. *The dark side of organizational behaviour*. San Francisco: Jossey-Bass

Ulrich, D., Brockbank, W., Younger, J., Nyman, M. Allen, J. 2009. *HR transformation - building human resources from the outside in*. McGraw Hill.

Assessment: Two-hour examination in the ST (60%), one 2,000 word essay (30%) and class participation (10%).

ID493

Human Resource Policy and Practice

This information is for the 2011/12 session.

Teachers responsible: Linda Walker and Dr Eddy Donnelly

Availability: Only available to students on MSc Management and Human Resources who wish to satisfy the educational requirements of the CIPD.

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 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:

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 satisfy the educational requirements 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. In addition, there is a group project, which is assessed by a group presentation at the last session of MT. ID493 is not part of your MSc degree, but helps you to satisfy the educational requirements for membership of the CIPD.

ID496

Dissertation: Organisational Behaviour

This information is for the 2011/12 session.

Teacher responsible: Dissertation Supervisors

Availability: Compulsory on MSc Organisational Behaviour

Course content: Course content: (a) Research Methods for OB and (b) Engaged Self and Scholarship workshop

MSc Organisational Behaviour students are encouraged to identify a topic within the broad field of Organisational Behaviour. To facilitate students conducting an independent piece of research, there will be a number of lectures (Research Methods for OB) given that introduce students to theoretical, empirical and methodological issues in undertaking a dissertation. Engaged self and scholarship workshop is aimed at facilitating the development of theory driven research skills.

Students are required to complete an empirical dissertation through

either primary or secondary data collection.

(a) Research Methods for OB 1) Introduction to theory and research design; What are significant findings in basic versus applied research?

2) Literature reviews and identifying research questions.

3) Writing a research proposal that reflects the research process: From

questions to constructs, measures, samples, and analysis.

4) Exploring hypotheses through statistics I: T-tests and Simple Correlations

5) Exploring hypotheses through statistics II: Multiple Regression

6) Non-experimental survey research (written and online)

7) Quasi-experiments and social network research

8) Qualitative research, ethnography, and case studies

9) Issues in cross-cultural research and research ethics

10) Writing up your study

(b) Engaged Self and Scholarship workshop

This four day workshop provides students with a forum to address the research-practice divide and, as a result, help them develop theory driven practical skills. Topics will include: managing the consultant-client relationships (researcher-subject relationships), making research relevant to practice, helping practitioners understand research, conducting research under time pressure, ethical dilemmas in research, negotiating skills, personal effectiveness and project management.

Course objectives

Pre-course preparation

Prior to the course students will be required to complete an individual self-assessment on-line.

Teaching: 5 x 2 hour lectures (Research Methods for OB) in MT, and 5 x 2 hour lectures (Research Methods for OB) in LT. Four days of workshops (two as part of induction, plus one at end MT and one at end of LT).

Formative coursework: The four workshop days (see course content information above) form the formative coursework.

Indicative reading: Bickman, L., & Rog, D. J., Eds. (2009). *The Sage Handbook of Applied Social Research Methods*. 2nd ed. Sage. Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2010).

Multivariate data analysis: A global perspective. 7th ed. Pearson. Kaplan, R. (2008). *Managing yourself*. *Harvard Business Review*, 87(2), 45-49.

Cottrell, S. (2005). *Skills for Success. The Personal Development Planning Handbook*. Basingstoke: Palgrave Macmillan.

Paul, R. and Elder, L. (2006). *Critical Thinking. Learn the Tools the Best Thinkers Use*. Concise Edition. New Jersey: Pearson Prentice Hall.

Assessment: One 1,500 word essay (15%), one 10,000 word dissertation (75%), and one research proposal (10%).

Dissertation due for submission on 31st August.

ID499

Dissertation

This information is for the 2011/12 session.

Teachers responsible: Dissertation Supervisors

Availability: Compulsory for students on MSc International Employment Relations and Human Resource Management, and MSc Management and Human Resources.

Course content: The aim of the project is to:

and/or

and

Teaching: 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 Department of Management Reception, 3rd Floor New Academic Building and recorded as received, not later than 16.00 on Friday 24th August 2012. Individual reports should not exceed 10,000 words in length. If the report is jointly authored (MSc Management and Human Resources 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 Not available in 2011/12 International Political Economy of Environment

This information is for the 2011/12 session.

Teacher responsible: Dr R Falkner, CLM 615

Availability: Course intended primarily for MSc International Political Economy, MSc Global Politics, MSc Regulation, MSc Regulation (Research), MSc Management, and MSc Political Science and Political Economy. Also available to students taking MSc International Relations, MSc Environmental Policy and Regulation, MSc Environmental Economics and Climate Change, or MSc International Political Economy as part of the LSE-Sciences Po Double Degree in *Affaires Internationales*. Open to other interested students where degree regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the online application form linked to course selection on LSE for You. Admission is not guaranteed.

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 2011/12 session.

Teacher responsible: Professor M Cox, COL 2.05A

Availability: This course is compulsory for the MSc International Relations & MSc International Relations (Research) and for students taking MSc International Relations as part of the LSE-Sciences Po Double Degree in *Affaires Internationales*. 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: 20 weekly lectures (IR410.1) held in MT and LT, 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 Kirsten 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 2011/12 session.

Teacher responsible: Dr C Alden, CLM 5.13

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 where degree regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the Student Statement box on the online application form linked to course selection on LSE for You. Admission is not guaranteed.

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; foreign aid; geopolitics. 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. There is also a 1 ½ hour revision session.

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; Klaus Dodds, *Global Politics: A Critical Introduction*, Pearson Education, 2005; 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; Caroline Lancaster, *Foreign Aid: Diplomacy, Development, Domestic Policies*, Chicago University Press, 2006; John Mearsheimer and Stephen Walt, *The Israel Lobby and US Foreign Policy*, Allen Lane, 2007; Alex Mintz, 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 (100%).

IR412 International Institutions

This information is for the 2011/12 session.

Teacher responsible: Dr Ulrich Sedelmeier CLM 5.06

Availability: MSc International Relations, MSc International Relations (Research), MSc International Relations Theory, MSc Theory and History of International Relations, MPA Programme (all streams), LSE-PKU Double Degree in MSc International Affairs, MSc Politics and Government in the European Union. Also available to students taking MSc International Relations as part of the LSE-Sciences Po Double Degree in Affaires Internationales programme and MSc PGEU as part of the LSE-Sciences Po Double Degree in European Studies. Other interested students where degree regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the online application form linked to course selection on LSE for You. Admission is not guaranteed.

Course content: The first part of the course introduces the main theoretical approaches to international institutions that provide

alternative explanations for their creation, design, and impact. The second part analyses the creation, design and impact of specific international institutions (including the League of Nations, the United Nations, the European Union, NATO, WTO, IMF and World Bank, as well as human rights and environmental regimes). The third part of the course focuses on cross-cutting conceptual issues, including the domestic impact of international institutions; treaty compliance, the use of conditionality, and the enlargement of international institutions.

Teaching: 17 weekly lectures commencing in week 1 of MT and one revision lecture in ST. 17 weekly seminars commencing week 3 of MT.

Formative coursework: Each seminar participant is required to give a presentation on one of the seminar topics and write three 2,000 (max) word essays from the list of sample exam questions appended to the reading list.

Indicative reading: Ian Hurd, *International Organizations: Politics, Law, Practice*, Cambridge University Press, 2010; 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; David Held and Mathias Koenig-Archibugi (2011) *Global Policy: Power, Governance and Accountability*, Polity Press.

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

IR415 Strategic Aspects of International Relations

This information is for the 2011/12 session.

Teacher responsible: Professor C Coker, CLM 5.09

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 other students taking MSc International Relations or MSc International Political Economy as part of the LSE-Sciences Po Double Degree in Affaires Internationales programme.

All students are required to obtain permission from the Teacher Responsible by completing the Student Statement box on the online application form linked to course selection on LSE for You. Admission is not guaranteed.

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 2011/12 session.

Teacher responsible: Professor Karen E. Smith, CLM 4.09

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) and for students taking stream 2 of this programme on 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. Open to other interested students where degree regulations permit.

All students, except those registered on the MSc Politics and Government in the EU (Stream 2) are required to obtain permission from the Teacher Responsible by completing the Student Statement box on the online application form linked to course selection on LSE for You. Admission is not guaranteed.

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, including external trade and development policy. Relations between the EU and non-EU states and regions.

Teaching: 17 weekly lectures (IR416.1) commencing in week two one of MT and 1 revision lecture in week 1 of ST; 17 weekly seminars (IR416) commencing in week three 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, 2nd edition, 2011; 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 2011/12 session.

Teachers responsible: Dr J Haacke, CLM 7.09 and Professor C Hughes, CLM 5.07

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 *Affaires Internationales* programme. Available to other interested students where regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the Student Statement box on the online application form linked to course selection on LSE for You. Admission is not guaranteed.

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.

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 1 of 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, 2nd ed.2005); Christopher Hughes, *Chinese Nationalism in the Global Era* (London, Routledge, 2006); Amitav Acharya, *Constructing a Regional Security Community in Southeast Asia* (Routledge 2nd ed.2009); 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, 2nd ed.2008); 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).; Rex Li, *A Rising China and Security in East Asia: Identity Construction and Security Discourse* (Routledge, 2009).

Assessment: Students will be required to sit a three-hour examination (100%).

IR419

International Relations of the Middle East

This information is for the 2011/12 session.

Teacher responsible: Professor F Gerges, CLM 4.06

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 and any other interested students where degree regulations permit. 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.

All students are required to obtain permission from the Teacher Responsible by completing the Student Statement box on the online application form linked to course selection on LSE for You. Admission is not guaranteed.

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. State and non-state actors. Democracy and human rights issues. International relations theory and its significance for the study of Middle East politics.

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*; 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.

Assessment: There is one three-hour examination in the ST.

IR422 Conflict and Peace Studies

This information is for the 2011/12 session.

Teacher responsible: Mr M Hoffman, OLD 2.02

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 International Development and Humanitarian Emergencies, and MSc Human Rights with permission of the course teacher. 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. Open to other interested students where regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the Student Statement box on the online application form linked to course selection on LSE for You. Admission is not guaranteed.

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 particularly in the form of liberal peacebuilding and statebuilding. The course is divided into three unequal but interconnected parts. The first part examines ideas and debates 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 with 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 two of MT, plus two revision seminars in ST. Lectures covering case studies will also be given during LT; further details to be announced. There will be two revision lectures in weeks 1 and 2 of ST.

Formative coursework: Two 2,500-word essays, marked by the seminar teacher. One two-page outline of assessed essay.

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: One 4,000 word assessed essay due in week 6 of LT (40%) and one two-hour written examination in the ST (60%).

IR429 Economic Diplomacy

This information is for the 2011/12 session.

Teacher responsible: Dr S Woolcock, CLM 6.13

Availability: The course is intended for graduate students studying for the MSc in International Political Economy, LSE-PKU Double Degree in MSc International Affairs and students taking the MSc International Political Economy as part of the LSE-Science Po Double Degree in *Affaires Internationales* programme. The course is also available as an option for students on other degree programmes where degree regulations permit (MPA Programme).

All students are required to obtain permission from the Teacher Responsible by completing the Student Statement box on the online application form linked to course selection on LSE for You. Admission is not guaranteed.

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 and simulation of negotiations.

The course covers:

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 and LT. 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 Spero & 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 2011/12 session.

Teacher responsible: Dr U Sedelmeier, CLM 5.06

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. Open to other interested students where degree regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the Student Statement box on the online application form linked to course selection on LSE for You. Admission is not guaranteed.

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 USA and West European regional integration; the single market and social policies; finance and Economic and Monetary Union; trade policy; the pursuit of a common foreign policy, and of a security and defence dimension; environmental policy; police cooperation and counter-terrorism, immigration and asylum policy; enlargement as a policy and a process.

Teaching: 10 lectures in LT followed by 1 revision lecture; 10 weekly seminars, 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-Marking*, 3rd ed. (Routledge, 2006); Helen Wallace, Mark Pollack and Alasdair Young (Eds.), *Policy-Making in the European Union*, 6th ed. (Oxford University Press, 2010).

Assessment: An unseen, two-hour written examination in the ST (100%).

IR433 Half Unit The International Politics of EU Enlargement

This information is for the 2011/12 session.

Teacher responsible: Professor Karen E Smith, CLM 4.09

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. Open to other interested students where degree regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the Student Statement box on the online application form linked to course selection on LSE for You. Admission is not guaranteed.

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); 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 MT.

Formative coursework: Two 2,000-word essays.

Indicative reading: Esther Brimmer and Stefan Frölich, eds, *The Strategic Implications of EU Enlargement* (Center for Transatlantic Relations, Johns Hopkins University SAIS, 2005); Marise Cremona, ed, *The Enlargement of the European Union* (Oxford University Press, 2003); Heather Grabbe, *The EU's Transformative Power: Europeanization Through Conditionality in Central and Eastern Europe* (Palgrave, 2006); Neill Nugent, ed., *European Union Enlargement* (Palgrave, 2004); Frank Schimmelfennig and Ulrich Sedelmeier, eds., *The Politics of European Union Enlargement: Theoretical Approaches* (Routledge, 2005); Helene Sjursen, ed., *Questioning EU Enlargement: Europe in Search of Identity* (Routledge, 2006); Karen E. Smith, *The Marking of EU Foreign Policy: The Case of Eastern Europe*, 2nd edition (Palgrave, 2004).

Assessment: Two-hour unseen examination in June.

IR434 Half Unit European Defence and Security

This information is for the 2011/12 session.

Teacher responsible: Dr S Economides, COW 2.02

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. Open to other interested students where degree regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the Student Statement box on the online application form linked to course selection on LSE for You. Admission is not guaranteed.

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 two 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. It also 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 two 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 provisions for crisis management and conflict prevention. Included in the second part are examinations of the EU's recent ESDP mission and the implications of this on the EU's role in the world.

Teaching: 10 lectures and 10 seminars in the LT and one revision seminar in the ST.

Formative coursework: Two 2,000-word essays.

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.

IR436 Theories of International Relations

This information is for the 2011/12 session.

Teacher responsible: Dr G Lawson, COL 2.03

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 a revision seminar 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 2011/12 session.

Teacher responsible: Professor K Hutchings, CLM 4.07

Availability: An option on MSc International Relations Theory, MSc International Relations, MSc International Relations (Research). Also available to students taking MSc International Relations as part of the LSE-Sciences Po Double Degree in *Affaires Internationales*. The course will also be available as an outside option where degree regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the Student Statement box on the online application form linked to course selection on LSE for You. Admission is not guaranteed.

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 Not available in 2011/12 Theory of International Society: English School Texts

This information is for the 2011/12 session.

Teacher responsible: Dr P Wilson, CLM. 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 as part of the LSE-Sciences Po Double Degree in Affaires Internationales programme. The course is also available as an outside option where degree regulations permit. All students are required to obtain permission from the Teacher Responsible by completing the online application form linked to course selection on LSE for You. Admission is not guaranteed.

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.

IR442 Diplomacy and Challenges

This information is for the 2011/12 session.

Teacher responsible: Professor Michael Cox

Availability: MSc Diplomacy and International Strategy.

Course content: This course will look at different meanings of the notion of diplomacy. It will focus, in particular on five key areas. First, the historical practices of diplomacy. Second, different theories of diplomacy. Third, the meanings of diplomacy during the Cold War and the post-Cold War periods. Fourth, the changing character of diplomacy in an information age. Fifth, the relevance of diplomacy in a world where there are multiple international actors other than the state.

Teaching: Twenty hours of lectures (5 days of 2 one-hour lectures the week before MT and the week after MT). Thirty-five hours of seminars (5 days of 2 one-hour seminars the week before MT and the week after MT, and 10 hours of 1.5 hour weekly evening seminars during MT).

Formative coursework: Two 2,000 word essays representing 'case study application'. Feedback will involve a meeting with each student to discuss their formative essay.

Formative course work will also consist of oral presentations, essays, and case studies that aim to bring together key concepts and empirical material. In the process, we will aim to ensure that students are able to:

Assessment: One 4,000 word essay (50%) and one three-hour exam in the ST (50%).

IR443 Strategy in a Changing World

This information is for the 2011/12 session.

Teacher responsible: Professor Michael Cox

Availability: MSc Diplomacy and International Strategy.

Course content: This course will examine the meanings of strategy. It will do so by looking at five key areas. First, the historical practices of strategy. Second, some key strategic thinkers. Third, the development of strategic thinking during the Cold War, examining the differences and similarities between the main international actors of the time. Fourth, the impact of globalization on strategic thinking. Finally, how traditional strategic thinking is being challenged by new threats, new economic realities, and an altered institutional landscape.

Teaching: 20 hours of lectures (5 days of two one-hour lectures the week before LT and the week after LT). 35 hours of seminars (5 days of two one-hour seminars the week before LT and the week after LT, and during term time 10 weekly 1.5-hour evening seminars in LT).

Formative coursework: Two 2,000 word essays representing 'case study application'. Feedback will involve a meeting with each student to discuss their formative essay.

Formative course work would consist of oral presentations, essays, and case studies that aim to bring together key concepts and empirical material. In the process, we will aim to ensure that students are able to:

Indicative reading: 1. Niccolo Machiavelli, *The Prince* 2. Carl von Clausewitz, *On War*

3. Edward. N. Luttwak, *Strategy*

4. Michael Porter, *Competitive Strategy*

5. John L. Gaddis, *Strategies of Containment*

6. National Security Strategy of the United States, 2003

7. European Security Strategy, 2003

8. Sydney Finkelstein, Jo Whitehead and Andrew Campbell, *Think Again: why good leaders make bad decisions and how to keep it from happening to you*

9. Edward Luttwak, *The Grand strategy of the Roman Empire from the 1st century to the Third*

10. National Security Strategy 68 (NSC 68) Declassified 1975. US Department of State.

11. Princeton Project on National Security Set to Lead U.S. Foreign Policy. 2006

12. Michael Cox, John Ikenberry and Takashi Inoguchi (eds.), *American democracy promotion: impulses, strategies, and impacts*, (2000)

Assessment: One three-hour exam in ST (50%) and one 4,000 word essay (50%).

IR444 Strategy in Action

This information is for the 2011/12 session.

Teacher responsible: Professor Michael Cox

Availability: MSc Diplomacy and International Strategy.

Course content: In this course we will be examining four major foreign policy decisions, the diplomatic background to each of these and the strategic thinking behind them. The case studies would be examined over two intensive weekends in London, involving key policy makers, originally involved in the decisions. In addition, part of the programme will also involve a policy trip that will incorporate planned visits to FCO in London, the Quai d'Orsay in Paris, and NATO and the EU in Brussels.

Teaching: 8 hours of workshops at LSE in MT (1 x 2 hour sessions and 4 x 1.5 hour sessions) and 8 hours of workshops at LSE in LT (1 x 2 hour sessions and 4 x 1.5 hour sessions). 24 hours of meetings during the three-day away weekend (8 contact hours per day).

Formative coursework: Two 2,000 word essays representing 'case

study application'.

Presentations and group work: students will be required to do one presentation each, followed by individual feedback from the academic convener. This will take a written form, delivered within the week after the workshop.

Formative course work would consist of oral presentations, essays, group work, and case studies that aim to bring together key concepts and empirical material. In the process, we will aim to ensure that students are able to:

Indicative reading: 1. Maastricht - case study:

Finn Laursen (Editor), Sophie Vanhoonacker (Editor), *The Ratification of the Maastricht Treaty: Issues, Debates and Future Implications* (1994)

2. Middle East - case study:

Daniel C. Kurtzer and Scott B. Lasensky, *Negotiating Arab-Israeli Peace: American Leadership in the Middle East* (United States Institute of Peace Press, 2008).

3. Northern Ireland - case study:

Michael Cox, Fiona Stephen and Adrian Guelke, *A Farewell to Arms; After the Good Friday Agreement* (2006)

4. The decision to go to war against Iraq - case study:

John Kampfner, *Blair's Wars* 5. National Security Strategy of the United States, 2003

6. European Security Strategy, 2003

Assessment: One 5,000 word project (100%)

IR445

Chinese Foreign and Security Policy

This information is for the 2011/12 session.

Teacher responsible: Professor Christopher R Hughes, CLM 5.07

Availability: MSc International Relations, MSc International Relations (Research), MSc International Political Economy, and LSE-PKU Double Degree in MSc International Affairs. Also available to students taking MSc International Political Economy as part of the LSE-Sciences Po Double Degree in *Affaires Internationales*. Available as an outside option with permission of the teacher responsible

Course content: This course will provide students with an historical overview of the development of Chinese foreign and security policy, the theoretical concepts used for analysing the making of Chinese foreign policy, and an up-to-date survey of China's evolving relations around the world. The first five weeks will be dedicated to providing a long historical perspective, and use a number of case studies to show how basic factors used in foreign policy analysis shape policy outcomes, including economic factors, the role of perception, geopolitical influences, bureaucratic politics, nationalism, and socialisation into the international system. The remainder of the course will involve analysing case studies on China's relations with the United States, Japan and Korea, Southeast Asia, South Asia, Russia and Central Asia, Australasia and the Pacific Islands, the EU, Africa, Latin America, the Middle East.

Teaching: 18 hours of seminars in MT and 20 in LT. A further two hours of seminars in week one of ST.

Formative coursework: Students will complete three 2,000 word essays during the course and will make two presentations to the seminar. It is permissible for the presentations to be on the same topics as the essays.

Indicative reading: Alden, Chris, *China in Africa*, London: Zed, 2007.

Deng, Yong, *China's Struggle for Status: The Realignment of International Relations*, (Cambridge: Cambridge Univ. Press, 2008). DS779.27 D39

Hunt, Michael, *The Genesis of Chinese Communist Foreign Policy* (New York: Columbia University Press, 1996) MC DS775.8 H94

Lu Ning, *The Dynamics of Foreign-Policy Decisionmaking in China* (Boulder Co: Westview Press, 2000). CC JZ1730 L92 Articles for Further Reading

Fravel, M. Taylor, *Strong Borders, Secure Nation: Cooperation and Conflict in China's Territorial Disputes* (Princeton, NJ: Princeton University Press, 2008). MC DS737 F84

Johnston, Alistair Iain. *Social States: China in International*

Institutions, 1980-2000 (Princeton, NJ: Princeton University Press, 2008).

Kang, David C. *China Rising: Peace, Power, and Order in East Asia* (New York: Columbia University Press, 2007). MC DS518.15 K11

Liao, Xuanli, *Chinese Foreign Policy Think Tanks and China's Policy Towards Japan* (Hong Kong: Chinese University Press, 2006). MC DS779.47 L69

Holslag, Jonathan China+India: Prospects for Peace, New York: Columbia University Press, 2010.

Roett, Riordan and Paz, Guadalupe ed. (2008) *China's Expansion into the Western Hemisphere: Implications for Latin America and the United States* Washington DC: Brookings Institution.

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

IR450

International Political Economy

This information is for the 2011/12 session.

Teachers responsible: Dr J.M. Chwieroth, CLM 5.11 and Dr A Walter, (on leave, MT), CLM 5.05

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 a hard copy application form available from room D610, 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* and Ravenhill, *Global Political Economy* by the end of the first term.

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*; Ravenhill, *Global Political Economy*; 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 2011/12 session.****Teachers responsible:** Dr J Chwiero, CLM 5.11 and Dr A Walter (on leave MT), CLM. 5.05

Availability: Course intended primarily for MSc International Political Economy. It is an optional course for LSE-PKU Double Degree in MSc International Affairs, 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/MPA Public and Social Policy, MSc Management. Also available to students taking MSc International Political Economy as part of the LSE-Sciences Po Double Degree in *Affaires Internationales* programme. Open to other interested students where degree regulations permit. All students are required to obtain permission from the Teacher Responsible by completing the Student Statement box on the online application form linked to course selection on LSE for You. Admission is not guaranteed.

Course content: This course is designed as a component of the study of a global 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 global system. Students are then 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 global 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.

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*, section III C; 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.

of the LSE-Sciences Po Double Degree in *Affaires Internationales* programme. Open to other interested students where degree regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the Student Statement box on the online application form linked to course selection on LSE for You. Admission is not guaranteed.

Course content: The study of the choice of trade policy and the institutional context in which it takes place.

This course investigates how theories of emphasising distributional interests and institutions can explain trade policy choices. Particular emphasis is placed on giving students an understanding of the fundamental models of political economy. The course then applies these various issue-areas of trade policy, among them the role of the GATT and the WTO, regional trade agreements, trade in services, and the relationship between trade and foreign direct investment. While there is no formal pre-requisite for the course, it would be preferable for students to have already completed an introductory course in microeconomics and basic knowledge of quantitative analysis. Students without a previous background in quantitative methods can attend lectures from M1451 and M1452.

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 on the political economy of trade and the workings of the global trading system, among them Paul R. Krugman, Maurice Obstfeld, and Marc Melitz (2011), *International Economics*, 9th ed. Prentice Hall; Bernard M. Hoekman and Michel M. Kostecki (2010), *The Political Economy of the World Trading System*, 3rd edition, Oxford University Press; Douglas A. Irwin (2009), *Free Trade Under Fire*, 3rd edition, Princeton University Press; and Robert Feenstra (2004), *Advanced International Trade: Theory and Evidence*, Princeton University Press. A detailed reading list will be made available on Moodle.

Assessment: ST formal three-hour examination, three questions to be chosen from 12.

IR460**Comparative Political Economy****This information is for the 2011/12 session.****Teacher responsible:** Dr L Phillips, CLM 4.12

Availability: This course 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/MPA Public and Social 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, where degree regulations permit.

All students taking the course as an option are required to obtain permission from the Teacher Responsible by completing the Student Statement box on the online application form linked to course selection on LSE for You. Admission is not guaranteed.

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 can attend lectures from MI451 and MI452.

IR457**The Political Economy of International Trade****This information is for the 2011/12 session.****Teacher responsible:** Dr M Manger, LCH 2.08

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/MPA Public and Social Policy and LSE-PKU Double Degree in MSc International Affairs. Also available to students taking MSc International Political Economy as part

Teaching: Seventeen one-hour lectures in MT and LT plus one revision lecture in ST, and seventeen one-and-a-half-hour seminars, including one revision session.

Formative coursework: 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 2011/12 Islam in International Relations: From Al-Andalus to Afghanistan

This information is for the 2011/12 session.

Teacher responsible: Professor J Sidel, CON 4.02

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 the *Affaires Internationales* programme. Open to other interested students where degree regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the Student Statement box on the online application form linked to course selection on LSE for You. Admission is not guaranteed.

Course content: The course focuses on the role of Islam in world politics, posing two inter-related questions: First, how can we explain the varying nature and strength of Islam as a discursive and mobilisational force in international relations? Second, how should we understand the impact of changes in international relations on the institutions, authority structures, and identities associated with Islam?

In this course, the approach to these questions is comparative. The course begins with an examination of the distinctive transnational structures of Islam as compared with another major world religion: Christianity. The emergence and trajectory of Islam as a force in international relations since the late 19th century are examined across successive periods in world history. The course covers the rise of transnational Islamist networks from the late Ottoman era through the tumultuous years of mass mobilisation in the interwar era, demobilisation with the formation of new nation-states in the early Cold War era, and the revival of Islam in world politics by the 1970s with the Iranian Revolution and developments elsewhere in the Muslim world.

But most of the course covers the contemporary post-Cold War era, examining the varying role of Islam in diverse regional settings - Asia, Africa, the Middle East, and Europe - and in the contexts of globalization and democratization, mass migration, separatist struggles and regional conflicts. Close attention is paid to the role of Saudi Arabia and Iran in the global politics of Islam, to Sunni-Shi'i conflicts, and to the question of Israel and Palestine. The course also focuses important cases like Al Qa'ida and the Taliban in Afghanistan and Pakistan, as well as Chechnya, Iraq, and Somalia, as well as important trends in Western Europe, including the UK.

Teaching: Twenty-one weekly lectures commencing in the first week of the Michaelmas Term, accompanied by twenty weekly seminars from the third week of the Michaelmas Term, plus a revision session in the Summer Term prior to the examinations. Professor Sidel will be solely 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

essays of 2-3,000 words in length over the course of the year for evaluation and comment by Professor Sidel. 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 Professor Sidel.

Indicative reading: Asef Bayat, *Making Islam Democratic: Social Movements and the Post-Islamist Turn* (Stanford: Stanford University Press, 2007); Faisal Devji, *Landscapes of the Jihad: Militancy, Morality, Modernity* (Ithaca: Cornell University Press, 2005); Dale F. Eickelman and James Piscatori, *Muslim Politics* (Princeton: Princeton University Press, 1996); Vali Nasr, *Forces of Fortune: The Rise of the Muslim Middle Class and What it Will Mean for Our World* (New York: Free Press, 2009); Vali Nasr, *The Shia Revival: How Conflicts within Islam Will Shape the Future* (New York: W.W. Norton & Company, 2006); Madawi Al-Rasheed (ed.), *Kingdom Without Borders: Saudi Political, Religious and Media Frontiers* (London: C. Hurst, 2008); 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); Charles Tripp, *Islam and the Moral Economy: The Challenge of Capitalism* (Cambridge: Cambridge University Press, 2006).

Assessment: One three-hour examination (100%).

IR462 Half Unit Introduction to International Political Theory

This information is for the 2011/12 session.

Teacher responsible: Dr K Ainley, CLM 7.07

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 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* programme. The course is also available as an outside option where degree regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the Student Statement box on the online application form linked to course selection on LSE for You. Admission is not guaranteed.

Course content: 1) Background to International Political theory
2) Liberal Political theory and the Development of International Political Theory
3) The Moral Standing of the State
4) International Human Rights
5) Critiques of Human Rights and Universal Values
6) International Humanitarianism
7) Global Social Justice
8) International Criminal Law
9) Beyond the Liberal Origins of International Political Theory

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.

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 2011/12 session.

Teacher responsible: Professor C.J. Brown, CLM 4.08

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 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* programme. The course is also available as an outside option where degree regulations permit. All students are required to obtain permission from the Teacher Responsible by completing the Student Statement box on the online application form linked to course selection on LSE for You. Admission is not guaranteed.

Pre-requisites: IR462 Introduction to International Political Theory

Course content: The course will involve both theoretical explorations of the nature and prehistory of 'humanitarianism' and empirical examples of claimed 'humanitarian interventions' (such as Bosnia, Kosovo and East Timor) along with cases where it is claimed interventions should have taken place (such as Rwanda 1994) and others where humanitarianism has been combined with geo-strategic motivations. Notions of 'global social justice' as a response to the root causes of humanitarian disasters will be explored, along with the future of humanitarianism in the light of the changing global strategic architecture.

Teaching: 10 x 2 hour seminars in the Lent Term

2 x 2 hour revision sessions in weeks 1 - 3 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 2011/12 session.

Teacher responsible: Dr K Ainley, CLM 7.07

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 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* programme. The course is also available as an outside option where degree regulations permit. All students are required to obtain permission from the Teacher Responsible by completing the Student Statement box on the online application form linked to course selection on LSE for You. Admission is not guaranteed.

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: 1 organisational meeting in week 10 of MT
10 x 2 hour seminars in LT.

2 x 2 hour revision seminars in weeks 3 and 4 of ST.

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 3 of the Summer Term (50%).

IR465 Not available in 2011/12 The International Politics of Culture and Religion

This information is for the 2011/12 session.

Teacher responsible: Dr K Dalacoura, CLM. D412

Availability: Course intended primarily for MSc International Relations, MSc International Relations (Research), MSc International Relations Theory and MSc Human Rights. Also available to students taking MSc International Relations as part of the LSE-Sciences Po Double Degree in *Affaires Internationales* programme. Open to other interested students where degree regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the online application form linked to course selection on LSE for You. Admission is not guaranteed.

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 two 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.

Teaching: Course commences week 3 of MT. Fifteen lectures, (8 in MT, 7 in LT, plus 1 revision lecture in week 1 of ST); sixteen one-and-a-half hour seminars (8 in MT, 7 in LT and one revision seminar in week 1 of 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.

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

IR466 Half Unit Genocide

This information is for the 2011/12 session.

Teacher responsible: Dr Jens Meierhenrich.

Availability: Optional on MSc International Relations, MSc Theory and History of International Relations, MSc International Relations Theory, MSc Global Politics, MSc Comparative Politics and MSc Human Rights. Also optional for students on Sciences Po-LSE Double Degree in Affaires Internationales taking MSc International Relations. The course is available as an outside option.

Course content: This seminar course provides an introduction to the study of genocide. The course's disciplinary ambit ranges from anthropology to economics, from history to law, and from political science to sociology. Against the background of diverse disciplinary approaches, it explores major theoretical and empirical aspects of the role(s) of genocidal campaigns in international politics, inter alia, their origins, development, and termination; the manner of their perpetration, progression, and diffusion; their impact on the maintenance of international peace and security; their consequences for the reconstruction and development of states and the building of nations; and their adjudication in domestic and international courts and tribunals. Empirical cases to be discussed include Australia, Cambodia, China, the Democratic Republic of Congo, East Timor, Nazi Germany, Guatemala, Iraq, Northern Ireland, the Ottoman Empire, Rwanda, Uganda, the Soviet Union, Sudan, and the former Yugoslavia, among others. The course is designed to equip students with the analytic tools necessary for making sense of the evolution of the international system from the nineteenth century to the present—and for critically assessing the promise and limits of responding to collective violence.

Teaching: 10 x two-hour seminars in LT.

Formative coursework: One x 2,000 word essay.

Indicative reading: Christopher R. Browning, *The Origins of the Final Solution: The Evolution of Nazi Jewish Policy, September 1939–March 1942*, with contributions by Jürgen Matthäus (London: Heinemann, 2004).

Virginia Page Fortna, *Does Peacekeeping Work? Shaping Belligerents' Choices after Civil War* (Princeton: Princeton University Press, 2008).

Robert Gellately and Ben Kiernan, eds., *The Specter of Genocide: Mass Murder in Historical Perspective* (Cambridge: Cambridge University Press, 2003).

John Hagan and Wenona Rymond-Richmond, *Darfur and the Crime of Genocide* (Cambridge: Cambridge University Press, 2008).

Sthatis N. Kalyvas, *The Logic of Violence in Civil War* (Cambridge: Cambridge University Press, 2006).

Michael Mann, *The Dark Side of Democracy: Explaining Ethnic Cleansing* (Cambridge: Cambridge University Press, 2005).

Jens Meierhenrich, *Genocide: A Reader* (Oxford: Oxford University

Press, forthcoming 2011).

Jens Meierhenrich, *Genocide: A Very Short Introduction* (Oxford: Oxford University Press, forthcoming 2011).

Anne Orford, *International Authority and the Responsibility to Protect* (Cambridge: Cambridge University Press, 2011).

Filip Reyntjens, *The Great African War: Congo and Regional Politics, 1996–2006* (Cambridge: Cambridge University Press, 2009).

William A. Schabas, *Genocide in International Law: The Crimes of Crimes*, Second edition (Cambridge: Cambridge University Press, 2009).

Karen E. Smith, *Genocide and the Europeans* (Cambridge: Cambridge University Press, 2010).

Wolfgang Sofsky, *The Order of Terror: The Concentration Camp*, translated by William Templer (Princeton: Princeton University Press, [1993] 1997).

Charles Tilly, *The Politics of Collective Violence* (Cambridge: Cambridge University Press, 2003).

Eric D. Weitz, *A Century of Genocide: Utopias of Race and Nation* (Princeton: Princeton University Press, 2003).

Assessment: One 5,000 word essay (100%).

IR481 Half Unit Not available in 2011/12 Europe, the US and Arab-Israeli Relations

This information is for the 2011/12 session.

Teacher responsible: Dr F Bicchì, CLM. 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. Open to other interested students where degree regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the online application form linked to course selection on LSE for You. Admission is not guaranteed.

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 (with a special emphasis on Palestinian-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; 10 weekly seminars, commencing in week 2 of the LT.

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. (2009) *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 Not available in 2011/12 Russia and Eurasia: Foreign and Security Policies

This information is for the 2011/12 session.

Teacher responsible: Dr R Allison, CLM. D513

Availability: Course intended primarily for MSc International Relations, MSc International Relations (Research), MSc International Relations Theory, 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. It is available to students taking MSc Theory and History of International Relations, MSc Comparative Politics and other interested students where degree regulations permit.

All students are required to obtain permission from the Teacher Responsible by completing the online application form linked to course selection on LSE for You. Admission is not guaranteed.

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. Soviet relations with East Europe and the Third World. The 'new thinking' in international affairs and theories on 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 CIS states, towards China and Western institutions. Russia's role in the international system. 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: There will be an introductory lecture in week 1 of MT followed by 15 one-hour lectures (2 per week) from week 3 of MT. There will be 18 one-and-a-half hour weekly seminars commencing in week three of MT, plus two revision seminars in ST.

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 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* (1998), 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; 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, Con: Praeger; Tygankov, 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.

IR498 Dissertation: MSc Diplomacy and International Strategy

This information is for the 2011/12 session.

Teacher responsible: Professor Michael Cox

Availability: Compulsory on MSc Diplomacy and International Strategy

Course content: The dissertation will address the topic in the social sciences drawn broadly from the three core courses. This will normally be a library based dissertation. The topic should make central use of concepts in the study of diplomacy and strategy and should demonstrate a good understanding of these concepts and implications. The dissertation will draw on empirical topic areas but should also demonstrate a high degree of conceptual originality. Guidance on standards of presentation will be given in the handbook and would conform to the current standard laid down for the dissertations in the MSc in the International Relations Department.

Teaching: Two 1.5-hour workshops and two 1.5-hour individual supervision sessions in the MT and LT.

Formative coursework: Workshops: Each student will be expected to present their dissertation proposal during the two workshops in the Lent term. Feedback will be provided through group discussion at the workshop and by oral feedback from the supervisor during individual sessions in the Lent term.

Abstracts: Each student will be expected to present a short abstract of their proposed dissertation (1,000 words) by the end of the Michaelmas term and discuss it with the supervisor during their second Michaelmas term individual session.

Assessment: A 10,000 word dissertation (100%) to be submitted on 3 September 2012.

IR499 Dissertation

This information is for the 2011/12 session.

Teachers responsible: Dr J Meierhenrich, CLM 6.07 (MSc International Relations [IR]); Dr J Chwieroth, CLM 5.11 (MSc International Political Economy [IPE] and MSc International Political Economy Research); Dr G Lawson, COL 2.03 (MSc International Relations Theory [IRT] and MSc International Relations Research).

Assessment: 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 academic adviser. 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 academic adviser'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.

IS415 Half Unit Health Information Systems

This information is for the 2011/12 session.

Teachers responsible: Dr T Cornford, NAB3.29 and Dr Ela Klecun, NAB3.37.

Availability: Optional for students on MSc Management, Information Systems and Innovation, MSc International Health Policy and MSc Health, Population and Society. 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 short study pack of selected readings will be provided for students who require this background understanding.

Course content: This course explores the principal issues faced by healthcare policy makers and healthcare organizations as they plan for and implement substantial healthcare information systems and infrastructures. The course considers systems oriented towards both administrative and clinical activities.

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 current state of information systems in primary and secondary care with international comparisons. The electronic patient record and national information infrastructures for health. The development of healthcare policies for systems and infrastructures. Assessing the transformative potential of health information systems. Issues of systems implementation. Selected application domains including electronic prescribing, computers in medicines management, telehealth and telecare, new patient roles. Issues of evaluation and building of an evidence base.

Teaching: 2 two-hour lectures, 8 two-hour seminars and 2 two-hour project essay workshops.

Formative coursework: Seminars are based around reading and discussing selected journal articles from the course study pack. Formative feedback is provided on class participation.

In addition, students will complete a formative essay proposal on which written feedback will be provided.

Indicative reading: 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.

Taylor, P. (2006) *From Patient Data to Medical Knowledge: The Principles and Practice of Health Informatics*, BMJ Books, London.

Assessment: One 5,000 word individual essay on an approved topic (100%).

This is the same course as IS416 Health Information Systems (modular) but it has different teaching and assessment arrangements.

IS416 Half Unit Health Information Systems (modular)

This information is for the 2011/12 session.

Teachers responsible: Dr T Cornford, NAB3.29

Availability: Optional on MSc Health Economics, Policy and Management (modular) only.

Pre-requisites: Students should have an appreciation of information management and systems development and implementation issues, and some understanding of healthcare systems. Selected readings will be provided for students who require this background understanding as part of the pre-session reading programme.

Course content: This course explores the principal issues faced by healthcare policy makers and healthcare organizations as they plan for and implement substantial healthcare information systems and infrastructures. The course considers systems oriented towards both administrative and clinical activities.

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 current state of information systems in primary and secondary care with international comparisons. The electronic patient record and national information infrastructures for health. The development of healthcare policies for systems and infrastructures. Assessing the transformative potential of health information systems. Issues of systems implementation. Selected application domains including electronic prescribing and medicines management, telehealth and telecare, new patient roles. Issues of evaluation and building of an evidence base.

Teaching: 3 two-hour lectures, 6 two-hour seminars and 2 one and a half hour project essay workshops during a modular study week.

Formative coursework: Seminars are based around reading and discussing selected journal articles from the pre-session reading materials. Formative feedback is provided on class participation. In addition, students will complete a formative writing assignment on which written feedback will be provided.

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 5,000 word individual essay on an approved topic (100%).

This is the same course as IS415 Health Information Systems (non - modular) but it has different teaching and assessment arrangements.

IS417 Half Unit Global Sourcing and Management of Business and IT Services

This information is for the 2011/12 session.

Teacher responsible: Professor Leslie Willcocks, NAB3.23

Availability: Optional on MSc Management, Information Systems and Innovation. Available as an outside option where regulations permit and with permission of the teacher responsible. This course

is capped at 60 and students are required to obtain permission from the teaching department to take it.

Pre-requisites: None, but a basic understanding of sourcing principles and of management in organizations is useful. A short study pack of selected readings will be provided for students who require this background understanding.

Course content: The course focuses on global sourcing strategies and practices of corporations and government agencies. It examines these in Europe, Americas and Asia Pacific in the context of increasing globalization of organizational intent, capabilities and sources of service supply. The course provides an understanding of how international business is pursued, convergence and differences across organizations and countries, business strategies and 'fit' with IT governance and sourcing approaches, and how sourcing of business and IT services is managed, focusing especially on outsourcing and offshoring decisions and implementation.

Teaching: Ten two-hour lectures and ten one-hour seminars in the LT.

Formative coursework: Classes are based around reading and discussing selected journal articles from the course study pack. Formative feedback is provided on weekly class preparation and participation. There is a mock examination.

Indicative reading: 1. Oshri, I., Kotlarsky, J. and Willcocks, L. (2012) *The Handbook of Global Sourcing and Offshoring* (Palgrave, London). - second edition
2. Willcocks, L. Cullen, S. And Craig, A. (2011) *The Outsourcing Enterprise* Palgrave, London
3. Lacity, M. (2006) *Global Sourcing of Business and IT Services* Palgrave, London.
4. Willcocks, L. and Lacity, M. (eds) (2009) *Outsourcing Information Systems: Perspectives, Practices and Globalization* 3 volumes. Sage, London.- collection of 50 recent refereed journal papers by multiple authors).
5. Davenport, T. et al., *Strategic Management In The Innovation Economy: Strategic Approaches and Tools For Dynamic Capabilities*, Wiley, New York.
6. Willcocks, L. and Lacity, M. (2009) *The Practice of Outsourcing: From IT to BPO and Offshoring* Palgrave, London.
7. Cousins, P. Lamming, R. et al. (2010) *Strategic Supply Management : Principles Theory and Practice*, Prentice Hall, London
8. Galliers, R. and Leidner, D. (2009) *Strategic Information Management*. Routledge, London
9. Peng, M. And Meyer, K. (2012) *International Business*. South Western Gengage Learning, New York
10. Ghemawat, P. (2007) *Redefining Global Strategy*. Harvard Business School Press, Boston
11. Rugman, A and Collinson, S. (2012) *International Business*. Pearson , London.

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

IS418 Half Unit Digital Convergence and Information Services

This information is for the 2011/12 session.

Teacher responsible: Professor Jannis Kallinikos

Availability: MSc Management, Information Systems and Innovation. Optional on MSc Media and Communications, MSc Media and Communications (Media and Communication Governance), MSc Media and Communications (Research), and MSc Global Media and Communications (with Fudan or USC). Available as an outside option where regulations permit and with permission of the course teacher.

Course content: The course provides an overview of the theories and models associated with the diffusion of the internet, media convergence and the development of large cross-corporate communication infrastructures. An essential aim of the course is to advance the understanding of the background developments against which information has increasingly emerged as carrier of new economic ventures and a crucial means for developing new organizational and business offerings. The course also aims

to provide an account of alternative models of producing and distributing services (for example, open source software, wikipedia) that do not any more need to rely on the mediating role which markets have normally assumed. These models both contrast and complement market-mediated ventures.

The course entails the following thematic units:

Teaching: 10 x 2-hour lectures and 10 x 1-hour classes.

Formative coursework: Classes are based around reading and discussing selected journal articles from the course study pack. Written formative feedback is provided on weekly class preparation and participation. There is a mock examination.

Indicative reading: 1. Benkler, Y. (2006) *The Wealth of Networks: How Social Production Transforms Markets and Freedom*. New Haven: Yale University Press also available as open access in www.benkler.com

2. Carr, N. G. (2008) *The Big Switch: Rewiring the World: From Edison to Google*. New York: W. W. Norton & Company.

3. Dreyfus, H. (2001) *On the Internet*. London: Routledge.

4. Kallinikos, J. (2006) *The Consequences of Information: Institutional Implications of Technological Change*. Cheltenham: Elgar.

5. Morville, P. (2005) *Ambient Findability*. Cambridge: O'Reilly

6. Weinberger, D. (2007) *Everything Is Miscellaneous: The Power of the New Digital Disorder*. New York: Times Books.

7. Study pack with journal articles, book chapters and web publications

Assessment: 3 hour exam in the ST (100%).

IS419 Half Unit Not available in 2011/12 Qualitative Research in Management Studies

This information is for the 2011/12 session.

Teacher responsible: Dr Susan V Scott

Availability: Optional on MSc Management, Information Systems and Innovation. Available as an outside option where regulations permit and with permission of the course teacher.

Course content: This course explores the status of qualitative research in management studies and how such research is supported and practiced across higher education, government and business sectors. The course considers the purposes that research serves in contemporary society, the infrastructures established to support research, some principal methods and approaches to qualitative enquiry, and the processes by which such research outputs are made use of. The primary focus of the course is on qualitative research in the field of information systems, socio-economic and organizational innovation, and management. However, core concepts are illustrated by drawing from a wider base including research traditions in physical sciences and medicine.

Teaching: Twenty hours of lectures and 10 one hour classes in the LT.

Formative coursework: Classes are based around reading and discussing selected journal articles from the course study pack. Formative feedback is provided on class participation, and written feedback will be provided on a mock exam held in week 10.

Indicative reading: Process. London: Sage; Flyvbjerg, B. (2001) *Making Social Science Matter: Why social inquiry fails and how it can succeed again*. Cambridge: Cambridge University Press; Easterby-Smith, M., Thorpe, R. Jackson and A. Lowe (2008) *Management Research: Theory and Practice* (3rd Ed). Thousand Oaks, CA: Sage.; Grey, Chris (2009) *A Short, Fairly Interesting and Reasonably Cheap Book about Studying Organizations* (2nd Ed). Thousand Oaks, CA: Sage; Law, J. (2004) *After Method: Mess in social science*. Abingdon, Oxon & New York: Routledge; Silverman, D. (2001) *Interpreting Qualitative Data: Methods for analysing talk, text, and interaction*. Thousand Oaks, CA: Sage; Myers, M. (2008) *Qualitative Research in Business and Management*. Thousand Oaks, CA: Sage; Strauss, A. and J. Corbin (1998) *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory*. 2nd Ed. Thousand Oaks, CA: Sage; Walsham, G. (1993) *Interpreting Information Systems in Organizations*. Chichester:

Wiley; Yin, R.K. (2003) *Case Study Research: Design and Methods*, London: Sage, Third Edition.

Assessment: One 3-hour examination in the ST (100%).

IS470 Half Unit Innovation and Information Systems: Concepts and Perspectives

This information is for the 2011/12 session.

Teacher responsible: Professor C Avgerou, NAB3.22 and Dr Shirin Madon, NAB3.31.

Availability: This course is compulsory for MSc Management, Information Systems and Innovation. It is optional on MSc Media and Communications, MSc Media and Communications (Media and Communication Governance), MSc Media and Communications (Research) and MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy/MPA Public and Social Policy. It is available as an outside option to other MSc students.

Course content: The course explores the theoretical foundations for the study of organizational and social innovation and the particular role of information systems in such change. It integrates concepts and perspectives of innovation from a range of disciplines. In completing this course students should be able to draw critically from existing theories in order to address issues of technology-based innovation, organizational change and information systems management.

The lectures cover literature related to three broad themes: innovation and organizational change; information technology and organizational change; and information technology innovation and socio-economic change. For each of these themes we identify and discuss relevant theoretical concepts and perspectives. The discussion of theories is structured in terms of technical/rational and socially embedded approaches.

In addition we provide five formative sessions on essay preparation.

Teaching: 10 two-hour lectures, 5 one-hour lectures and 10 one-hour classes.

Formative coursework: Classes are based around reading and discussing selected journal articles from the course study pack.

Formative feedback is provided on class participation.

In addition, students will complete a formative essay of 2000 words on which feedback will be provided.

A mock examination, with questions from IS470, IS471 and IS472 is held in January.

Indicative reading: Core readings will be made available in a study pack for students. Other references include:

Brynjolfsson E (2010), *Wired for innovation*; The MIT Press, Cambridge, MA; Ciborra, C (1993) *Teams, markets, and systems: business innovation and information technology* Cambridge, Cambridge University Press. Ciborra, C. (2000) *From control to drift: the dynamics of corporate information infrastructures* Oxford, OUP. Conway, S. and Steward, F. (2009) *Managing and Shaping innovation* Oxford OUP. Currie, W., and Galliers, R. (1999) *Rethinking management information systems: an interdisciplinary perspective* Oxford, OUP. Fagerberg, J. Mowery, D.C., and Nelson, R. (2005) *The Oxford Handbook of Innovation* Oxford, OUP. Flichy, F. (2007) *Understanding Technological Innovation: A socio-technical approach* Cheltenham, Edward Elgar. Howcroft, D., and Trauth, E.M. (2005) *Handbook of critical information systems research: theory and application* Cheltenham, Edward Elgar. Latour, B. (2005) *Reassembling the social: an introduction to actor-network-theory* Oxford, OUP. Lloyd-Jones, R., Coakes, E., and Willis, D. (2000) *The new SocioTech: graffiti on the long wall* London, Springer. Mansell, R., Avgerou, C. Quah, D., Silverstone, R. (2007) *The Oxford Handbook of Information and Communication Technologies* Oxford, OUP. Walsham, G. (1993) *Interpreting information systems in organizations* Chichester, Wiley. Weick, K. E. (2001) *Making sense of the organization* Oxford, Blackwell. Willcocks, L., and Mingers, J. (2004) *Social theory and philosophy for information systems* Chichester, Wiley.

Assessment: A 3,000 word individual literature-based essay on an approved topic, due mid December (50%)

A two-hour unseen examination taken in the ST (50%).

IS471 Half Unit Innovating Organisational Information Technology

This information is for the 2011/12 session.

Teachers responsible: Dr Will Venters, NAB3.13 and Dr Susan Scott, NAB3.12

Availability: This course is compulsory on MSc Management, Information Systems and Innovation. It is optional for MSc Management Science (Operational Research) and MSc Management. It is available as an outside option to other MSc students.

Pre-requisites: A basic knowledge of computing, including hardware and software. Students are expected to have a basic understanding of the challenges of implementing and managing information systems in organisations. A short study pack of selected readings will be provided for students who require this background understanding.

Course content: The course provides students with a practical and theoretical insight into the processes and practices of developing contemporary Information Systems. The course reflects the diversity of contemporary information systems contexts; discussing how we should manage the development of complex Internet enabled systems and services.

The course focuses on new technologies and practices including cloud and grid computing, open-source development, Software as a Service, Web2.0 mashups, mobile and ubiquitous information technology, technology to support knowledge work, innovating customer relationship management, mediating mutual adjustment and mass-scale mediated communities. The changing architectures of information systems towards an Internet based cloud are key themes of the course. Attention is however also given to the development of traditional ERP and information management systems which remain important in enterprises.

Particular attention is given to problem structuring and problem design issues within such complex settings using Soft Systems Methodology and the Unified Modeling Language as a toolkit. Agile methods form a core part of the teaching, with Extreme Programming, Rapid Application Development and Internet-speed development contrasted with development formalism such as the Rational Unified Model and Capability Maturity Models.

To ensure that students gain practical experience we include a two-week intensive "bootcamp" group project in which outside consultants present a "real-world" case study of systems development and the groups undertake to rapidly analyse and design a proposal for a technical solution. This allows students to support their theoretical understanding with a strong practical experience of the pressures and difficulties of systems development today. The "bootcamp" group project provides a realistic experience of developing systems within a consulting role, and is supported by classes and question and answer session and online discussion. Students gain an understanding of the benefits and difficulties of working within a small team under pressure.

Teaching: 10 two-hour lectures, 5 one-hour lectures and 10 one-hour seminars.

Formative coursework: Students discuss articles, practice systems development techniques, and critically evaluate their success.

Formative feedback is provided on class participation. There is also a mock exam in January shared with IS470 and IS472.

Indicative reading: Avgerou, C. & T. Cornford, *Developing Information Systems: Concepts, Issues and Practice*. Macmillan, 1998; Avison, D. & G. Fitzgerald, *Information Systems Development: Methodologies, Techniques and Tools*, McGraw Hill, 2006; Beck, K. and C. Andres (2005). *Extreme Programming Explained*. Addison-Wesley; Benkler, Y. (2006): *The Wealth of Networks*. Yale University Press; Carr, N. G. (2008): *The Big Switch: Rewiring the World From*

Edison to Google. W. W. Norton & Co; Checkland, P. and J. Poulter (2006). *Learning for Action*. John Wiley and Sons; Galliers, B. & W. Currie, ed. (Forthcoming): *The Oxford Handbook of Management Information Systems*. Oxford University Press; Jarvis, J. (2009): *What Would Google Do?* Collins; Mathiassen, L., J. Pries-Heje, & O. Ngwenyama (2000): *Improving Software Organizations*. Addison Wesley; Monson-Haefel, R. (2009): *97 Things Every Software Architect Should Know*. O'Reilly Media, Inc; Pralahad, C. K. & M. S. Krishnan (2008): *The New Age of Innovation*. McGraw-Hill Professional; Rittinghouse, J.W. & Ransome, J.F. (2009): *Cloud Computing*. CRC Press; Scott, K. (2001). *UML Explained*. Addison-Wesley; Sommerville, I. (2010): *Software Engineering*. Addison Wesley. Tapscott, D. & A. D. Williams (2007): *Wikinomics*. Atlantic Books; Thackara, J. (2005): *In the Bubble: Designing in a Complex World*. MIT Press; Zittrain, J. (2008): *The Future of the Internet: And How to Stop It*. Allen Lane.

Selected reading references to other books and papers will be provided.

Assessment: A two-hour unseen examination taken in the ST (50%).

The team 'boot camp' project in the MT (50%).

IS472 Half Unit Global Strategy, Management and Information Systems

This information is for the 2011/12 session.

Teachers responsible: Professor LP Willcocks (NAB 3.23) and Dr S Smithson (NAB 3.31)

Availability: This course is compulsory on MSc Management, Information Systems and Innovation.

Pre-requisites: A basic understanding of business strategy and management and a basic knowledge of information and communication technologies. Students are expected to have a basic understanding of the challenges of implementing and managing information systems in organisations. A short study pack of selected readings will be provided for students who require this background understanding.

Course content: The main focus of this course is to examine contemporary global strategies and management practices of corporations and government agencies across the world. In the context of Ghemawat calls 'semi-globalization' we examine how to analyse corporate and business strategies, competitiveness, and how organizations set up and manage structures, processes, human resources, and technologies to deliver on their objectives. Following through on this theme and context the course focuses more specifically on the social, managerial and political issues involved in the introduction and operation of information and communications technologies in organisations. The course analyses critically the opportunities and risks attached to the development and utilisation of information and communications technologies in contemporary organisations. The aim is to educate and inform future managers about strategy, management and information systems in the context of increasing globalization, and to establish the key choices and practices impacting on organizational and individual performance. Case studies are used to demonstrate the key issues.

Topics covered include: Global strategic management; corporate and business level strategies; industry competition; competing through resources and capabilities; value creation; management functions, IS strategy and sourcing; IS projects, risk management and organisational change; role and governance of the IS function; IT-enabled business process (re)design; infrastructure; business and IS evaluation.

Teaching: 10 two-hour lectures and ten one-hour classes and 2 one-hour formative sessions (lectures).

Formative coursework: Classes are based around reading and discussing selected journal articles from the course study pack. Formative feedback is provided on class participation.

A mock examination, with questions from IS470, IS471 and IS472 is held in January.

Indicative reading: M. Peng (2011) *Global Strategic Management*. South Western, New York; Ghemawat (2007) *Redefining Global Strategy*. Harvard Business School Press, Boston. Johnson, G., Scholes, K. and Whittington, R. (2011) *Exploring Corporate Strategy: Texts and Cases*. Prentice Hall, London; Mintzberg, H. (2009) *Managing*. Prentice Hall, London; Willcocks, L. Petherbridge, P. and Olson, N. *Making IT Count: Strategy Delivery Infrastructure*, Butterworth, 2003; Galliers, R. and Leidner, D. (eds.) (2009) *Strategic Information Management*. Routledge, London.

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

IS479 Half Unit Information Systems for the Public Sector

This information is for the 2011/12 session.

Teacher responsible: Dr Antonio Cordella, NAB3.30

Availability: Optional for MSc Management, Information Systems and Innovation, MSc Public Management and Governance and MSc Media, Communication and Development. It is available as an outside option to other MSc students.

Pre-requisites: Students should have an appreciation of information management and systems development and implementation issues. A short study pack of selected readings will be provided for students who require this background understanding.

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 topics include: theoretical perspectives of government organisations; the distinctive aspects of the public administration context for technology-enabled innovation; e-government and public sector reform; public sector ICT innovation and public value creation; the consequences IT-enabled innovation for the relationships between government, citizens and the private sector.

Teaching: 10 two-hour lectures, 10 one-hour seminars.

Formative coursework: Classes are based around reading and discussing selected journal articles from the course study pack. Formative feedback is provided on class participation.

Indicative reading: Core readings will be made available in a study pack for students. Other references include:

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. 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; D F Norris, 'Building the virtual state ... or not? A critical appraisal,' *SSCR* 21 (4): 417-424, (2003).

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

IS480 Half Unit Information Technology and Service Innovation

This information is for the 2011/12 session.

Teacher responsible: Dr E Klecun, NAB3.37 and Ms S Elaluf-Calderwood

Availability: This course is optional for the MSc Management, Information Systems and Innovation and MSc Management, Organisations and Governance. It is available as an outside option where regulations permit and with the permission of the course teacher.

Course content: The course aims to give the students theoretical and practical insights into the key issues informing the design of contemporary information technology (IT). The course relates the diversity of contemporary IT developments to organisational innovation and emphasises the increased complexity of this challenge with ubiquitous and pervasive technologies affording intimate everyday experiences relying on digitisation and convergence of device functionality, data, content, systems, services and infrastructures. This complexity, which has emerged within the past couple of decades both offer possibilities for innovation, but also significant risks. Mobile and ubiquitous IT will feature as an illustrative example of IT innovation throughout. Throughout the course small groups of students will describe an existing complex real-life set of services and suggest design improvements, sensitised by theoretical elements from the course. Subsequently, each individual group member will write a reflective essay based on the group discussions.

Topics addressed will be: IT innovation between digital dust and global infrastructure; IT artefacts and ecosystems; Technology affordances and performances; Information and interaction intimacy; Amplified teams; The technological organisation; Global crowd innovation with IT; Global technology innovation tussles; Business innovation with information technology.

The weekly seminars will consist of presentations and discussions offering students opportunity to critically reflect on theoretical and pragmatic issues related to the subject matter of the course, such as; the IT artifact and ecosystem, the role of IT in business innovation, understanding the paradoxes of technology performances, intimate technology experiences, IT mediated team-working, the IT-enabled organisation, innovating global IT mediated crowds, innovation as organisational tussles, and the role of IT-based innovation for business development.

Teaching: 10 two-hour lectures and 10 one-hour seminars.

Formative coursework: Classes are based around reading and discussing selected journal articles from the course study pack. Formative feedback is provided on class participation. In addition, students will complete a formative essay proposal of 1000 words in week 5 on which feedback will be provided.

Indicative reading: Baldwin, C. Y. & K. B. Clark (2000): *Design Rules: The Power of Modularity*, Volume 1. MIT Press; Barfield, W. & T. Caudell, ed. (2001): *Fundamentals of Wearable Computers and Augmented Reality*. Lawrence Erlbaum Associates; Beniger, J. R. (1986): *The Control Revolution*. Harvard University Press; Benkler, Y. (2006): *The Wealth of Networks*. Yale University Press; Braa, K, C. Sørensen, and B. Dahlbom, ed. (2000): *Planet Internet. Studentlitteratur*; Carr, N. G. (2008): *The Big Switch: Rewiring the World From Edison to Google*. W. W. Norton & Co; Castells, M., J. L. Qiu, M. Fernandez-Ardevol, & A. Sey (2007): *Mobile Communication and Society*. MIT Press; Ciborra, C. (2002): *The*

Labyrinths of Information. OUP; Dourish, P. (2001): *Where the Action Is*. MIT Press; Engeström, Y. (2008): *From Teams to Knots: Studies of Collaboration and Learning at Work*. Cambridge University Press; Felstead, A., N. Jewson, & S. Walters (2005): *Changing Places of Work*. Palgrave Macmillan; Goffman, E. (1959): *The Presentation of Self in Everyday Life*. Bantam; Goldin, D. Q., S. A. Smolka, & P. Wegner, ed. (2006): *Interactive Computation*. Springer; Hislop, D., ed. (2008): *Mobility and Technology in the Workplace*. Routledge; Kallinikos, J. (2006): *The Consequences of Information*. Edward Elgar; Ling, R. (2008): *New Tech, New Ties*. The MIT Press; Mccullough, M. (2004): *Digital Ground*. MIT Press; Norman, D. (1999): *The Invisible Computer*. MIT Press; Perrow, C. (1984): *Normal Accidents*. Basic Books; Sørensen, C. (Forthcoming): *Enterprise Mobility*. Palgrave; Suchman, L. A. (2006): *Human and Machine Reconfigurations*. Cambridge University Press; Thackara, J. (2005): *In the Bubble: Designing in a Complex World*. MIT Press; Van De Ven, A. H., D. Polley, R. Garud, & S. Venkataraman (2008): *The Innovation Journey*. Oxford University Press; Weinberger, D. (2008): *Everything Is Miscellaneous: The Power of the New Digital Disorder*. Henry Holt; Weizenbaum, J. (1976): *Computer Power and Human Reason*. Penguin Books; Willcocks, L. & M. C. Lacity (2006): *Global Sourcing of Business and IT Services*. Palgrave Macmillan; Yates, J. (1989): *Control through Communication: The Rise of System in American Management*. Johns Hopkins University Press; Zittrain, J. (2008): *The Future of the Internet: And How to Stop It*. Allen Lane; Zuboff, S. (1987): *In the Age of the Smart Machine*. Basic Books; Zuboff, S. & J. Maxmin (2002): *The Support Economy*. Penguin.

Assessment: A group project (50%) and a 2500 word individual report (50%).

IS484 Half Unit Managing Information Risk and Security in Business

This information is for the 2011/12 session.

Teacher responsible: Dr James Backhouse, NAB 3.28

Availability: This course is optional on MSc Management, Information Systems and Innovation and MSc Management, Organisations and Governance. It is available as an outside option to other MSc students.

Pre-requisites: A basic knowledge of computing, including hardware and software, and of communication technologies.

Course content: This course evaluates the developing strategies and approaches in business to managing information risk, which is seen as a key activity for modern organizations. Calculative and technical risk security approaches are assessed alongside the assurance perspectives of implementing risk governance, security countermeasures and business continuity planning. Particular topics include: security management, governance, standards and certification; evaluation of security technology; interoperability, identity management and privacy issues.

Teaching: 10 two-hour lectures, 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: R Anderson (2008) *Security Engineering: a guide to building dependable distributed systems*, Second Edition John Wiley; J R Beniger (1986) *The Control Revolution, Technological and Economic Origins of the Information Society*, Harvard University Press; W Cheswick, J Carr (2009) *Inside Cyber Warfare: Mapping the Cyber Underworld* O'Reilly Associates 2009; Gurpreet Dhillon (2007) *Principles of Information Systems Security: Text and Cases*. J Wiley & Sons; Andy Jones and Debi Ashenden (2005) *Risk Management For Computer Security: Protecting Your Network And Information Assets* Butterworth-Heinemann; D Lacey (2008) *Managing the Human Factor in Information Security*, John Wiley; Kevin D. Mitnick, William L. Simon (2006) *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 and Howard 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; William Stallings (2003) *Network Security Essentials: Applications and Standards*, Second Edition, Prentice Hall; G Westerman; R Hunter (2007) *IT Risk*, Harvard Business School Press.

Assessment: 1,000 word essay proposal in week 7 of LT (10%). Based on this, feedback is provided for a research essay of up to 5,000 words on the agreed topic (90%).

IS485 Half Unit Management and Economics of E-Business

This information is for the 2011/12 session.

Teachers responsible: Dr Steve Smithson, NAB 3.31 and Dr Antonio Cordella, NAB 3.30

Availability: Optional for MSc Management, Information Systems and Innovation and MSc Management, Organisations and Governance. It is available as an outside option to other MSc students.

Pre-requisites: None, but a basic understanding of information systems within organisational contexts is assumed. Students are expected to have a basic understanding of the challenges of implementing and managing information systems in organisations. A short study pack of selected readings will be provided for students who require this background understanding.

Course content: The course discusses managerial, economics and innovation aspects of online business. History and foundations of online business are introduced to discuss the managerial challenges of the different e-business practices: Business-to-consumer (B2C) and Business-to-business (B2B) systems; e-marketing; intermediation; e-procurement; and IT in supply chain management. Economic theories, such as transaction costs and principal agent, are used to discuss the impact of e-business on market structure and organisation. The course introduces practical and management aspects of the impact of diverse technologies on interorganisational relationships, new organisational forms, such as networked organisations, and electronic markets. Strategies for e-business innovation including web 2.0 and similar developments are also discussed.

Teaching: 10 two-hour lectures, ten one-hour classes.

Formative coursework: Classes are based around reading and discussing selected journal articles from the course study pack and case studies. Formative feedback is provided through class presentations and a formative essay of 1000 words on which feedback will be provided.

Indicative reading: J.Reynolds, *E-Business: A Management Perspective*, OUP, 2010 and G Schneider, *Electronic Commerce*, 8edn, Thomson, 2009 provide introductory/background reading. Various journal articles are supplied as a study pack, including: Benslimane, Y., Plaisent, M., & Bernard, P. (2005). Investigating search costs and coordination costs in electronic markets: A transaction costs economics perspective. *Electronic Markets*, 15, 213-224.

Bharadwaj, A. S. (2000). A resource-based perspective on information technology capability and firm performance: An empirical investigation. *MIS Quarterly*, 24 (1): 169-196

Chu, C. & Smithson, S. (2007) E-business and organisational change: A structural approach. *Information Systems Journal*, 17 (4), 369-389; Clegg, C. et al (2005) A Socio-technical Study of E-business: Grappling with an Octopus. *Journal of E-Commerce in Organizations*, 3 (1), 53-71, 2005

Jason Dedrick, Sean Xu, Kevin Zhu, How Does Information Technology Shape Supply-Chain Structure? Evidence on the Number of Suppliers, *Journal of Management Information Systems*, v.25 n.2, p.41-72

Garicano, L., & Kaplan, S. N. (2001). The effect of business-to-business e-commerce on transaction costs. *Journal of Industrial Economics*, 49, 463-485; Govindarajan, V. & Trimble, C. (2005) Building breakthrough businesses within established organizations. *Harvard Business Review*, May, 58-68; Lee, H.L. (2002) Aligning supply chain strategies with product uncertainties. *California Management Review*, Vol.44, No.3, 105-119; Malone, T. W., Yates, J. and Benjamin, R. I. (1987), Electronic Markets and Electronic Hierarchies: Effects of Information Technology on Market Structure and Corporate Strategies, *Communications of the ACM*, 30:484-497; Mukhopadhyay, T. and S. Kekre (2002). Strategic and operational benefits of electronic integration in B2B procurement processes. *Management Science*, 48 (10): 1301-1313; Picot A., Bortenlänger C., Röhr H., Organization of electronic market: contributions from the new institutional economics, *The Information Society*, 13, (1997), 107-123; Shan Wang, Shi Zheng, Lida Xu, Dezheng Li, Huan Meng. (2008) A literature review of electronic marketplace research: Themes, theories and an integrative framework. *Information Systems Frontiers* 10:5, 555-571; Shapiro, C.L. and Varian, H.R.: *Information Rules*, Chap.2, Boston, Harvard Business School Press, 1999; Stigler, G.J. The economics of information, *Journal of Political Economy* 69(3) (1961) 213-225; Subramani, M. R. and N. Venkatraman (2003). Safeguarding investments in asymmetric inter-organizational relationships: Theory and evidence. *Academy of Management Journal*, 46: 46-62

Assessment: A 5,000 word individual essay on an approved topic. (100%)

IS489 Half Unit Principles of Privacy and Data Protection

This information is for the 2011/12 session.

Teachers responsible: Dr E Whitley NAB 3.32 and Dr T Cornford NAB 3.29.

Availability: This course is optional for MSc Management, Information Systems and Innovation 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: The course provides a detailed overview of the key elements of privacy and its intersections with issues as diverse as human rights and the global and national regulation of business. The course content is international in nature, and reviews contemporary issues arising from new practices in the private sector, new policy approaches from governments, and innovation technologies and services. Topics include restrictions on information sharing and cross-border information flows in a global market; transformations in government information processing practices; the technological and regulatory challenges for business; identification systems for the marketplace, nation-state, tracking the international movement of people; the protection of sensitive personal data including medical and financial information; data-mining in the context of national security and anti-terrorism policies; innovation and the implications for communications surveillance; behavioural studies of privacy attitudes and the evolution of trust and consent in online environments. The course enables students to understand the challenges of regulatory development, governance, implementation, and change in a complex environment involving issues like economic growth, national security, and technological innovation.

Formative coursework: Classes are based around reading and discussing selected journal articles from the course study pack. Formative feedback is provided on class participation. In addition, students will complete a formative essay of 2,000 words on which feedback will be provided.

Teaching: There are 20 hours of lectures in the LT and 10 one-hour classes. 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); Solove, DJ Understanding privacy (2008), Harvard University press, Harvard, Stephen Margulis, "Privacy as a Social Issue and Behavioural Concept", *Journal of Social Issues*, Vol.59, No.2, 2003, pp.243-261; Lew McCreary, "What was privacy?", *Harvard Business Review*, October 2008; 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: A 5,000 word essay on an approved topic (100%).

IS490 Study Skills and Research Methods

This information is for the 2011/12 session.

Teachers responsible: Dr Steve Smithson, NAB3.31 and Dr Ela Klecun, NAB3.37.

Availability: This course is compulsory for MSc Management, Information Systems and Innovation but it is a non-assessed course

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 MISI programme.

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: There are 20 two-hour lectures in MT and 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: The course is not formally assessed.

IS499 Dissertation: MSc MISI

This information is for the 2011/12 session.

Teachers responsible: All members of the Information Systems and Innovation Group are involved in dissertation support.

Availability: Compulsory for MSc Management, Information Systems and Innovation.

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 Study Skills and Research Methods provides background material on undertaking dissertation work.

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. The dissertation is critical to assessment on the programme.

LL400

Jurisprudence and Legal Theory

This information is for the 2011/12 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.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Course content: The aim of this course is to situate the central debates in jurisprudence against the backdrop of some major themes in modern legal and political theory, notably questions of sovereignty, autonomy, rights and democracy. We begin in MT with a consideration of important texts by philosophers such as Hobbes, Kant, Nietzsche and Habermas. In LT, the focus shifts to a range of topics in contemporary jurisprudence - for example, the relation law bears to questions of morality, political legitimacy and economic efficiency - and to the writings of authors such as Kelsen, Hart, Fuller and Dworkin.

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.

Assessment: One two-hour formal examination contributing 50% of the final mark and one extended essay (8,000 words) contributing 50% of the final mark. The extended essay will meet the LLM Writing Requirement.

LL402 Alternative Dispute Resolution

This information is for the 2011/12 session.

Teacher responsible: Professor Linda Mulcahy, NAB 7.15

Availability: For LLM degree and MSc Law, Anthropology and Society. No previous knowledge of alternative dispute resolution is required.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

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 prepare one class presentation and to submit one detailed essay plan.

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: One two-hour formal examination (50%) and one 8,000 word extended essay (50%). The extended essay will meet the LLM Writing Requirement.

LL403**Copyright and Related Rights****This information is for the 2011/12 session.****Teacher responsible:** Ms A Barron, NAB 6.05**Availability:** For LLM students and other Master's level students with permission.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

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 history and conceptual basis of copyright; the major rules and doctrines of UK, EU and international copyright law; current trends in the development of copyright law and the critiques that have been directed at these trends; 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.**LL406 Half Unit****Introduction to Regulation****This information is for the 2011/12 session.****Teacher responsible:** Professor R Baldwin, NAB7.08**Availability:** This is an optional paper for LSE LLM students, MSc Public Management and Governance, MPA Programme (all streams), MSc Law and Accounting, MSc Public Policy and Administration, MSc Public Policy and Administration (Research) and the LSE-PKU Double Degree in Public Administration and Government. Other MSc students may take the paper by arrangement. This paper is NOT available for students of the MSc Regulation programme. This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.**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 2011/12 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, MSc Media and Communications (Media and Communication Governance), MSc Media and Communications (Research), MPA (all streams), MSc Public Policy and Administration and MSc Public Policy and Administration (Research) and LSE-PKU Double Degree in Public Administration and Government. Other MSc students may take the paper by arrangement.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

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.**Indicative reading:** Gibbons, *Regulating the Media* (2nd edn, Sweet & Maxwell, 1998); Feintuck and Varney, *Media Regulation, Public Interest and the Law* (2nd edn, 2006); Goldberg, Prosser & Verhulst (Eds), *Regulating the Changing Media: a Comparative Study* (OUP, 1998); Fenwick and Phillipson, *Media Freedom Under the Human Rights Act* (OUP, 2006); Woods and Harrison, *European Broadcasting Law and Policy* (CUP, 2007).**Assessment:** One 8,000 word extended essay (100%). The extended essay will meet the LLM Writing Requirement.**LL409****Human Rights in the Developing World****This information is for the 2011/12 session.****Teacher responsible:** Dr Chaloka Beyani, NAB 7.04**Availability:** For LLM and MSc Human Rights students.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

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 participate in regular group Q&A exercises which are posted on the course's Moodle site.

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 will be available through the course's Moodle page.

Assessment: The course is examined by one extended essay of 8000 words, counting for 50% of the final grade, and one two-hour exam (with 15 minutes reading time) also counting for 50%. The extended essay will meet the LLM Writing Requirement.

LL416 Regulating New Medical Technologies

This information is for the 2011/12 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. This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Course content: Course content includes:

1. Bioethics
2. Assisted Conception
3. Regulation of genetic information; direct to consumer genetic testing; 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 of two-hour seminar.

Formative coursework: Students are asked to submit two 2,000 word essays.

Indicative reading: A detailed reading list will be provided.

Assessment: This course is assessed by a 15,000 word dissertation due at the end of August.

LL418 European Administrative Law

This information is for the 2011/12 session.

Teacher responsible: Professor Carol Harlow, NAB 6.02 This course is jointly taught with UCL where the responsible teacher is Professor Richard Rawlings.

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. This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Course content: The course is concerned with the development of a system of European Union administrative law. It focuses on the development of European governance structures, the design of regulatory frameworks and on institutions for control of the administration; on principles of, and structures and processes for, securing accountability; on the role and contribution of courts and the European Ombudsman. 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

Teaching: There will be 21 two-hour seminars. A full weekly seminar list of appropriate readings will be provided on Moodle. Written assignments will be distributed as appropriate throughout the course of the year. Opportunities will be provided for student presentations.

This course is jointly taught with UCL

Formative coursework: Students are asked to submit two 2,000 word essays.

Indicative reading: Recommended 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: J. Hayward & E. Page, *Governing the New Europe* (Polity); H. Hofman and A. Turk, *EU Administrative Governance* (Edward Elgar, 2006) and *Legal Challenges in Administrative Law* (Edward Elgar, 2009); 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 (eds), *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, 'Three Phases in the Evolution of EU Administrative Law' in P. Craig & G. de Burca, *The Evolution of EU Law* (Oxford, 2nd edn, forthcoming); 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; 'Promoting Accountability in Multi-Level Governance: A Network Approach' European Governance Papers, No C-06-02 (2006); and 'National Administrative Procedures in a European Perspective: Pathways to a Slow Convergence?', Italian online journal of European administrative law (forthcoming).

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.

LL423**Rethinking International Law**

This information is for the 2011/12 session.

Teachers responsible: Professor Susan Marks, NAB 7.14.

Availability: For LLM Students and (with the permission of the teachers responsible) students on other LSE Master's programmes. This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Course content: At a time when international law is said to be both pivotal and irrelevant, we investigate its contribution and limits as a force in global affairs. This course is designed for students who already have some acquaintance with public international law and wish to take a step back from what they have learned to date, with a view to developing new modes of understanding and enquiry. Course readings encompass both legal literature and writing by scholars from other disciplines, such as history, anthropology and geography. The course is divided into two parts. In the first part, our focus is on the interrelation between international law and such pressing global problems as war, poverty, climate change and terrorism/counter-terrorism. In the second part, we explore some questions concerning the character of international law and how it is studied. What is at stake in debates over whether international law is 'really law'? Who are the key actors in international legal institutions and processes? Why have some argued that we live today in 'lawless world', and how have others responded to this claim? Inasmuch as there exists a range of different 'approaches' to international law, what are the implications of these for analysis, policy and action?

Teaching: This course is taught by two-hour weekly seminars.

Formative coursework: Two essays of between 1500 and 2500 words, along with one or more assigned readings to prepare for class.

Indicative reading: Reading lists will be provided for each week on Moodle.

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

LL425**European Monetary and Financial Services Law**

This information is for the 2011/12 session.

Teacher responsible: Professor Niamh Moloney, NAB 7.16

Availability: For LLM, MSc Regulation and MSc Regulation (Research) students and for other Master's level students with permission. This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Course content: This course seeks to provide an in-depth understanding of the institutional and legal underpinnings of the European financial economy by examining EU monetary and banking law and the regulatory regime which governs the EU capital markets. It examines the institutional structures and the legal rules which underpin the EU'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 law 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 EU; 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. Course coverage may vary slightly from year to year.

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). Students who wish to follow the full course must register for LL425.

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.

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 2011/12 session.

Teacher responsible: Dr Pablo Ibanez Colomo, 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 EU 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 examines the history and aims of competition law. It considers the role of economic analysis and its limitations in the light of non-economic considerations. The second part is a review of the major substantive fields: restrictive practices; the regulation of monopolies and dominant positions; distribution and cooperation agreements and merger control.. The third part addresses the public and private enforcement of competition law and the final section considers its interface with economic regulation.

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); Monti, *EC Competition Law* (2007); Korah, *An Introductory Guide to EC Competition Law and Practice* (9th edn, 2007); Goyder, *EC Competition Law* (5th edn, 2009); Geradin & Elhauge, *Global Competition Law and Economics* (2007); Bellamy & Child *European Community Law of Competition* (6th edn, 2007); Faull & Nikpay, *The EC Law of Competition* (2007).

A full reading list is distributed at the beginning of the course and each seminar sheet will contain references to relevant literature.

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

LL433 Not available in 2011/12
International and Comparative Commercial Arbitration

This information is for the 2011/12 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: Weekly two-hour lectures with fortnightly back-up classes in MT and weekly two-hour seminars in LT plus six evening specialist seminars. Three revision sessions in ST.

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.

LL435

Corporate Governance

This information is for the 2011/12 session.

Teacher responsible: Professor David Kershaw, NAB 7.28 and Dr C Gerner-Beuerle, NAB 6.32

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).

This course is capped at 60 students. Students must apply through Graduate Course Choice on LSEforYou.

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 be taught largely on a comparative basis, focussing on English, US and German law.

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* (2d ed 2009); A Cahn and D C Donald, *Comparative Company Law: Text and Cases on the Laws Governing Corporations in Germany, the UK and the USA* (2010); 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 2011/12 session.

Teachers responsible: Dr. Eva Micheler, NAB 7.35 and Professor Niamh Moloney, NAB 7.16

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, property rights in shares 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. Contents may vary slightly from year to year.

Teaching: Two-hour weekly lecture and fortnightly one-hour back up classes.

Formative coursework: Students will have the opportunity to write a formative essay for each of the classes. All students are strongly encouraged to write at least one essay.

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; Eilis 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 (100%).

LL439

Insolvency Law: Principles and Policy

This information is for the 2011/12 session.

Teacher responsible: Professor Vanessa Finch, NAB 6.09

Availability: For LLM and MSc Law and Accounting students.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

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 12. Insolvency

Practitioners and the Insolvency Service

Part V - Repercussions of Insolvency on Individuals 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 2011/12 session.

Teachers responsible: Y Chahed (OLD 3.30), 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:

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'

Models of the corporate form: corporate groups

Stakeholder reporting and environmental audit

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.

Regulating the professions; overview of functions of accountants and lawyers in corporate governance and the relation between them

Other issues in accounting and the law may be substituted/added.

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: A Long Essay of up to 10,000 words due by 21 August (40%) and one formal two-hour examination in May/June (60%). Students will be required to answer three questions.

LL442

International Business Transactions I: Litigation

This information is for the 2011/12 session.

Teachers responsible: Professor T C Hartley, NAB 6.02 and Mr Jacco A Bomhoff, NAB 6.29.

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. This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

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 Union 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 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 orders (Mareva injunctions), search orders (Anton Piller orders) and equivalent remedies.
4. Recognition and enforcement of foreign judgments in commercial matters.

Teaching: Seminars: Sessional (LL442).

Formative coursework: Students are asked to submit two pieces of written work.

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, 2010); 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); Hill (Jonathan) and Chong (Adeline), *International Commercial Disputes* (Hart Publishing, 4th ed. 2010); 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: A three-hour written examination (100%).

LL443

International Business Transactions II: Substantive Law

This information is for the 2011/12 session.

Teachers responsible: Professor T C Hartley, NAB 6.02 and Mr Jacco A Bomhoff, NAB 6.29

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. This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

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 Union 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 EU competition law

Teaching: Seminars: (LL443) Sessional.

Formative coursework: Students are asked to submit two pieces of written work.

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); Hill (Jonathan) and Chong (Adeline), *International Commercial Disputes* (Hart Publishing, 4th ed. 2010); 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 2011/12 session.

Teacher responsible: Professor Martin Loughlin, NAB 7.07

Availability: Available to LLM students; available to other Master's students with permission of the Teacher responsible.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

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 extended essay of 8,000 words (due on the dissertation deadline) will contribute 50% of the marks for the course. The extended essay will meet the LLM Writing Requirement.

LL445

International Criminal Law

This information is for the 2011/12 session.

Teachers responsible: Dr Stephen Humphreys, NAB 5.12 (course convenor).

Guest lecturers will include:

Dr Chaloka Beyani (LSE)

Dr. Michael Kearney (Visiting Fellow, LSE)

Prof. Gerry Simpson (University of Melbourne)

Availability: For LLM students, MSc Criminal Justice Policy and MSc Human Rights.

Course content: This full-unit course on international criminal law seeks to place this burgeoning field of practice in its historical and political context. The course will examine the rationale for the introduction of criminal procedures and institutions at international level, and the degree to which the field is achieving - and is capable of achieving - its stated objectives. It will cover the conceptual and practical problems associated with the turn to legalised retribution

and the criminalisation of hitherto political activities, with a view to assessing the field's trajectory and progress.

The course looks back at the history of and background to international criminal law: developments at Versailles following the First World War, at Nuremberg and Tokyo following the Second and in the Balkans and Rwanda following the Cold War. It will examine the four core crimes set out in the Rome Statute of the International Criminal Court (war crimes, crimes against humanity, genocide and aggression), as well as recent discussions surrounding the crimes of torture and terrorism. It will look at institutional arrangements - at the ICC and the ad hoc and 'hybrid' tribunals - as well as procedural issues, including immunity, defences and modes of participation. It will also cover corporate complicity in international crimes.

Teaching: Teaching is by seminar. There is normally one two-hour seminar each week. There may be back-up classes, (up to four per term).

Formative coursework: Students may submit two 2,000 word essays. Students are asked to choose from past exam papers and submit by the end of Week 3 in Michaelmas and Lent terms respectively.

Indicative reading: Gary Bass, *Stay the Hand of Vengeance: The Politics of War Crimes Tribunals* (Princeton, 2000); Judith Shklar, *Legalism* (Harvard, 1964); Hannah Arendt, *Eichmann in Jerusalem* (Penguin, 1997); Gerry Simpson, *Law, War and Crime*, (Polity, 2007).

Assessment: A three-hour written examination, based on the entire syllabus (100%).

LL446

Regulation: Legal and Political Aspects

This information is for the 2011/12 session.

Teacher responsible: Professor Robert Baldwin, NAB 7.08

Availability: LLM, MSc Law and Accounting students and other MSc students when places available (MPA Programme (all streams)). This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

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.

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

International Economic Law

This information is for the 2011/12 session.

Teacher responsible: Dr Andrew Lang, NAB 6.19

Availability: For LLM students and MSc Development Studies.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

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:

Teaching: There is a two-hour seminar each week, sessional.

Formative coursework: Students are asked to submit one 2,000 word essay.

Indicative reading: Recommended: Lester and Mercurio, *World Trade Law: Text, Materials and Commentary* (Hart, 2008); 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 2011/12 session.

Teachers responsible: Dr Stephen Humphreys, NAB 5.12, Dr Andrew Lang, NAB 6.19.

Availability: For LLM students and MSc Human Rights. Some prior knowledge of international law is useful but not essential.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

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 conduct of hostilities and takes a critical approach to the international regulation and facilitation of armed conflict. It covers the laws governing the means and methods of warfare (sometimes known as 'Hague' law) and those regarding 'protected' groups hors de combat ('Geneva' law) in times of armed conflict and occupation. The course will further consider the practice of 'lawfare' more generally: that is, recourse to law as an aspect of waging war.

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 (100%), based on the entire syllabus.

LL453**International Human Rights**

This information is for the 2011/12 session.

Teachers responsible: Dr Margot Salomon, TW2. V503, Professor Susan Marks, NAB 7.14, and Professor Christine Chinkin, NAB 6.15

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. Recurring questions 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? How might we understand the contribution of human rights to addressing contemporary ills and what are their particular limitations? Through the consideration of topical thematic issues, students will learn about, and critically analyse, human rights concepts, norms, institutions and actors. The course is composed of five sections. The first section begins 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 second is concerned with human rights and deprivation. Here we relate human rights to such issues as globalisation, poverty and climate change. The third section addresses human rights and violence. Here we consider the bearing of human rights for counter-terrorism, violence against women, war, and post-conflict. The fourth section of the course explores issues around identity, including non-discrimination and the prohibition of genocide. At the end of the course we take a step back to reflect on debates within and about international human rights, and explore the contribution, limits and further possibilities of this 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 1,500 word essays.

Indicative reading: A comprehensive reading list will be provided.

Assessment: A three-hour exam in June (100%). Students are usually given 10 questions and must answer four.

LL454**Human Rights of Women**

This information is for the 2011/12 session.

Teacher responsible: Christine Chinkin, Professor of International Law, NAB 6.15.

Availability: For LLM and MSc Human Rights.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

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 treaty bodies and special mechanisms 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 monitoring States, elaborating general recommendations and making decisions and initiating inquiries under the Optional Protocol; 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 and social 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 a 1,500 word essay in both the MT and LT.

Indicative reading: Detailed readings are arranged for each class.

Assessment: A three-hour examination (100%).

LL455**International Tax Systems**

This information is for the 2011/12 session.

Teacher responsible: Eduardo Baistrocchi, NAB 7.33.

Availability: For the LLM degree and MSc Law and Accounting.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

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) LL4Z1 Business Taxation and LL4Z2 Principles of Taxation.

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: Detailed reading lists will be provided during the course via Moodle.

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 OECD; the UN; the European Commission; HM Revenue and Customs; Internal Revenue Service. Recommended reading: Baistrocchi, Eduardo A., 'The Use and Interpretation of Tax Treaties in the Emerging World: Theory and Implications' [2008] *British Tax Review* 352; Brauner, Yariv, 'An International Tax Regime in Crystallization - Realities, Experiences and Opportunities' (2002), NYU Law School, Public Law Research Paper No. 43, available at: <http://ssrn.com/abstract=315685> or doi:10.2139/ssrn.315685

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*; *International Transfer Pricing Journal*; *British Tax Review*; *National Tax Journal*.

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 2011/12 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.

Availability: For LLM students and MSc Criminal Justice Policy. This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

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. 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: One essay of 2,000 words to be submitted by the end of term.

Indicative reading: B Hale (2010) *Mental Health Law* 5th Edition, Sweet and Maxwell; and J. Peay (2010) *Mental Health and Crime*, Routledge. As a general textbook we recommend P Bartlett & R Sandland, *Mental Health Law. Policy and Practice*, Oxford University Press. A new edition is forthcoming in 2011/12.

Assessment: A three-hour examination that counts for (100%).

LL460 International Law and the Protection of Refugees, Displaced Persons and Migrants

This information is for the 2011/12 session.

Teacher responsible: Dr C Beyani, NAB 7.04

Availability: For LLM and MSc Human Rights students. This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

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.

LL465 Law and Social Theory

This information is for the 2011/12 session.

Teacher responsible: Professor W Tim Murphy, NAB 7.22

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.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

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 Professor Tim Murphy.

Formative coursework: Students are asked to submit two 2,000 word essays.

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 extended essay of 8,000 words maximum which is due in August. The extended essay will meet the LLM Writing Requirement.

LL468 Half Unit Human Rights Law: The European Convention of Human Rights

This information is for the 2011/12 session.

Teacher responsible: Professor Conor Gearty, NAB, 7.11

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.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Course content: This course will provide an overview of the origin, development and current standing of the European Convention on Human Rights and Fundamental Freedoms. Its primary focus will be on the case-law of the European Court of Human Rights, though the cases of other jurisdictions will also be referred to where appropriate. The course will analyse the Convention from the perspective of selected rights within it, but will also engage with the subject thematically, subjecting such concepts as the 'margin of appreciation' and proportionality to close scrutiny. The goal of the course is to give students a good critical understanding of the Convention, the case-law of the Strasbourg court and the Convention's place within the constitutional and political structure of 'Greater Europe'.

This course complements Human Rights Law: The HRA (LL469) but is entirely self-standing and can easily be taken without that course.

Teaching: 10 two-hour seminars in the MT of each academic year.

Formative coursework: Students are asked to submit one 2,000 word essay.

Indicative reading: There are two texts that cover the ground of the course and to which reference will be made: Jacobs and White, *The European Convention on Human Rights* 4th edn (OUP, 2006) and Harris, O'Boyle and Warbrick, *Law of the European Convention on Human Rights* 2nd edn (Oxford, 2009). Also useful is Mowbray, *Cases and Materials on the European Convention on Human Rights* 2nd edn (Oxford, 2007). A strong European perspective is to be found in van Dijk, van Hoof, van Rijn and Zwaak (eds), *Theory and Practice of the European Convention on Human Rights* 4th edn (Intersentia, 2006).

The course will involve textbook reading but will primarily entail analysis of case-law read for the seminar and discussed in class.

Assessment: This subject is examined by one two-hour paper, composed of at least five questions of which two must be attempted.

LL469 Half Unit Human Rights Law: The Human Rights Act

This information is for the 2011/12 session.

Teacher responsible: Professor Conor Gearty, NAB, 7.11

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.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

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. The course complements Human Rights Law: the European Convention on Human Rights (LL468) but can be taken separately from it.

Teaching: 13 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: Kavanagh, *Constitutional Review under the UK Human Rights Act* (Cambridge, 2009); Hickman, *Public Law After the Human Rights Act* (Hart, 2010); Gearty, *Principles of Human Rights Adjudication* (Oxford University Press, 2004). While these books will be referred to, students will also be expected to read cases: they will receive a detailed Reading list for each topic.

Assessment: This subject is examined by one two-hour paper, composed of at least five questions of which two must be attempted.

LL474 Modern Legal History

This information is for the 2011/12 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.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

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 dissertation due in August.

LL475 Half Unit Terrorism and the Rule of Law

This information is for the 2011/12 session.

Teacher responsible: Professor Conor Gearty, NAB 7.11

Availability: For LLM students; other Master's level students with permission (which will usually be given, subject to cap - see below). Note that it is not necessary to have a law degree to take this course.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

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. The course will teach the material in context, so the subject will be analysed by reference to particular situations where necessary, eg Northern Ireland, the Palestine/Israel conflict and the post 11 September 'war on terror'. The aim of the course is to give the student a good critical understanding of this most controversial of subjects, and also to impart an understanding of the role of law in shaping the fields of terrorism and of counter-terrorism.

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 Richard English, Adrian Guelke, Lawrence Freedman, Igor Primoratz, Paul Wilkinson and the course teacher Conor Gearty. Students will receive a detailed Reading list for each topic, which will include legal cases from time to time.

Assessment: This subject is examined by one two-hour paper, composed of at least five questions of which two must be attempted.

LL478

Policing and Police Powers

This information is for the 2011/12 session.

Teacher responsible: Professor R Reiner.

Availability: For LLM, MSc Criminal Justice Policy, MSc Sociology of Crime, Control & Globalisation, MSc Regulation, MSc Regulation (Research) and MSc Public Management and Governance.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

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.

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* (4th edn, 2010); R Morgan & Newburn, *The Future of Policing* (1997); 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

This information is for the 2011/12 session.

Teachers responsible: Dr I Roxan, NAB 7.25, Mr E Baistrocchi NAB 7.33, 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.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

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 provide the opportunity to explore in depth other topical issues in taxation and tax policy.

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.

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 2011/12 session.

Teachers responsible: Dr Philipp Paech, NAB 7.05.

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 Programme (all streams).

This course is capped at 60 students. Students must apply through Graduate Course Choice on LSEforYou.

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, 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 complimentary 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, Financial Law

or The Law and Practice of International Finance.

The syllabus includes the following topics:

Teaching: 22 two-hour lectures, plus 'follow-up' seminars if numbers exceed 30. A number of guest lecturers are also invited to give lectures on their specialist areas.

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: A three-hour, unseen examination paper, in which students will be required to answer three questions (100%).

LL490

LLM Self-standing full unit Dissertation

This information is for the 2011/12 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 2011/12 session.

Teachers responsible: Dr I Roxan NAB 7.25, Mr E Baistrocchi NAB 7.33, Professor S Ball and others.

Availability: For LLM degree and MSc Law and Accounting.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

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 LL4Z1 Business 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 Germany 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, and the taxation of corporate reorganisations (broadly defined).

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, 3rd ed. Rev, 2010), Tiley & Collison, *U.K. Tax Guide* (current 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* (current edition).

Detailed reading lists will be provided during the course via Moodle.

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.

LL494

Value Added Tax

This information is for the 2011/12 session.

Teacher responsible: Dr Ian Roxan, NAB 7.25.

Availability: For LLM, MSc Law and Accounting. For other Master's level students with permission of the course convenor. This is the full unit of LL4Z3 and LL4Z4. It is not possible to take this course in conjunction with either LL4Z3 or LL4Z4.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Pre-requisites: No prior knowledge of taxation is required.

Course content: In the sixty years of the existence of value added taxes, they have spread to all corners of the globe to become one of the most importance sources of government revenue.

In the first term the nature of value added taxes will be examined, whether called VAT, GST or another name. VATs will be compared with other methods of taxing consumption, including other sales taxes and progressive expenditure taxes. The course will also look at the distinction between taxing consumption and income and the redistributive effects of taxing consumption.

The course then considers the main features and problems raised by VATs and GSTs, including defining the taxpayers and the amount subject to tax, international transactions and VATs in federal jurisdictions, and the treatment of financial transactions. Examples will be drawn from the European Union VAT and from taxes in other countries.

The focus of the second term will be on the European Union VAT as it operates in the United Kingdom. A significant part of the term will be devoted to EU legislation and jurisprudence.

The term will begin with an introduction to key concepts of VAT, including supplies of goods and services, taxable persons and transactions, the rate structure, and consideration for supplies.

The course will then examine in more detail a range of the most important aspects of VAT, including topics such as the deductibility of input tax and the treatment of exemptions, the taxation of international transactions and transactions between member states, VAT and financial services.

Teaching: Two-hour weekly seminars in MT and LT.

Formative coursework: Students are asked to submit two 2,000 word essays.

Indicative reading: For the first term: Schenk and Oldman, *Value Added Tax: A Comparative Approach*; Ogley, *Principles of Value Added Tax: A European Perspective*; Ebrill, *The Modern VAT*; Alan A. Tait, *Value Added Tax: International Practice and Problems*; Mirrlees *et al.*, *Tax by Design*; McClure, *The Value Added Tax: Key to Deficit Reduction?*; James and Nobes, *The Economics of Taxation*; Tanzi and Zee, *Tax Policy for Developing Countries*.

For the second term: Terra and Wattel, *European Tax Law*; Ogley, *Principles of Value Added Tax: A European Perspective*; or Farmer & Lyal, *EC Tax Law*; Roxan, 'VAT Supplies of Services: A Definition in Search of a Meaning'; Millar, 'Illusory Supplies and Unacknowledged Discounts: VAT and Valuation in Consumer Transactions'.

Students will be expected to acquire either the *Tolley's Orange Tax Handbook*, or *The Green Book* (CCH) 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 half unit Self-standing Elective Essay

This information is for the 2011/12 session.

Availability: For LLM and MSc students only (with permission).

Course content: A self-standing elective essay for students whose

elective essay 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 elective essay on a topic to be agreed with the LLM Programme Director and course supervisor. The elective essay 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.

LL499

Dissertation: MSc Regulation

This information is for the 2011/12 session.

Availability: Compulsory on MSc Regulation and MSc Regulation (Research).

Assessment: A 10,000 word dissertation is required to be submitted as part of the assessment. The dissertation is due by the 1st September.

LL4A1

LLM Subject Area Specialist Research Seminars

This information is for the 2011/12 session.

Teacher responsible: Various.

Contact Ms Mandy Tinnams, NAB 6.08

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 2011/12 session.

Teacher responsible: Dr Veerle Heyvaert, NAB 7.06.

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: Regular one-hour sessions during MT and LT. Sessions are advertised on the course moodle site.

Assessment: Not assessed, but each LLM student is expected to attend.

LL4A5 Half Unit

Investment Funds Law in Europe

This information is for the 2011/12 session.

Teacher responsible: Vivien Prais, NAB 6.02

Availability: For LLM students and any other suitably qualified MSC Students with the permission of the course convenor.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Course content: This course examines the law and regulations governing collective investment funds in the UK and selected European jurisdictions (e.g. Germany, Italy, Sweden) and also relevant EU regulation. It will include a study both of investment funds law of the countries selected and a comparative assessment of the development and current features of the collective investment fund industry in the European context.

Topics covered include: historical development of investment funds law in the UK and the respective European countries selected, with particular emphasis on the investment vehicle; a comparison of types of funds developed with emphasis on recent changes and innovation; the regulation of the establishment and marketing of collective investment funds, including UCITS, REITS and ETFs; the effect of EC law, particularly the UCITS Directive of 2009.

Teaching: One two-hour seminar each week in Michaelmas Term.

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: Hill, *A Practitioner's Guide to Authorised Investment Funds* (2010); Sin, *The Legal Nature of the Unit Trust* (1997); Adams, *The Split Capital Investment Trust Crisis* (2004); St. Giles, *Managing Collective Investment Funds*, 2nd ed. (2003); Blair, *Blackstone's Guide to the Financial Services and Markets Act 2000* (2009); Moloney, *EC Securities Regulation* (2008). Course materials will be available for purchase.

Assessment: One two-hour written examination (100%).

LL4A6 Half Unit

Climate Change: Ethics, Development and International Law

This information is for the 2011/12 session.

Teacher responsible: Dr Stephen Humphreys, NAB 5.12.

Availability: Optional on the LLM, MSc Environment and Development, MSc International Relations, MSc International Relations (Research), MSc Human Rights, MSc Environmental Economics and Climate Change. Also available to students taking MSc International Relations as part of the LSE-Sciences Po Double Degree in Affaires Internationales. The course is capped and is available as an option where regulations permit.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Course content: This course covers the international law dealing with climate change with a view to assessing how risks and uncertainties caused by climate change are governed and allocated in different legal regimes. The course adopts the stance that the political and legal questions raised by climate change cannot be addressed by reference to climate change law or international environmental law as a whole. Climate change gives rise to a series of profound problems touching upon a range of bodies of law (international economic law, human rights law, the transnational governance of energy and resources, and state responsibility inter alia) in a complex political and ethical environment. In approaching climate change as a concrete concern relevant to these various bodies of law and practice, the course will address the normative and/or ethical bases for choosing between actions designed to prevent and/or manage climate change and its consequences, and the theoretical concerns raised by the 'fragmented' nature of international law.

Projected seminars include: climate change science; politics; ethics; theory of international law; international environmental law; trade and investment law; human rights law; international development; energy security; food security.

Teaching: Ten two-hour seminars in MT. One two-hour hour seminar in ST.

Formative coursework: One formative essay of 1,750 words.

Indicative reading: Rosemary Rayfuse and Shirley Scott (eds.), *Climate Change and International Law*, Edward Elgar (2011)

Stephen Gardiner, Simon Caney, Dale Jamieson and Henry Shue (Eds.), *Climate Ethics: Essential Readings*, Oxford University Press (2010); Patricia Birnie, Alan Boyle, Catherine Redgwell, *International Law and the Environment*, Oxford University Press (2009); Nicholas Stern, *The Economics of Climate Change: The Stern Review*, Cambridge: Cambridge University Press (2007); IPCC, *Fourth Assessment Report*, Cambridge University Press (2007); Stephen Humphreys (ed.), *Climate Change and Human Rights*, Cambridge University Press (2009); Larry Lohmann, *Carbon Trading*, Dag Hammerskjöld Foundation (2006); Lavanya Rajamani, *Differential Treatment in International Environmental Law*, Oxford University Press (2006).

Assessment: A two-hour examination in the ST covering the entire syllabus (100%).

LL4A8 Half Unit International Law and the Use of Force

This information is for the 2011/12 session.

Teacher responsible: Dr Andrew Lang, NAB 6.19

Availability: For LLM students and MSc Human Rights. Some prior knowledge of international law is useful but not essential.

This course, together with its related full course LL452, is subject to an overall cap of 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Course content: This half-unit course examines the law relating to when it is permissible to use force (*jus ad bellum*). The course can be taken alone or (when available) together with LL4A9: Law in War (*jus in bello*), as a full unit course. The aim of this course is to develop an understanding of the principles of international law that regulate the use of force in international society. It concentrates on the prohibition of resort to force in Article 2(4) of the United Nations Charter and the exceptions to that prohibition. It looks in detail at the right of self-defence, humanitarian intervention, pro-democratic intervention, and protection of nationals. The use of force by or with the authorization of the United Nations is also considered.

Teaching: Teaching is by seminar. There is normally one two-hour seminar each week (MT).

Formative coursework: Students have the option of submitting a 2,000 word essay.

Indicative reading: A detailed reading list will be issued at the first seminar. See, in particular: Dinstein, *War, Aggression and Self-Defence* (4th ed., 2006); Gray, *International Law and the Use of Force* (3rd ed., 2008).

Assessment: There is a two-hour formal examination, based on the entire syllabus. Students who take this course together with LL4A9 Law in War (*jus in bello*) sit a single 3-hour exam on both half-units.

LL4A9 Half Unit Law in War (*jus in bello*)

This information is for the 2011/12 session.

Teacher responsible: Dr Stephen Humphreys, NAB 5.12.

Availability: For LLM students and MSc Human Rights. Some prior knowledge of international law is useful but not essential.

This course, together with its related full course LL452, is subject to an overall cap of 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Course content: This half-unit course covers the law governing the conduct of hostilities (*jus in bello*, also known as the law of armed conflict (LOAC) or international humanitarian law (IHL)). This course can be taken alone or together with LL4A8: International Law and the Use of Force, as a full unit course. The course will take a critical and historical perspective on the international regulation and facilitation of armed conflict. It covers both the laws governing the means and methods of warfare (sometimes known as 'Hague' law) and those regarding 'protected' groups *hors de combat* ('Geneva' law) in times of armed conflict and occupation. The course will

further consider the practice of 'lawfare' more generally: that is, recourse to law as an aspect of waging war.

Teaching: Teaching is by seminar. There is normally one two-hour seminar each week (LT).

Formative coursework: Students have the option of submitting a 2,000 word essay. Students are requested to choose from past exam papers and submit by the end of week 3.

Indicative reading: David Kennedy, *Of Law and War*, (Princeton, 2006); Geoffrey Best, *War and Law Since 1945* (Clarendon Press, 1997); Roberts & Guelff, *Documents on the Laws of War* (Oxford, 2000).

Assessment: There is a two-hour formal examination (100%), based on the entire syllabus.

Students who take this course together with LL4A8 sit a single 3-hour exam on both half-units (LL452).

LL4B2 Advanced Issues of European Union Law

This information is for the 2011/12 session.

Teacher responsible: Dr Jo Eric Khushal Murkens, NAB 7.31

Availability: For the LLM (Specialisms: Legal Theory, Public Law, Human Rights Law), European Law. The course is also available as an outside option where regulations permit and with the permission of the teacher responsible for the course.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Course content: The course will build on knowledge students have acquired from having taken EU law courses at undergraduate level.

It provides a detailed and sophisticated knowledge of the legal issues surrounding the central issues in the EU today. This is done from a variety of perspectives by a number of people who have made a significant impact on the field. The course is divided into two terms and two parts.

- The first part deals with the EU as an emerging block on the international scene, and considers the EU's relationships with national and international law, as well as constitutional matters through case studies and theoretical literature. Significant attention will be given to European judicial process - not only formal procedures, but its role in the political system of the EU and its influence on domestic systems.

- The second part looks at the relationship between the EU and its peoples in substantive legal terms: citizenship, immigration, minorities, asylum.

The course will develop your understanding and use of many general theoretical explanations surrounding these debates and locate debates in their practical setting. It uses the LSE Law Department's expertise in external relations, constitutional theory, administrative law, and EU policy for a rich and varied study of central and contemporary challenges. The Public Law part will cover the hierarchy of norms, the competing roles of national and European courts, and the role of human rights. The second term will explore links between immigration and the EU, questions of European identity, the relationship between universalist and communitarian values, and also look at the EU's policing powers.

Teaching: Two-hour seminars weekly.

Formative coursework: Students are asked to submit two 2,000 word essays.

Assessment: Three-hour unseen examination.

LL4B6 Human Rights Law in the UK

This information is for the 2011/12 session.

Teacher responsible: Professor Conor Gearty, NAB 7.11

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.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Course content: In the first term, the origins, development and current standing of the European Convention on Human Rights and Fundamental Freedoms are considered. The primary focus will be on the case-law of the European Court of Human Rights, though the cases of other jurisdictions will also be referred to where appropriate. The course will analyse the Convention from the perspective of selected rights within it, but will also engage with the subject thematically, subjecting such concepts as the 'margin of appreciation' and proportionality to close scrutiny. The goal of this part of the course is to give students a good critical understanding of the Convention, the case-law of the Strasbourg court and the Convention's place within the constitutional and political structure of 'Greater Europe'.

Terms two and three are 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. This part of the course will identify the principles that underpin the UK Act and explain its proper place in British law. It will also explore the wider constitutional implications of the measure, looking at its effect on the relationship between courts and Parliament. Linkages with the broader European framework discussed in term one will be made by students through their reading and through class-engagement.

Teaching: One two-hour seminar per week in the first two terms of the academic year, and then in the first three weeks of the Summer term.

Formative coursework: Students are asked to submit two 2,000 word essays.

Indicative reading: In term one, there are two texts both of which cover the ground of the course and to which reference will be made: Jacobs and White, *The European Convention on Human Rights* 4th edn (OUP, 2006) and Harris, O'Boyle and Warbrick, *Law of the European Convention on Human Rights* 2nd edn (Oxford, 2009). Terms two and three will draw from Kavanagh, *Constitutional Review under the UK Human Rights Act* (Cambridge, 2009), Hickman *Public Law after the Human Rights Act* (Hart, 2010) and Gearty, *Principles of Human Rights Adjudication* (Oxford University Press, 2004).

Assessment: Three-hour examination, with at least six questions of which three must be attempted.

LL4B9

Corporate and Financial Crime

This information is for the 2011/12 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 2011/12

Innovation, Technology and Patent Law

This information is for the 2011/12 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.

This course is capped at 30 students. All students are required to obtain permission from the Teacher Responsible to take it, by completing the online application form linked to the course selection on LSEforYou.

Course content: This course critically examines UK and European patent law from different perspectives including the economic case for incentivising innovation, industry and technological-specificity of legal doctrine, international economic and political frameworks, institutional features, and legal developments in the domestic laws of other countries as well as at regional and international levels. Case studies from comparable jurisdictions such as US, India or Latin America will be used where appropriate.

Topics to be covered will include:

Special issues to be considered will include some or all of the following:

Teaching: Weekly two hour seminars.

Formative coursework: Students are asked to submit two 2,000 word essays.

Indicative reading: *Core Textbook:* Bently and Sherman, *Intellectual Property Law*, Oxford University Press, 2008.

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: Pila *The Requirement for an Invention in Patent Law* Oxford University Press 2010, Spence *Intellectual Property*, Clarendon Law Series 2007, Roughton, Cook and Spence (Eds) *The Modern Law of Patents* Butterworths 2005, Landes and Posner *The Economic Structure of Intellectual Property Law* Harvard University Press 2003, Ducor, *Patenting the Recombinant Products of*

Biotechnology, Kluwer Publications 1998, Jaffe & Lerner, *Innovation and its Discontents*, Princeton University Press 2004, Bessen and Meurer *Patent Failure: How Judges Bureaucrats and Lawyers Put Innovators and Risk* Princeton University Press 2008, Drahos 'Patent Reform for Innovation and Risk Management' *KEStudies* (Vol 1) 2007, Burk and Lemley 'Policy Levers in Patent Law' 89 *Virginia Law Review* 1575 (2003), Commission on Intellectual Property Rights *Integrating Intellectual Property Rights and Development Policy* 2002.

Assessment: One three-hour written paper, accounting for 100% of the final grade.

LL4C2 Half Unit Not available in 2011/12 World Poverty and Human Rights

This information is for the 2011/12 session.

Teacher responsible: Dr Margot Salomon, TW2. V503

Availability: For LLM students, MSc Human Rights, MSc Development Studies, MSc Global Politics, and students undertaking MScs in Social Policy.

This course is capped at 30 students. All students are required to obtain permission from the Teacher Responsible to take it, by completing the online application form linked to the course selection on LSEforYou.

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 human rights. Drawing on rights and obligations, the course considers the respective roles and duties of states and other actors acting internationally, and the ways in which they may be implicated in the poverty which has 2.7 billion people concentrated in the South unable to exercise their minimum essential levels of human rights. While the approach to the course is largely normative and conceptual, it will explore its findings in relation to players and institutions that impact positively or negatively on human rights today, as well as examine the practical application of legal standards and developments to some areas of outstanding concern.

Topics to be covered may include:

Teaching: Weekly two-hour seminars in LT on Wednesdays from 4-6.

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. Vandenhoe (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);

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%)

LL4C5 Half Unit Not available in 2011/12 Fundamentals of International Commercial Arbitration

This information is for the 2011/12 session.

Teacher responsible: Dr Jan Kleinheisterkamp, NAB 7.34

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 LL4C6 Advances Issues of International Commercial Arbitration and provides for some of the procedural basics for LL4E7 Investment Treaty Law.

Teaching: Weekly two-hour lectures with fortnightly one-hour back-up classes, plus three evening specialist seminars in MT. One revision session in 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 2011/12 session.

Teacher responsible: Dr. Jan Kleinheisterkamp, NAB 7.34

Pre-requisites: Course on arbitration in previous studies or 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 practice, as the theoretical problems have a most significant impact on practical solutions. The course will treat a selection of topical contemporary issues of international commercial arbitration, such as the role of internationally mandatory rules of law, arbitration & insolvency, the scope of the competence-competence principle; arbitration and fraud and corruption, 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 new developments.

Teaching: Weekly two-hour seminars in LT; two hour revision session in ST.

Formative coursework: One group presentation in the seminar and an essay of 2,500 words.

Indicative reading: G. Born, *International Commercial Arbitration - Cases and Materials* (Kluwer 2011); id. *International Commercial Arbitration* (Kluwer 2009); N. Blackaby / C. Partasides, *Redfern & Hunter on International Commercial Arbitration* (5th edn, OUP 2009); J.-F. Poudret / S. Besson, *Comparative Law of International Commercial Arbitration* (Sweet & Maxwell 2007); E. Gaillard / J. Savage, *Fouchard Gaillard Goldman on International Commercial Arbitration* (Kluwer 1999). Cases and doctrinal articles for each topic.

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

LL4C8

Current Issues in Intellectual and Cultural Property Law

This information is for the 2011/12 session.

Teacher responsible: Professor 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.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

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 extended essay (50%) and one two-hour examination (50%) in the ST. The extended essay will meet the LLM Writing Requirement.

LL4C9 Half Unit

Project Finance and Public Private Partnerships

This information is for the 2011/12 session.

Teacher responsible: Visiting Professor Roger McCormick.

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/ sustainability 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" LFMV 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 Not available in 2011/12 Trade Mark Law

This information is for the 2011/12 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.

This course is capped at 30 students. All students are required to obtain permission from the Teacher Responsible to take it, by completing the online application form linked to the course selection on LSEforYou.

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 Not available in 2011/12 Cultural Property and Heritage Law

This information is for the 2011/12 session.

Teacher responsible: Dr Tatiana Flessas, NAB 7.27

Availability: This course is primarily intended for LLM students and MSc Law, Anthropology and Society. 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.

LL4D5 Half Unit Legal Risk in the Financial Markets

This information is for the 2011/12 session.

Teacher responsible: Visiting Professor Roger McCormick.

Availability: Optional Course for LLM (Specialisms: Banking Law and Financial Regulation, Corporate/Commercial Law, Corporate and Securities Law, International Business Law).

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Course content: This half unit course will examine the relationship between legal risk and legal and regulatory 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.

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 2nd edition (OUP 2010). (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, Mehrnaz 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 Landsbanki 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 2011/12 session.

Teacher responsible: Dr Veerle Heyvaert, NAB 7.06.

Availability: This course is optional for LLM and MSc Environmental Policy and Regulation, students. Other Masters level students with an interest in international and/or European environmental law are welcome.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

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 nanotechnology as a case study in the regulation of emerging technologies.

3. *Climate change*

Reviews international and EU climate change initiatives, covering the UNFCCC, the Kyoto Protocol and successor (if applicable), 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*

This section examines regulatory regimes for nature conservation; access and benefit sharing under the Biodiversity Convention on Biodiversity, and the impact of trade on biodiversity protection.

5. *Catastrophes*

The final section reviews existing regimes to prevent and remediate major industrial accidents. It addresses global regulatory responses to major nuclear accidents and toxic spillages, liability for transboundary environmental harm, and the role of human rights as an instrument of environmental protection.

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, *The Art and Craft of International Environmental Law* (2010, Harvard University Press); 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

Law of Mergers, Acquisitions and Restructurings in Europe and the United States

This information is for the 2011/12 session.

Teacher responsible: Professor David Kershaw, NAB 7.28 and Mr Edmund-Philipp Schuster, NAB 6.30

Availability: LLM and MSc Law and Accounting students.

This course is capped at 60 students. Students must apply through Graduate Course Choice on LSEforYou.

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. Areas covered will include freedom of establishment and mobility of companies in Europe, the directives on domestic and cross-border mergers and divisions, regulation of public takeovers in Europe, and the European Company and its relevance for restructurings and reorganisations. 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 and corporate ownership structures

Introduction to takeover transaction structures and restructuring options under European law

Regulatory competition in the European company law

Employee participation in Europe

Restructurings through the European Company (SE)

Implications of SE restructurings for board structure and composition as well as the involvement of employees

EU Cross-Border mergers directive

EU directives on domestic mergers and divisions

EU Directive on Takeovers

Introduction to "Varieties of Capitalism"

Lent Term: Takeover process regulation

The extra-territorial effects of US process regulation

Takeover defence regulation

The mandatory bid rule

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 made available via Moodle at the beginning of the course. Background material can be found in RD Kershaw, *Company Law in Context* (2009), Web Chapter A [available here]; 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 (100%).

LL4E5

International Sale of Goods

This information is for the 2011/12 session.

Teacher responsible: Professor Michael Bridge, NAB 6.21

Availability: LLM and other Masters students where regulations permit with permission of the course teacher.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

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: Where the student does not opt to write a dissertation in the subject, there will be at least 2 x 2000 word written assignments.

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); M Bridge (ed), *Benjamin's Sale of Goods* (Sweet & Maxwell, 8th ed 2010); 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 Schwenzer, *Commentary on the UN Convention on the International Sale of Goods* (CISG) (Oxford, 3rd ed 2010); J Honnold, *Documentary History of the Uniform Law for International Sales* (Kluwer, 1989); J Honnold, *Uniform Law for International Sales* (Kluwer, 4th ed 2009); P Huber and A Mullis, *The CISG* (Sellier 2007).

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

LL4E6 Half Unit Not available in 2011/12

International Dispute Resolution: Courts and Tribunals

This information is for the 2011/12 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 2011/12 session.

Teacher responsible: Dr. Jan Kleinheisterkamp, NAB 7.34

Availability: LLM.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

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.

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 MT and two hours of revision 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 2011/12 Secured Financing in Commercial Transactions

This information is for the 2011/12 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 2011/12 session.

Teacher responsible: Dr Jo Braithwaite, NAB 6.33

Availability: LLM and MSc Law and Accounting.

Course content: The course is a half-unit course which runs in LT. It examines the legal issues which arise in international financial markets based in London. It is a good fit with LL4H4 (Financial Law) which runs in MT, though this is not a pre-requisite.

This course looks at the various transactions and structures which are widely used in the financial markets, such as derivatives, securitisation, syndicated loans and Eurobonds. With an emphasis on private law, it considers the relevant legal, commercial and regulatory background and the risks and protections available to participants in these markets. The course is based upon an analysis of the relevant issues under English law with some 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 underpinned by discussion of the legal principles involved in international finance, but the case studies referenced will be topical. In this sense, the content of the course will be adapted to the fast moving developments affecting international markets in capital and in risk (for example, in recent sessions the course has examined the legal basis of prime brokerage relationships, the related Lehman Brothers litigation and the ongoing regulatory reform of the OTC derivatives markets, including the new requirement of mandatory CCP clearing).

Teaching: The course will run in LT and will comprise a two hour weekly seminar and, depending on student numbers, small group follow-up classes.

Formative coursework: Students will be asked to submit a 2,000 word essay. There will be the option to write this essay in timed conditions.

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 Mergers, Acquisitions and Restructurings in Europe

This information is for the 2011/12 session.

Teachers responsible: Mr Edmund-Philipp Schuster, NAB 6.30

Availability: LLM and MSc Law and Accounting

This course, together with its related full course LL4D7, is subject to an overall cap of 60 students. Students must apply through Graduate Course Choice on LSEforYou.

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 of mergers, acquisitions and restructurings. Areas covered include freedom of establishment and mobility of companies in Europe, the directives

on domestic and cross-border mergers and divisions, regulation of public takeovers in Europe, and the European Company and its relevance for restructurings and reorganisations.

Teaching: Ten two-hour seminars MT

Formative coursework: 1,500 word essay, due in week 2 of LT

Indicative reading: A full reading list will be made available via Moodle at the beginning of the course. Background material can be found in RD Kershaw, *Company Law in Context* (2009), Web Chapter A [available here]; 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 2011/12 session.

Teacher responsible: Professor David Kershaw, NAB 7.28

Availability: LLM and MSc Law and Accounting

This course, together with its related full course LL4D7, is subject to an overall cap of 60 students. Students must apply through Graduate Course Choice on LSEforYou.

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 made available via Moodle 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 Not available in 2011/12 International Dispute Resolution

This information is for the 2011/12 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 2011/12 session.

Teacher responsible: Professor Christine Chinkin, NAB 6.15

Availability: LLM (Public International Law)

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Course content: International Dispute Resolution: Non-Adjudicatory Processes 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. It is a half unit course running for 10 weeks in MT. The course considers the options available for the peaceful settlement of international disputes. It will examine the general obligation under international law to settle disputes peacefully, focussing particularly (but not exclusively) on non-adjudicatory means of international dispute settlement, such as negotiation, inquiry, mediation and conciliation. Using controversial case studies (including those relating to peace processes), 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 (revision) seminars in the ST.

Formative coursework: Students will be expected to complete one formative essay of 1,500 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* (5th ed, Cambridge, 2011); 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 Cooperative Duties', *14 European Journal of International Law* 1 (2003).

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

LL4F7 Comparative Constitutional Law

This information is for the 2011/12 session.

Teachers responsible: Dr Jo Eric Khushal Murkens, NAB 7.31 and Dr Kai Moller, NAB 7.01

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.

This course and its related half units LLZ6 (MT) and LLZ7 (LT) are subject to a combined cap of 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Course content: This full unit course is formed from the MT half unit LL4Z6 *Comparative Constitutional Law: Institutions* and the LT half LL4Z7 *Comparative Constitutional Law: Rights*; please see these Course Guides for course content. Students wishing to take both half units must choose the full course LL4F7.

Teaching: 20 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: See the course guides for LL4Z6 and LL4Z7.

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

LL4G6 Half Unit International Commodity Sales

This information is for the 2011/12 session.

Teacher responsible: Professor Michael Bridge, NAB 6.21

Availability: LLM.

This course, together with its related full course LL4E5, is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

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

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 M Bridge (ed), *Benjamin's Sale of Goods* (Sweet & Maxwell, 8th ed 2010); 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 2011/12 session.

Teacher responsible: Professor Jill Peay, NAB 6.11 The course is taught in the Michaelmas term at Kings College by Professor Geneva Richardson. Students from Kings are taught alongside those from the LSE.

Availability: For LLM students and (with permission) MSc Criminal Justice Policy.

This course, together with its related full course LL458, is subject to an overall cap of 30 students. Students must apply through Graduate Course Choice on LSEforYou.

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. B. Hale (2010) *Mental Health Law 5th Edition*. Sweet and Maxwell is the best up to date text available. P Bartlett & R Sandland, *Mental Health Law. Policy and Practice*, Oxford University Press will be published in a new edition in 2011/12.

Teaching: Weekly seminars of two hours for 10 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 both 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 2011/12 session.

Teacher responsible: Dr Eva Micheler, NAB 7.35

Availability: For LLM, MSc Law and Accounting 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, property rights in shares and financial assistance. The course will focus on English law, but will also look at other legal systems in particular at German law.

Teaching: Two-hour weekly lecture and fortnightly one-hour back up classes in MT.

Formative coursework: Students will have the opportunity to write a formative essay for each of the classes. All students are strongly encouraged to write at least one essay.

Indicative reading: Gower and Davies, *Principles of Modern Company Law*, 8th edition, 2008, part 2, 6 and 7; Eilis 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 2011/12 session.

Teacher responsible: Professor Niamh Moloney, NAB 7.16

Availability: For LLM and MSc Regulation and MSc Regulation (Research) students and for other Master's level students with permission.

This course, together with its related full unit course LL425, is subject to an overall cap of 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Course content: The course examines the institutional structures and the legal rules which underpin the EU's monetary system and its integrated banking 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 (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. Course coverage may vary slightly from year to year.

Teaching: 10 two-hour seminars in MT.

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).

Assessment: One two-hour unseen examination in ST.

LL4H2 Half Unit

Media Law: Regulating Publication

This information is for the 2011/12 session.

Teacher responsible: Dr A Scott, NAB 6.25

Availability: For LLM, MSc Media and Communications, MSc Media and Communications (Media and Communication Governance) and MSc Media and Communications (Research) students and other Masters level students.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

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), Doley and Mullis (eds), *Carter Ruck on Libel and Privacy* (6th edn, Lexis Nexis, 2010), Warby, Moreham and Christie (eds) *Tugendhat and Christie: The Law of Privacy and the Media*, (2nd edn, OUP, 2011), 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 extended essay (100%). The extended essay will meet the LLM Writing Requirement.

LL4H3 Half Unit

Media Law: Regulating Newsgathering

This information is for the 2011/12 session.

Teacher responsible: Dr A Scott, NAB 6.25

Availability: For LLM, MSc Media and Communications, MSc Media and Communications (Media and Communication Governance) and MSc Media and Communications (Research) students and other Masters level students.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

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), Warby, Moreham and Christie (eds), *Tugendhat and Christie: The Law of Privacy and the Media*, (2nd ed, OUP, 2011), 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 extended essay (100%). The extended essay will meet the LLM Writing Requirement.

LL4H4 Half Unit

Financial Law

This information is for the 2011/12 session.

Availability: Dr Philipp Paech, NAB 7.05.

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 (UK, EU and international) 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 and, depending on student numbers, small group follow-up seminars.

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.

LL4H8 Half Unit Employment Law

This information is for the 2011/12 session.

Teacher responsible: Professor H Collins NAB 7.10.

Availability: Optional on the LLM and MSc Management and Human Resources. Also available to students and other Master's level students with permission.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Course content: Regulation of the content and the form of the employment relation. The contract of employment, including express and implied terms and the scope of employment law. Regulation of minimum wage and working time. Discipline and protection from dismissal and termination of employment. Business reorganisation, insolvency and employment rights, and economic dismissals. The approach involves theoretical perspectives, economic analysis, comparative law of employment, and examination of relevant European law.

Teaching: 10 two-hour seminars in MT.

Formative coursework: A 2,000 word essay and a presentation.

Indicative reading: A detailed syllabus of weekly readings will be available and the materials can all be accessed through Moodle. Hugh Collins, *Employment Law*, 2nd edn (Oxford University Press, 2010), Chapters 1-9.

Assessment: There is a two-hour formal examination in ST (100%). Candidates are allowed to take an unannotated copy of a collection of statutory materials into the examination.

LL4H9 Half Unit Human Rights in the Workplace

This information is for the 2011/12 session.

Teacher responsible: Professor H Collins, NAB 7.10.

Availability: LLM, MSc Human Rights, and MSc Management and Human Resources. Other MSc students can take the course with permission.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Course content: The sources and application of human rights in the workplace, including international and European laws and conventions. Civil liberties of employees. Social and economic rights of workers. Protection from discrimination in the labour market and employment. As well as detailed examination of legal materials, the approach involves discussion of theories of human rights and comparisons between legal systems.

Teaching: 10 two-hour seminars in the LT.

Formative coursework: One 2,000 word essay and one presentation.

Indicative reading: A detailed syllabus of weekly readings will be available and the materials can all be accessed through Moodle. Preliminary reading: Hugh Collins, *Employment Law*, 2nd edn (Oxford University Press, 2010), Chapters 9-10.

Assessment: An extended essay, 8,000 words. The extended essay will meet the LLM Writing Requirement.

LL4K2 Half Unit Law of International Economic and Financial Sanctions

This information is for the 2011/12 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.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

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 2011/12 session.

Teacher responsible: Professor Michael Bridge, NAB 6.21

Availability: LLM only.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

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: Unless they opt to write a dissertation in the subject, students will be required to write at least one essay of 2,000 words.

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; 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 2011/12 session.

Teacher responsible: Dr James Irving

Availability: LLM and MSc Human Rights. The course is also available as an outside option where regulations permit.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

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) in MT.

Formative coursework: Students will be asked to submit one 2,000 word essay.

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 8,000 word extended essay (100%). The extended essay will meet the LLM Writing Requirement.

LL4K5 Half Unit

International Commercial Contracts: General Principles

This information is for the 2011/12 session.

Teachers responsible: Professor Michael Bridge, NAB 6.21 and Dr. Jan Kleinheisterkamp, NAB 7.34

Availability: LLM only.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Pre-requisites: LL4K6 International Uniform Sales Law or equivalent course in previous studies; firm knowledge in contract law.

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. These general principles relate to contractual formation and negotiations, interpretation, transversal general principles, changed circumstances and hardship, agency, third parties, assignment, self-help and set-off, direct performance and damages and penalties. 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, where appropriate, the European Principles of Contract Law. Other national laws, however, are drawn upon from time to time. Students are also encouraged, in both classes and examination, to reflect upon the similarities and differences between their own national laws and the UNIDROIT Principles.

Teaching: 10 x 2 hour seminars in the LT and two hours of revision in ST.

Formative coursework: Group presentations and 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); K. Zweigert & H. Kötz, *An Introduction to Comparative Law* (3rd edn, OUP 1998); H. Beale et al., *Ius Commune Casebook on the Common Law of Europe: Cases Materials and Text on Contract Law* (OUP 2010).

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

LL4K6 Half Unit

International Uniform Sales Law

This information is for the 2011/12 session.

Teacher responsible: Professor Michael Bridge, NAB 6.21

Availability: LLM. This course together with its related full course LL4E5, is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

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: Where the student does not opt to write a dissertation in the subject, there will be at least 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, 3rd ed 2010); J Honnold, *Documentary History of the Uniform Law for International Sales* (Kluwer, 1989); J Honnold, *Uniform Law for International Sales* (Kluwer, 4th ed 2009); 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 2011/12 session.

Teacher responsible: Professor Jill Peay, NAB 6.11. The course is taught in the Lent term at the LSE and students are taught alongside those from Kings College, London.

Availability: For LLM students and (with permission) MSc Criminal Justice Policy.

This course, together with its related full unit course LL458, is subject to an overall cap of 30 students. Students must apply through Graduate Course Choice on LSEforYou.

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: J. Peay (2010) *Mental Health and Crime* Routledge.

P Bartlett & R Sandland, *Mental Health Law. Policy and Practice*, Oxford University Press is due out in a new edition in 2011/12.

Teaching: Weekly seminars of two hours for 10 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 both this course and LL4G7 Mental Health Law: The Civil Context (H) will sit one 3-hour exam in the ST: LL458 Mental Health Law

LL4K8 Half Unit Law of Corporate Finance B

This information is for the 2011/12 session.

Teacher responsible: Professor Niamh Moloney, NAB 7.16

Availability: For LLM, MSc Law and Accounting and MSc Management 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; 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. Course coverage may vary slightly from year to year.

Teaching: Two-hour weekly lecture and four one-hour back up classes (fortnightly) 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).

Assessment: Students taking Law of Corporate Finance B are required to sit one two-hour unseen examination in the ST (100%).

LL4K9 Half Unit European Capital Markets Law

This information is for the 2011/12 session.

Teacher responsible: Professor Niamh Moloney, NAB 7.16

Availability: Availability For LLM, MSc Regulation and MSc Regulation (Research) students and for other Master's level students with permission.

This course, together with its related full unit course LL425, is subject to an overall cap of 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Course content: The course examines the EU'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 EU market; market access and the passport for investment services; the Markets in Financial Instruments Directive 2004 and regulation; the liberalization of order execution and the regulation of trading markets; the UCITS mutual funds regime; retail investor protection; the prospectus and disclosure regime; and the institutional structure for law-making and for supervision. Course coverage may vary slightly from year to year.

Teaching: Ten two-hour seminars 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 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).

Assessment: One two-hour unseen examination in ST (100%).

LL4L4 Half Unit Law and the Holocaust

This information is for the 2011/12 session.

Teacher responsible: Dr Kristen Rundle, NAB 6.06.

Availability: LLM and MSc Human Rights students. Also available as an outside option where regulations permit and with the permission of the teacher responsible.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Course content: This course examines the relationship between law, legal pathology, and the origins and implementation of the events known as the Holocaust. Students will explore the lessons for legal theory and practice arising from Hitler's rise to power under the Weimar Constitution, the legalization of the Nazi racial-biological worldview through eugenics and anti-Jewish legislation, the differential treatment of citizens and non-citizens in parallel anti-Jewish legal programs in Vichy France and elsewhere, the challenge to our conceptions of legal and moral responsibility that is presented by the idea of 'administrative massacre', and the question of how the Nazi legal era has been represented in mainstream jurisprudence.

Teaching: 10 x 2 hour seminars in the LT, plus film presentations (where able to be timetabled) totalling approximately 6 hours.

Formative coursework: Short writing task (1500 words) at the mid-point of course.

Indicative reading: In addition to key primary sources (legislation etc), the following materials will be assigned:

Ingo Muller, *Hitler's Justice*, (Harvard University Press, 1991), extracts

Victor Klemperer, *I Will Bear Witness - A Diary of the Nazi Years 1933-1941* (1998: Random House, New York), extracts

Karl A. Schleunes (ed), *Legislating the Holocaust - The Bernhard Loesener Memoirs and Supporting Documents* (memoirs translated by Carol Scherer), (2001: Westview Press), extracts

H. L. A. Hart, "Positivism and the Separation of Law and Morals", 71 (4) *Harvard Law Review* 593, and Lon L. Fuller, "Positivism and Fidelity to Law - A Reply to Professor Hart", 71 (4) *Harvard Law Review* 630 (extracts)

David Fraser, *Law after Auschwitz: towards a jurisprudence of the Holocaust* (Durham N.C.: Carolina Academic Press)

David Fraser, "This is not like any other legal question": a brief history of Nazi law before U.K. and U.S. courts. *Connecticut Journal of International Law*, 19(1), 59-125

Symposium, Nazis in the Courtroom: Lessons from the Conduct of Lawyers and Judges Under the Laws of the Third Reich and Vichy, France, in 61 (4) *Brooklyn Law Review* 1121 (1995).

Hannah Arendt, *Eichmann in Jerusalem*, (Penguin Books, 1964 revised edition), extracts.

Hannah Arendt, *The Origins of Totalitarianism* (New York: Harcourt Brace, 1951).

Films:

Conspiracy (2001)

Judgment at Nuremberg (1961)

The Specialist (1999)

Assessment: 8,000 word extended essay (100%) on a topic chosen by the student in consultation with the instructor. The extended essay will meet the LLM Writing Requirement.

LL4L5 Half Unit Socio-legal Theory and Practice

This information is for the 2011/12 session.

Teacher responsible: Professor Linda Mulcahy, NAB 7.15.

Availability: LLM and other Master's level students with

permission. Proposed +4 ESRC PhD students registered in the law department (and in other departments with permission).

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Pre-requisites: ESRC funded +4 PhD students undertaking this course will be expected to have taken Mi454 (Qualitative social research); Mi451 (Quantitative analysis) and Mi453 (Fundamentals of research design).

Course content: This course will explore the interface between social theory, methodology and socio-legal practice. After an initial engagement with literature on the history, scope and nature of doctrinal, realist, critical and socio-legal approaches to law, the course will focus on seminal empirical studies of law and legal phenomena. In particular students will be asked to identify how specific theoretical frameworks for research have influenced choice of methodology, methods and the subsequent interpretation of data. Empirical studies exploring central legal concepts such as rights, regulation, access to justice, judgment, neutrality, due process and equality will be selected for in-depth analysis. An important feature of the course is that authors of leading socio-legal research outputs will be invited to lead 'master classes' in order to discuss the intellectual origins of their work and how this impacted on design and implementation.

Teaching: Twenty hours of seminars in the LT. Two hours of seminars in the ST.

Formative coursework: Students will be asked to prepare a poster presentation outlining the theoretical framework, methodological choices, ethical implications and practical obstacles for a research project they would like to undertake. The 'ideas map' they present will be used as a plan for the formal summative assessment. Each student will present their poster to the class before week seven of the term and will receive detailed feedback on their presentation by the end of the same term. This will give students the time to reflect on the comments made before writing up their ideas in their course dissertation. A fuller version of the presentation will later be submitted as the coursework component of the course. This is an unusual form of assessment for law students but is used extensively in other disciplines. Students will be directed to websites which provide guidance in preparing a poster presentation and will also be given the opportunity to study examples of posters collected by the course convenor.

Indicative reading: Bridget Hutter and Sally Lloyd-Bostock, 'Law's Relationship with Social Science: The Interdependence of Theory, Empirical Work and Social Relevance in Sociolegal Studies', pp.20-43 of *The Human Face of Law* (ed. Hawkins), Cambridge 1997
Alan Hunt, *The Theory of Critical Legal Studies* (1986) *Oxford Journal of Legal Studies* 6(1), 1-45

Roger Cotterrell, 'Why Must Legal Ideas Be Interpreted Sociologically?' (1998) 25 *Journal of Law and Society* pp171-92

David Nelken, 'Blinding Insights? The Limits of Reflexive Sociology of Law' (1998) 25 *Journal of Law and Society* 407-26

Simon Halliday and Patrick Schmidt (eds) *Conducting law and Society Research: Reflections on methods and Practices*, Cambridge University Press, 2009.

Max Travers, 'The sociology of law in Britain' *The American Sociologist*, Vol 32, no 2, June 2001.

Examples of master class case studies:

Rob Reiner, *The Politics of the Police* 3rd Ed Oxford University Press 2000

Julia Black, *Rules and Regulators* (Oxford: OUP, 1997).

Marc Galanter, 'Why the "Haves" Come Out Ahead: Speculations on the Limits of Legal Change' (1974)

Volume 9:1 *Law and Society Review*, 1974.

Paul Rock, *The Social World of an English Crown Court - Witnesses and Professionals in the Crown Court Centre at Wood Green*, Clarendon Press, Oxford, 1993.

Assessment: One 8,000 word extended essay, which takes the form of a research proposal (100%). The extended essay will meet the LLM Writing Requirement.

LL4L6 Half Unit Theory of Human Rights Law

This information is for the 2011/12 session.

Teacher responsible: Dr Kai Moller, NAB 7.01

Availability: Optional for the LLM and MSc Human Rights. Also available as an outside option where regulations permit and with permission of the teacher responsible.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Pre-requisites: Some knowledge of human rights law of any jurisdiction may be helpful, but is not essential. A knowledge of philosophy is not required.

Course content: The course will provide an introduction to the philosophy of human rights and theoretical issues in human rights law. The emphasis is on a combination of law and theory; to this end, each seminar will rely on a mixture of cases from various jurisdictions and theoretical and philosophical materials. The overarching questions to be examined are to what extent current philosophical theories of human rights can illuminate our understanding of the cases and legal doctrines, and to what extent the cases and doctrines can help improving the theoretical and philosophical understanding of human rights. Topics to be discussed will include: Negative and Positive Freedom; Theories of Human Rights; Ronald Dworkin's Theory of Rights; Balancing and Proportionality; Rights Inflation; Human Rights and Judicial Review I (The American Perspective); Human Rights and Judicial Review II (The European Perspective); Absolute Rights.

Teaching: Twenty hours of seminars in the MT. 2 hours of seminars in the ST.

Formative coursework: Students are asked to submit one 2,000 word essay.

Indicative reading: The course will rely on both cases from various jurisdictions and articles and book chapters from authors including Amartya Sen, Ronald Dworkin, Robert Alexy, James Griffin, Matthias Kumm, Jeremy Waldron and Frances Kamm.

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

LL4L9 LLM Full Unit Dissertation (attached to a half unit course)

This information is for the 2011/12 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.

LL4S1 Half Unit Cyberlaw

This information is for the 2011/12 session.

Teacher responsible: Professor Andrew Murray, NAB 7.26

Availability: LLM, MSc Law and Accounting, MSc Regulation, MSc Regulation (Research), MSc Media and Communications (Media and Communication Governance), MSc Global Media and Communications (with Fudan or USC) and the MPA Programme (all streams). Also available as an outside option.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Course content: This course examines and discusses topical issues in relation to the law of the internet and other digital information devices (iPhones etc.). It opens by examining the issues relating to network regulation or control by addressing questions such as "can the internet be regulated?" and "who is competent to police online content and activity?" It concludes its examination of structural controls by examining the highly topical and politically charged issue of enshrined network neutrality: by asking the question: should Internet Service Providers be allowed to vary service conditions by types of content? Students taking the course will be expected to develop knowledge and understanding of the different values brought to bear in the regulation of ICT and communities and the factors leading towards choices of particular values, regulatory institutions and process. Such knowledge and understanding will operate both at the theoretical level and the level of particular examples of regulatory regimes.

Teaching: 20 hours of seminars in MT.

Formative coursework: Students should 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 2,000 word formative essay.

Indicative reading: Murray: *Information Technology Law: The Law and Society* (OUP, 2010)

Edwards & Waelde (eds): *Law and the Internet* 3rd ed (Hart, 2009)

Murray: *The Regulation of Cyberspace* (Routledge, 2007)

Lessig: *Code Ver 2.0* (Basic Books, 2006)

Zittrain: *The Future of the Internet* (Penguin, 2009)

Benkler: *The Wealth of Networks* (Yale UP, 2007)

Sunstein: *Republic.com 2.0* (Princeton UP, 2009)

Assessment: One 8,000 word extended essay (100%). The extended essay will meet the LLM Writing Requirement.

LL4S2 Half Unit E-Commerce Law

This information is for the 2011/12 session.

Teacher responsible: Professor Andrew Murray, NAB 7.26

Availability: LLM and MSc Law and Accounting. Also available as an outside option.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Course content: This course is to introduce students from a legal background to the specialised legal structure which surrounds e-commerce. The course looks at the specific problems an e-commerce start-up must overcome in order to begin trading, including arranging hosting agreements, designing terms and conditions of service and delivery, and arranging distribution agreements. From here the course will develop to examine the problems of more mature e-commerce businesses including jurisdiction, payment systems and rules on marketing and privacy. Special classes on internet auctions and social networks will complete the analysis. The course is designed to act as an interface between ICT law and commercial law and practice in that it examines in detail the close sub-set of online transactions which are clearly commercial in nature.

Teaching: 20 hours of seminars in LT and 2 hours in ST.

Formative coursework: Students should 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 2,000 word formative essay.

Indicative reading: Murray: *Information Technology Law: The Law and Society* (OUP, 2010)

Edwards & Waelde (eds): *Law and the Internet* 3rd ed (Hart, 2009)

Hörnle: *Cross-Border Internet Dispute Resolution* (CUP, 2009)

Charlesworth: *Key Concepts in E-commerce* (MacMillan, 2007)

Dickie: *Producers and Consumers in EU E-commerce Law* (Hart, 2005)

Wang: *Law of Electronic Commercial Transactions: Contemporary Issues in the EU, US and China* (Routledge, 2010)

Assessment: One 8,000 word extended essay (100%). The extended essay will meet the LLM Writing Requirement.

LL454 Half Unit Not available in 2011/12 Digital Rights, Privacy and Security

This information is for the 2011/12 session.

Teacher responsible: Mr. Andrew Murray.

Availability: LLM, MSc Regulation and MSc Regulation (Research). Also available as an outside option.

Course content: The protection of individual privacy is now a key concern in the information society. With personal data being a valuable and tradable commodity the amount of data being gathered stored and processed is expanding exponentially. Further as individual data moves into the cloud and as so called "mouse droppings" track our every online movement the concept of personal data privacy now seems out of date and even quaint. This course looks at the rebalancing of personal and data privacy through ICT and examines the legal frameworks designed to protect personal and data privacy. It questions their effectiveness and asks whether new offline techniques (to be implemented through the Internet of Things) are adequately regulated. The course will take a critical approach and will introduce students to techniques and technologies for monitoring and gathering personal data and the legal regulatory framework for controlling the data industry.

Teaching: 20 hours of seminars in LT and 1 two-hour seminar in ST.

Formative coursework: All students are expected to contribute to a series of class and online exercises, and to take part in a mock exam session.

Indicative reading: Murray: Information Technology Law: The Law and Society (OUP, 2010)

Edwards & Waelde (eds): Law and the Internet 3rd ed (Hart, 2009)

Carey: Data Protection: A Practical Guide to UK and EU Law 3rd ed (OUP, 2009)

Mayer-Schönberger Delete: The Virtue of Forgetting in the Digital Age (Princeton UP, 2009)

Solov: Understanding Privacy (Harvard UP, 2009)

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

LL455 Half Unit Not available in 2011/12 Piracy, Content and Ownership in the Information Society

This information is for the 2011/12 session.

Teacher responsible: Professor Andrew Murray, NAB 7.26.

Availability: LLM and MSc Law and Accounting. Also available as an outside option.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Course content: One of the most contentious and complex areas of online activity is the conflict between content providers and consumers. Providers spend considerable amounts on developing and delivering a variety of content, including entertainment content, branded content and business content. Consumers often erroneously, feel "information ought to be free" and take content without payment, an activity known as piracy. This is an embedded schism in internet society and this course will examine key flashpoints including: proprietary vs. open software; file sharing and aggregation; trade mark disputes including ADR for domain name disputes; software patents and the database right. At the end of the class students should have a valuable insight to, and understanding of, the legal foundations of these disputes and the attempts of regulators to broker a resolution. This class will take a critical approach to both the problem and the proposed legal/regulatory solutions.

Teaching: 20 hours of seminars in the MT. A two-hour revision seminar in the ST.

Formative coursework: All students are expected to contribute to a series of class and online exercises, and to submit to one one-hour

mock exam.

Indicative reading: Murray: Information Technology Law: The Law and Society (OUP, 2010)

Edwards & Waelde (eds): Law and the Internet 3rd ed (Hart, 2009)

Bently and Sherman: Intellectual Property Law 3rd ed (OUP, 2008)

Lessig: Free Culture: The Nature and Future of Creativity (Penguin, 2005)

Lessig: Remix - Making Art and Commerce Thrive in the Hybrid Economy (Bloomsbury, 2008)

Boyle: The Public Domain: Enclosing the Commons of the Mind (Yale UP, 2009)

Netanel: Copyright's Paradox (OUP, 2010)

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

LL421 Half Unit Business Taxation

This information is for the 2011/12 session.

Teachers responsible: Dr I Roxan, NAB 7.25, Mr E Baistrocchi, NAB 7.33, Professor R Fraser and others.

Availability: For LLM degree and MSc in Law and Accounting. For other Master's level students with permission of the course convenor. This course is capped at 30 students. All students are required to obtain permission from the Teacher Responsible to take it, by completing the online application form linked to the course selection on LSEforYou.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Pre-requisites: The course is suitable both for those who have not studied taxation before and for those who have. It is strongly recommended for those who are studying LL491 Taxation of Corporate Transactions and who have not studied taxation previously.

Course content: This course looks at how businesses are taxed in the UK. The course focuses on the key elements of the taxation of the income of businesses, including:

corporation tax and the nature of taxes on companies

capital gains taxation

partnership taxation

tax relief for losses

taxation of dividends and other distributions

capital allowances - relief for depreciation

The course is suitable for students who are interested in taking one course in taxation, including students who have not studied taxation before. It can usefully be combined with the Principles of Taxation course, and will be a good background course on UK business taxation for students taking Taxation of Corporate Transactions who do not yet have a sufficient background in UK taxation.

Teaching: Two-hour weekly seminars in MT.

Formative coursework: Students are asked to submit one 2,000 word essay.

Indicative reading: Tiley, Revenue Law; Lee, *Revenue Law Principles and Practice*; Salter, Lee and Snape, *Revenue Law: Text and Materials*.

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.

Assessment: A two-hour written exam (100%).

Relevant legislation may be taken into the examination room (Butterworths *Yellow Tax Handbook* or CCH *The Red Book*) if un-annotated.

LL422 Half Unit Principles of Taxation

This information is for the 2011/12 session.

Teachers responsible: Dr I Roxan, NAB 7.25, Mr E Baistrocchi, NAB 7.33, Professor M Gammie, Prof. Susan Ball and others.

Availability: For LLM degree and MSc in Law and Accounting.

For other Master's level students with permission of the course convenor.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Pre-requisites: The course is suitable both for those who have not studied taxation before and for those who have. It is recommended for those who have not studied taxation previously, and who are studying any of the other tax courses offered at LLM/MSc level.

Course content: This course looks at how tax systems work and the principles that lie behind tax systems. Topics covered include the reasons for taxation and the main types of tax, how income is taxed, how the tax administration operates, the interpretation of tax legislation and tax avoidance. The course uses examples from the tax systems of the UK and other countries to illustrate the issues discussed. The course is suitable for those who have not studied taxation before, as well as for those with a background in tax who are interested in studying the principles of taxation in greater depth.

Teaching: Two-hour weekly seminars in LT

Formative coursework: Students are asked to submit one 2,000 word essay.

Indicative reading: Morse and Williams, *Davies Principles of Tax Law*; Mirrlees et al., *Tax by Design*; Tiley, *Revenue Law*; Kay and King, *The British Tax System*; James and Nobes, *The Economics of Taxation*; Messere et al., *Tax Policy: Theory and Practice in OECD Countries*; Tanzi and Zee, *Tax Policy for Developing Countries*. Detailed reading lists will be provided during the course via Moodle.

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

LL4Z3 Half Unit Consumption Taxes

This information is for the 2011/12 session.

Teacher responsible: Dr Ian Roxan, NAB 7.25.

Availability: For LLM, MSc Law and Accounting. For other Master's level students with permission of the course convenor. It is not possible to take this course along with LL494 Value Added Tax. This course, together with its related full unit course LL494, is subject to an overall cap of 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Pre-requisites: No prior knowledge of taxation is required.

Course content: In the sixty years of the existence of value added taxes, they have spread to all corners of the globe to become one of the most important sources of government revenue. This course will examine the nature of value added taxes, whether called VAT, GST or another name. VATs will be compared with other methods of taxing consumption, including other sales taxes and progressive expenditure taxes. The course will also look at the distinction between taxing consumption and income and the redistributive effects of taxing consumption.

The course then considers the main features and problems raised by VATs and GSTs, including defining the taxpayers and the amount subject to tax, international transactions and VATs in federal jurisdictions, and the treatment of financial transactions. Examples will be drawn from the European Union VAT and from taxes in other countries.

Teaching: Two-hour weekly seminars in MT.

Formative coursework: Students are asked to submit one 2,000 word essay.

Indicative reading: Schenk and Oldman, *Value Added Tax: A Comparative Approach*; Ogley, *Principles of Value Added Tax: A European Perspective*; Ebrill, *The Modern VAT*; Alan A. Tait, *Value Added Tax: International Practice and Problems*; Mirrlees et al., *Tax by Design*; McClure, *The Value Added Tax: Key to Deficit Reduction?*; James and Nobes, *The Economics of Taxation*; Tanzi and Zee, *Tax Policy for Developing Countries*. Detailed reading lists will be provided during course via Moodle.

Assessment: A two-hour exam in the ST (100%).

LL4Z4 Half Unit Value Added Tax in the European Context

This information is for the 2011/12 session.

Teacher responsible: Dr Ian Roxan, NAB 7.25.

Availability: For LLM, MSc Law and Accounting. For other Master's level students with permission of the course convenor. It is not possible to take this course along with LL494 Value Added Tax. This course, together with its related full course LL494, is subject to an overall cap of 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Pre-requisites: This course is suitable for students who are taking LL4Z3 Consumption Taxes, or who already have some experience of EU direct or indirect taxation or of a VAT or GST system.

Course content: The focus of the course will be on the European Union VAT as it operates in the United Kingdom. A significant part of the course will be devoted to EU legislation and jurisprudence. The course will begin with an introduction to key concepts of VAT, including supplies of goods and services, taxable persons and transactions, the rate structure, and consideration for supplies. The course will then examine in more detail a range of the most important aspects of VAT, including topics such as the deductibility of input tax and the treatment of exemptions, the taxation of international transactions and transactions between member states, VAT and financial services.

Teaching: Two-hour weekly seminars in LT.

Formative coursework: Students are asked to submit one 2,000 word essay.

Indicative reading: Terra and Wattel, *European Tax Law*; Ogley, *Principles of Value Added Tax: A European Perspective*; or Farmer & Lyal, *EC Tax Law*; Roxan, 'VAT Supplies of Services: A Definition in Search of a Meaning'; Millar, 'Illusory Supplies and Unacknowledged Discounts: VAT and Valuation in Consumer Transactions'. Students will be expected to acquire either the *Tolley's Orange Tax Handbook*, or *The Green Book* (CCH) for the current year. Students will be provided with detailed outlines and reading lists for the course via Moodle.

Assessment: A two-hour formal written examination (100%).

Candidates will be permitted to take into the examination room unannotated copies of the *Tolley's Orange Tax Handbook* or *CCH The Green Book*.

LL4Z5 Half Unit EU State Aid Law

This information is for the 2011/12 session.

Teacher responsible: Dr Pablo Ibanez Colomo, 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.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Course content: Member States of the EU are not free to award subsidies to their national companies or to support them in a comparable way (by, inter alia, securing favourable supply conditions to the companies, granting loans at favourable rates or providing unlimited guarantees). In the wake of the recent financial crisis, for instance, bailout measures adopted across the EU had to be cleared by the European Commission in accordance with Articles 107 and 108 TFEU.

The first part of the course explores the economic rationale underpinning the prohibition of State aid in the European Union (the reasons why similar regimes are not implemented at the national level in federal countries facing similar dilemmas, such as the United States, will also be explored). The second part examined (i) the notion of State aid within the meaning of Article 107(1) TFEU and (ii) the conditions under which measures falling under the scope of that provision may be deemed compatible with the internal market. The third part provides an overview of the application of the law in some sectors (including the financial and the communications sectors) or for some purposes (e.g. research and development,

regional aid). Finally, the fourth part is devoted to the procedural aspects of the discipline.

Teaching: One two-hour seminar each week during the Lent Term.

Indicative reading: Quigley, *European State Aid Law and Policy* (2nd Edition, 2009); Bacon (ed), *European Community Law of State Aid*; Heidenhain (ed), *European State Aid Law* (2nd Edition, 2010); *EC State Aid Law - Liber Amicorum Francisco Santaolalla Gadea* (2008).

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

LL4Z6 Half Unit

Comparative Constitutional Law: Institutions

This information is for the 2011/12 session.

Teacher responsible: Dr Jo Eric Khushal Murkens, NAB 7.31

Availability: For the LLM (Specialisms: Legal Theory, Public Law, Human Rights Law). This half course and its related full unit course LL4F7 are subject to a combined cap of 30 students. Students must apply through Graduate Course Choice on LSEforYou. Students wishing to take LL4Z7 Comparative Constitutional Law: Rights together with this course must choose the full course LL4F7.

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, 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) constitutionalism and constituent power
- (2) constitutional forms (presidential and parliamentary systems; unitary and federal arrangements)
- (3) constitutional courts and constitutional adjudication
- (4) constitutional borrowings (transnational litigation, borrowing and the migration of constitutional ideas).

Teaching: 10 two-hour seminars, weekly during the MT. Readings are provided in advance and students are expected to participate in discussions.

Formative coursework: One 2,000 word essay.

Indicative reading: There is not set book for this course. All materials will be made available in advance on Moodle.

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

LL4Z7 Half Unit

Comparative Constitutional Law: Rights

This information is for the 2011/12 session.

Teacher responsible: Dr Kai Moller, NAB 7.01

Availability: For the LLM (Specialisms: Legal Theory, Public Law, Human Rights Law).

This half course and its related full unit course LL4F7 are subject to a combined cap of 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Students wishing to take LL4Z6 *Comparative Constitutional Law: Institutions* together with this course must choose the full course LL4F7.

Course content: This course examines a range of important and controversial topics in constitutional rights law from a comparative perspective. The topics to be discussed include: abortion; euthanasia and physician-assisted suicide; gay sex and sodomy; religion in the public sphere; non-discrimination; affirmative action; hate speech and denial of the holocaust; obscenity. The materials will come from a broad range of jurisdictions, including but not limited to the U.S., Canada, South Africa, the European Convention on Human Rights, the U.K. and Germany. The emphasis will be on a critical and comparative analysis of the cases; secondary literature will only rarely be used. The cases will be used to highlight differences in judicial methodology, constitutional traditions (including

textual differences in the various constitutions and human rights documents and the social and political background against which the constitution was adopted and continues to be interpreted), and - primarily - disagreement about the substantive moral and political questions at stake.

Teaching: 10 two-hour seminars, weekly during the LT. Readings are provided in advance and students are expected to participate in discussions.

Formative coursework: One 2,000 word essay.

Indicative reading: The course is mainly case-based; however, interested students may find the following book helpful: V Jackson and M Tushnet, *Comparative Constitutional Law*, 2nd edition, 2006.

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

LL4Z8 Half Unit

Theories of Criminal Law and Criminal Justice

This information is for the 2011/12 session.

Teacher responsible: Dr Peter Ramsay, NAB6.27

Availability: For LLM students and for MSc Criminal Justice Policy, MSc Biomedicine, Bioscience and Society, MSc Law, Anthropology and Society (with permission).

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Course content: Theories of criminal wrong, criminal responsibility and punishment. The problem of how the criminal law's threats of punishment, and the actual punishment of those who fail to obey those threats, can be justified.

Teaching: 10 seminars of two-hours duration.

Formative coursework: Students are asked to submit one 2,000 word essay.

Indicative reading: H L A Hart, *Punishment and Responsibility* (1968); Oliver Quick & Celia Wells, *Reconstructing Criminal Law* (4th edn, 2010); Alan Norrie, *Crime Reason and History* (2nd edn, 2001); A Ashworth, A von Hirsch, J Roberts (eds) *Principled Sentencing* (2009) D Husak, *Overcriminalization*, (OUP, 2007)

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

LL4Z9 Half Unit

Banking Law

This information is for the 2011/12 session.

Teacher responsible: Dr Stephen Watterson, NAB 7.24

Availability: For LLM students.

This course is capped at 30 students. Students must apply through Graduate Course Choice on LSEforYou.

Course content: The financing activities of banks, and the regulation of banking activities, are examined in other courses. This course focuses on the private law of banking as it relates to the core banking activities not covered elsewhere: the deposit-taking relationship, and (more fully) bank payment services. It aims to be both domestic and international in perspective.

1. The deposit-taking relationship.
2. Money, transfers of money and payment
3. Bank payment methods (1): funds transfers
4. Bank payment methods (2): other payment methods.
5. Third party claims and liabilities of banks as payment service providers
6. Bank payment services in international trade

Teaching: Ten weekly two-hour seminars in Lent Term, plus one Summer Term revision seminar.

Formative coursework: Students will be asked to submit two essays.

Indicative reading: For introductory purposes, students are referred to 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 two-hour examination paper (100%), in which students will be required to answer two questions. Students may bring unannotated copies of primary materials into the examination room.

MA400 September Introductory Course (Financial Mathematics)

This information is for the 2011/12 session.

Teachers responsible: Professor Mihail Zervos, COL. B402 and Dr Tugkan Batu, COL. 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: 40 lectures and classes over two weeks during September, prior to the start of the academic year, and 3 support lectures in MT.

Formative coursework: Exercises are assigned and form the basis of class discussion.

Indicative reading: Lecture notes will be provided for the mathematics component of this module. For the programming elements of the pre-session, we will use Derek Capper, *Introducing C++ for Scientists, Engineers and Mathematicians*, Springer 2001. For those with prior programming experience, a standard reference book on the C++ programming language is Bjarne Stroustrup, *The C++ Programming Language*, Addison Wesley, 1997.

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 2011/12 session.

Teacher responsible: Dr Tugkan Batu, COL. 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.

Teaching: 20 lectures in MT 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 2011/12 session.

Teacher responsible: Professor Bernhard von Stengel, COL. B412

Availability: This course is available to students on MSc Applicable Mathematics, MSc Financial Mathematics and MSc Management Science (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. If time permits: 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: There will be a two-hour written examination in the Summer term.

MA407 Half Unit Algorithms and Computation

This information is for the 2011/12 session.

Teacher responsible: Dr Tugkan Batu, COL. B405

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.

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*.

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.

MA408 Half Unit Discrete Mathematics and Complexity

This information is for the 2011/12 session.

Teachers responsible: Dr Peter Allen COL B312 and Dr Konrad Swanepoel, COL. B307

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: Norman 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 2011/12 session.

Teacher responsible: Dr Adam Ostaszewski, COL. 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 2011/12 session.

Teacher responsible: Professor Norman L Biggs, COL. B306

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 2011/12 session.

Teacher responsible: Dr Arne Lokka, COL. 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*; M Caplin & E Kopp, *Measure, Integral and Probability*; J Jacod & P Protter, *Probability Essentials*.

Assessment: Two-hour written examination in the ST.

MA412 Half Unit Functional Analysis and its Applications

This information is for the 2011/12 session.

Teacher responsible: Professor Steve Alpern, COL. B304

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 2011/12 session.

Teacher responsible: Dr Robert Simon, COL. B407

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 2011/12 session.

Teacher responsible: Professor Nick Bingham, COL. B313

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 gives an introduction to the area of stochastic analysis, with emphasis on martingale methods and Itô calculus.

Part I: Analysis and Probability (6 hours) starts with measure theory (assuming the existence of Lebesgue measure) and goes as far as the Central Limit Theorem and Strong Laws of Large Numbers.

Part II: Stochastic processes (9 hours) deals with martingales (in discrete and continuous time), including limit theorems, and Brownian motion. Part III: Stochastic integration (5 hours) is a brief introduction to Itô calculus including Itô's lemma theorem and 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:

David Williams, *Probability with martingales*. Cambridge, 1991; René L. Schilling, *Measures, integrals and martingales*. Cambridge, 2005; N. H. Bingham and Rüdiger Kiesel, *Risk-neutral valuation: Pricing and hedging of financial derivatives*, 2nd ed. Springer, 2004; G. R. Grimmett and D. J. Stirzaker, *Probability with random processes*, 3rd ed. Oxford, 2001; B. Oksendal, *Stochastic differential equations: An introduction with applications*, 6th ed. Springer, 2003; P. Protter, *Stochastic integration and differential equations: A new approach*. Springer, 1990; O. Kallenberg, *Foundations of modern probability*, 2nd ed., Springer, 2002; J. L. Doob, *Stochastic processes*, Wiley, 1953; D. Revuz and M. Yor, *Continuous martingales and Brownian motion*, 3rd ed., Springer, 1990; R. B. Ash, *Real analysis and probability*, Academic Press, 1972 (2nd ed., with C. Doleans-Dade, *Probability and measure theory*, AP, 2000); N. H. Bingham and John M. Fry, *Regression: Linear models*

instatistics. Springer Undergraduate Mathematics Series (SUMS), 2010.
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 2011/12 session.

Teachers responsible: Dr Arne Lokka, COL. 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; D. Lamberton and B. Lapeyre, *Introduction to Stochastic Calculus Applied to Finance*, Chapman & Hall/Crc *Financial Mathematics Series*, 2nd edition, 2007; 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 2011/12 session.

Teachers responsible: Dr Pavel Gapeev, COL. 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 2011/12 session.

Teachers responsible: Dr T Batu (COL. B405) and Dr L Veraart (COL. B411).

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 purpose of this course is to (a) develop the students' computational skills, and (b) introduce a range of numerical techniques of importance to financial engineering. 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: 8 support lectures and 6 programming seminars in MT; 20 lectures, 4 seminars and 10 programming seminars in LT.

Formative coursework: Weekly exercises and practicals are set and form the basis of the seminars.

Indicative reading: R.U. Seydel, *Tools for Computational Finance*, Springer; D. J. Duffy, *Introduction to C++ for financial engineers*, 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.Platten, *Numerical Solution of Stochastic Differential Equations*, Springer. B. Stroustrup, *The C++ Programming Language*, Addison Wesley; D.M. Capper, *Introducing C++ for Scientists, Engineers and Mathematicians*, Springer.

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 2011/12 session.

Teacher responsible: Dr Albina Danilova, COL. B409

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 2011/12 session.

Teacher responsible: Professor Steve Alpern, COL. B304

Availability: This course is intended primarily for students on MSc Applicable Mathematics, MSc Financial Mathematics and MSc Management Science (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 2011/12 session.

Teachers responsible: Dr Jozef Skokan, COL. B303 and 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 3rd September 2012. (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 Mediated Resistance and Citizens

This information is for the 2011/12 session.

Teacher responsible: Dr Bart Cammaerts, STC. S213

Availability: Available primarily for students on the following programmes: MSc Media and Communications, MSc Media, Communication and Development, MSc Media and Communications (Research), MSc Media and Communications (Media and Communication Governance) 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 aims to examine the various ways in which citizens use, appropriate and consume media and technologies to resist, but also how resistance is represented and mediated by citizens themselves, the mainstream media and movement media. The course will address several aspects of the intricate relationship between media and communication, resistance and citizens.

The course will be organised around the core-concept 'mediation opportunity structure' referring to the opportunities for agency through media and communication, as well as the structural constraints in place to prevent agency and stifle opposition. Both ICTs and more traditional media are considered and a dialectical perspective on power and the relationship between agency and structure is adopted with a particular emphasis on strategies of resistance. The different lectures will focus on various aspects of the mediation opportunity structure - mainstream media representation, self-

mediation, counter-hegemony, networked opportunities - using examples from various regions in the world, but mostly relating to mature democracies and to a lesser extent emerging and non-democracies. Some case-studies will be local, others nation-wide, while again others might relate to regional contexts or even transnational levels of governance.

Teaching: Lecture/seminar (two-hours) x 10 LT.

(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; Dahlgren, P. (2009) *Media and political engagement: citizens, communication, and democracy*, Cambridge/ New York: Cambridge University Press.; Cammaerts, Bart, Matoni, Alice and McCurdy, Patrick (eds) (2011) *Mediation and Protest Movements*. Bristol: Intellect.; Cammaerts, B. and Carpentier, N. (eds.) (2007) *Reclaiming the Media: Communication Rights and Democratic Media Roles*, ECREA book series, Bristol: Intellect.; Chadwick, Andrew (2006) *Internet Politics: States, Citizens, and New Communication Technologies*. Oxford: Oxford University Press.; Curran, James (2002) *Media and Power*. London: Routledge; Downing, J. (2001) *Radical Media: Rebellious Communication and Social Movements*, Thousand Oaks, CA: Sage; della Porta, Donnatella and Diani, Mario (2006) *Social Movements: An introduction* - 2nd edition. Oxford: Blackwell Publishing; Johnston, Hank (ed.) (2009) *Culture, Social Movements, and Protest*. Farnham: Ashgate.; Martín-Barbero, Jesús (1993) *Communication, Culture and Hegemony: From the Media to Mediation*. London: Sage.; McCaughey, Martha and Michael D. Ayers (eds) (2003) *Cyberactivism: online activism in theory and practice*. London: Routledge.; Street, J. (2001) *Mass Media, Politics and Democracy*, London: Palgrave.; van de Donk, W., Loader, Brian D., Nixon, Paul G. and Rucht, Dieter (eds) (2004) *Cyberprotest: New media, citizens and social movements*. London: Routledge.; Opel, Andrew and Pompper, Donnalyn (eds) (2003) *Representing Resistance: Media, civil disobedience, and the Global Justice Movement*. Westport, Conn.: Praeger; Bailey, O., Cammaerts, B. and Carpentier, N. (2007) *Understanding Alternative Media*, Maidenhead: Open University Press.

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 2011/12 session.

Teacher responsible: Professor Sonia Livingstone, STC. S105

Availability: This course is available to students on MSc Media and Communications, MSc Media and Communications (Media and Communication Governance) 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 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; Morley, D. (1992) *Television, Audiences and Cultural Studies*, Routledge; Nightingale, V. (ed.) (2011) *The Handbook of Media Audiences*, Wiley-Blackwell. 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

Contemporary Issues in Media and Communications Regulation

This information is for the 2011/12 session.

Teacher responsible: Dr Damian Tambini, STC. S119e

Availability: Available primarily for students on the following programmes: MSc Media and Communications, MSc Media and Communications (Media and Communication Governance), MSc Media and Communications (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/MPA Public and Social 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.

Teaching: Lecture/seminar (two-hours) x 10 LT. (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 advanced reading, prepare seminar presentations and submit one essay of 1,500 words.

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; V. Picard. *Reopening the Postwar Settlement for U.S. Media: The Origins and Implications of the Social Contract Between Media, the State, and the Polity*. *Communication Culture and Critique* (2010) 170-189; 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://ec.europa.eu/information_society/index_en.htm as well as the OECD, OfCOM, and BBC websites.

Assessment: A written assignment of not more than 3,000 words (100%).

MC404 Half Unit Political Communication

This information is for the 2011/12 session.

Teacher responsible: Dr Nick Anstead, STC. S111

Availability: This is a compulsory course for students on MSc Politics and Communication. Also available on MSc Global Media and Communications (with Fudan or USC). It is 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 examines a range of interconnected issues concerning the politics/mass media relationship: media and political influence; political marketing; branding and news management; political reporting; media and public knowledge; the 'crisis' of current civic communications and media and war.

Teaching: Lecture (one-hour) x 10 MT; seminar (one-hour) x 10 MT.

Formative coursework: All students are expected to complete advance reading, prepare seminar presentations, and submit one essay of 1,500 words.

Indicative reading: Allan, S. (Ed) (2005) *Journalism: Critical Issues*, Berkshire, Open University Press; Bennett, W.Lance and Enteman, R. (Eds) (2001) *Mediated Politics: Communication in the Future of Democracy*, Cambridge University Press; Davis, A. (2007) *The mediation of power: a critical introduction*, New York: Routledge; Graber, Doris (Ed) (2007) *Media Power in Politics*, 5th edn; Esser, F. and Pfetsch, B. (Eds) (2004) *Comparing Political Communications*, New York, Cambridge University Press; McNair, B. (2007) *An Introduction to Political Communications*, London: Routledge; Norris, P. (2000) *Virtuous Circle*, Cambridge University Press; Negrine, R. and Stanier, J. (Eds) (2007) *The Political Communication Reader*, Routledge; Scammell, M. and Semetko, H. *Media, Journalism and Democracy: A Reader*, Ashgate; Scammell, M. (1995) *Designer Politics*, Basingstoke, Macmillan; Swanson, D. and Mancini, P. (Eds) (1996) *Politics, Media and Modern Democracy*, Praeger; Waisbord, S. (2000) *Journalism in South America: news, accountability and democracy*, NY: Columbia University.

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 2011/12 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. It is also available as an option course to students on the MSc Media and Communications, MSc Media and Communications (Research) and MSc Media and Communications (Media and Communication Governance). Remaining places will be available first to MSc students in the Department of Media and Communications.

Course content: This course will examine communication policies and their relationship with society and development, focusing particularly on the application of information and communication technologies, especially the internet and mobile services. It will

draw attention to some issues of critical importance in current ICT policymaking, including the relationship between the ICT sector and other areas of public policy (such as development, governance, the environment and rights) and the relationships among technology, market development and regulation. The course will draw on case studies and the lecturers' practitioner experience in communications development and deployment in Europe, Africa and Asia. Course objectives are: to examine the relationship between ICT policy and wider public policy domains; to explore the development and regulation of communications in industrial and developing countries; to understand current experience and the application of policy development and research methods in these areas; and to illustrate these issues, using case studies.

Teaching: Lecture (one-hour) x 10 LT; seminar (one-hour) x 10 LT.

(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 formative essay of 1,500 words which differs from the topic addressed by the summative essay.

Indicative reading: Drake, William J. & Wildon, Ernest J. III (eds), 2008. *Governing Global Electronic Networks*, MIT Press; International Telecommunication Union, 2010. *Measuring the Information Society*; Jørgensen, Rikke Frank (ed), 2006. *Human Rights in the Global Information Society*, MIT; King, Kenneth & McGrath, Simon, 2004. *Knowledge for Development*, HSRC Press and Zed Books; MacLean, Don (ed), 2005. *Internet Governance: a Grand Collaboration*, United Nations; Mahan, Amy and Melody, William (eds), 2007. *Diversifying Participation in Network Development*. IDRC, Uruguay; Milne, Claire and Feijoo-Gonzalez, Claudio (eds), 2008. *Info Volume 10 Issue 5. Special Issue: Re-thinking universal service policy for the digital era*; Infodev 2011, *Telecommunications Regulation Handbook*; UNICEF 2010, *Mobiles for Development*; Milward-Oliver, Gerard (ed), 2005. *Maitland+20: Fixing the Missing Link*. Anima Centre; The Climate Group, 2008. *SMART 2020*, Global E-Sustainability Initiative; Torero, Maximo and von Braun, Joachim (eds), 2006. *Information and Communication Technologies for Development and Poverty Reduction: The Potential of Telecommunications*. International Food Policy Research Institute, Washington DC, Johns Hopkins University Press; Unwin, Tim (ed.), 2009. *ICT4D*, Cambridge University Press.

Assessment: A written assignment of not more than 3,000 words.

MC407 Half Unit International Media and The Global South

This information is for the 2011/12 session.

Teacher responsible: Dr Linje Manyozo, STC. S119D

Availability: MSc Media, Communication and Development, MSc Media and Communications (Media and Communication Governance), MSc Media and Communications, MSc Media and Communications (Research), MSc Politics and Communication and MSc Global Media and Communications (with Fudan/USC). Also available as an outside option where regulations permit and with the permission of the course convenor.

Course content: This course challenges students to raise questions about the power and role of the media in shaping global discourses on, and about, international media, development and the global south. Building on empirical examples, the lectures aim to demonstrate that reporting issues of poverty, underdevelopment and development by international media organizations has implications, not only for the way the global south is imagined and represented, but also for the arena of international and national policy and politics. From different theoretical perspectives, the course critically investigates key questions concerning the role of media in development, including the failure of the dominant modernization paradigm to 'pass away'. The course offers insight into how to approach the study of media constructions, depictions and representations of, and about, the global south. The objectives are to:

- (a) Introduce debates about how media power shapes international development discourses and political realities for citizens in the global south.
- (b) Link dominant development theories to the paradigms of development reporting.
- (c) Provide a postcolonial critique of the study of representations of poverty, development, participation and the global south.
- (d) Critically assess aspects of the political economy of international media production within the contexts in which NGOs research, package and produce news on international development, especially in and about the global south
- (e) Investigate whether and in what ways new technologies, and small and participatory media formats enable alternative voices from the global south to be heard.

The course is organized in three sections: 1) historical and theoretical overview of international media, development and the global south locating the debate(s) around development and communication within postcolonial and other critical frameworks; and with respect to UNESCO's International Commission for the Study of Communication Problems (ICSCP); 2) Critical perspectives, drawn selectively from studies of development theory, political economy and cultural studies and pertaining to representation, regulatory frameworks, good governance and democracy and 3) practices in reporting poverty, inequality and humanitarian issues. Cross-cutting themes will include a consideration of gender, NGO communications, social media and ICTs in the context of international media and change in the global south.

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: Eisenstein, Z. (2004) *Against Empire*. London, New York: Zed Press; Hall, S (ed.) (1997) *Representation: Cultural Representations and Signifying Practices*, Thousand Oaks CA: Sage Publications; Haynes, J. (2001) *Democracy and Political Change in the 'Third World'*, London: Routledge; Hemer, O. and Tufte, T. (eds) (2005) *Media and Global Change: Rethinking Communication for Development*, Clacso and NORDICOM; Independent Commission for the Study of Communication Problems (ICSCP) (1980/2004) *Many Voices, One World: Communication and Society, Today and Tomorrow; Towards a New More Just and More Efficient World Information and Communication Order*. (MacBride Report) London, New York and Paris: Kogan Page and UNESCO. Lanham, MD: Rowman & Littlefield Publishers; Lerner, D., and Schramm, W. (1967) *Communication and Change in the Developing Countries*. Honolulu: East-West Center Press; Mansell, R. and Wehn, U. (eds) (1998) *Knowledge Societies: Information Technology for Sustainable Development*. Oxford: Oxford University Press; Melkote, S. R. and Steeves, H. L. (2001) *Communication for Development in the Third World: Theory and Practice for Empowerment*, 2nd Edition. London: Sage; Mody, B. (ed) (2003) *International and Development Communication: A 21st Century Perspective*. 2nd Edition. Thousand Oaks, CA: Sage; Rodriguez, C. (2001) *Fissures in the Mediascape: An International Study of Citizens' Media*. Cresskill NJ: Hampton Press; Said, E. (1979) *Orientalism*. New York: Vintage; Schramm, W. (1964). *Mass Media in National Development*. Stanford, CA: Stanford University Press; Servaes, J (ed.) (2008) *Communication for Development and Social Change*. New Delhi: Sage; Singhal, A. and Rogers, E. (1999) *Entertainment-Education: A Communication Strategy for Social Change*. Malden, NJ: Lawrence Erlbaum Associates.

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 2011/12 session.

Teacher responsible: Dr Shani Orgad, STC. S110

Availability: This is a compulsory course for students taking

the following programmes: MSc Media and Communications, MSc Media and Communications (Media and Communication Governance), 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 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 Media Agenda Talks: 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 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; Chouliarakis, 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 2011/12 session.

Teacher responsible: Dr Leslie Haddon, KGS. K104

Availability: Available for students on the following programmes: 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 Media and Communications (Media and Communication Governance). Other students may attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible. This course is capped at 30 places.

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, their place in social networks and their implications 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.

Indicative reading: Haddon, L. (2004) *Information and Communication Technologies in Everyday Life: A Concise Introduction and Research Guide*, Berg; Ling, R. (2004) *The Mobile Connection: The Cell Phone's Impact on Society*, Morgan Kaufmann; 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; Ito, M. (2010) *Hanging Out, Messing Around and Geeking Out: Kids Living and Learning with New Media*, MIT Press, Cambridge, MA; Van Dijk, J. (2005) *The Deepening Divide: Inequality in the Information Society*, Sage, London; Green, N. and Haddon, L. (2009) *Mobile Communications: An Introduction to New Media*, Oxford, Berg.

Assessment: A written assignment of not more than 3,000 words.

MC411 Half Unit Media and Globalisation

This information is for the 2011/12 session.

Teacher responsible: Professor Terhi Rantanen, STC. S106

Availability: This course is compulsory for and 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: Globalisation, Media Imperialism, Time, Space and Place, Global Media Production, Global Representations, Global Audiences; Cosmopolitanisation.

Teaching: Lecture (one-hour) x 10 MT; seminar (one-hour) x 10 MT; revision session x 1 ST.

Formative coursework: All students are expected to complete advance reading, prepare seminar presentations, and submit one essay of 1,500 words.

Indicative reading: A reading list will be provided for each topic. General works relevant to the course include; Curran, J. and

Park, M.-L. (2000) (eds.) *De-Westernizing Media Studies*. London: Routledge, Macdonald, M. (2003). *Exploring Media Discourse*. London: Arnold, Maxwell, R. (ed.) (2001). *Culture Works: Essays on the Political Economy of Culture*. Minneapolis, University of Minnesota Press, Miller, T. (et al.) (2005). *Global Hollywood 2*. London: BFI Publishing; Pickering, M. (2001). *Stereotyping: The Politics of Representation*. Basingstoke: Palgrave; Rantanen, T. (2004). *The Media and Globalization*. London: Sage; Said, E. (1985). *Orientalism*. London: Penguin; Tomlinson, J. (1999). *Globalisation and Culture*. Cambridge: Polity Press; Silverstone, R. (2007). *Media and Morality*. Cambridge: Polity Press; Turov, J. (2006). *Niche Envy*, Cambridge, Mass: MIT Press.

Assessment: A formal two-hour examination in the ST; two questions from a choice of five.

MC413 Half Unit Information, Communication and Knowledge Systems

This information is for the 2011/12 session.

Teacher responsible: Professor Robin Mansell, STC. 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 and Communications (Media and Communication Governance), MSc Media, Communication and Development and MSc Politics and Communication. Other students may attend subject their own degree regulations and at the discretion of the teacher responsible.

Course content: The aim of this course is to examine the innovation processes that influence the development of information, communication and knowledge systems from a variety of critical perspectives. The main emphasis is on the implications of these developments for social and economic change and for policy. The course begins from the premise information and communication technologies are developed and used within a complex innovation system. The course will enable students to understand some of the interrelationships between innovations in these technologies and transformations in society. Particular attention will be given to incentives to create open digital platforms and services as compared to those favouring exclusive platforms for reasons of security, privacy, or profit. Students will be encouraged to develop critical appraisals of whether the innovation system associated with these technologies is creating opportunities for individual and collective empowerment. The course will emphasise issues related to the Internet and 'new media'.

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: Anderson, C. (2010) 'The Web is Dead: Long Live the Internet - Who's to Blame: Us'. *Wired*, September, 1-17; Baym, N. K. (2010) 'Social Networks 2.0', in R. Burnett, M. Consalvo and C. Ess (eds), *The Handbook of Internet Studies* (pp. np Kindle), Wiley-Blackwell; Castells, M. (2009) *Communication Power*, Oxford University Press; Department for Business Innovation and Skills and Department for Culture Media and Sport. (2009) *Digital Britain: Final Report*. London: BIS, DCMS; Lessig, L. (2008) *Remix: Making Art and Commerce Thrive in the Hybrid Economy*, Bloomsbury Academic; Mansell, R. and Raboy, M. (2011) 'Introduction: Foundations of the Theory and Practice of Global Media and Communication Policy', in R. Mansell and M. Raboy (eds), *The Handbook of Global Media and Communication Policy* (pp. 1-20), Blackwell-Wiley; Mansell, R., Avgerou, C., Quah, D. & Silverstone, R. (eds) (2007) *The Oxford Handbook of Information and Communication Technologies*, Oxford University Press, pbk 2009; Turkle, S. (2011) *Alone Together: Why We Expect More from Technology and Less from Each Other*, Basic Books; Wessels, B. (2010) *Understanding the Internet: A Socio-Cultural Perspective*, Palgrave Macmillan; Zittrain, J. (2009) *The Future of the Internet--*

and *How to Stop It*, Yale University Press.

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 2011/12 session.

Teacher responsible: Dr Shani Orgad, STC. S110

Availability: This course is intended primarily for students on the MSc Global Media and Communications (with Fudan or USC), to whom priority will be given in allocating places. It is a recommended option for students on the MSc Media and Communications and MSc Media and Communications (Research). It is also available as an optional course to students on other MSc programmes in the Department of Media and Communications.

Course content: 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 public issues are framed, imaged, and constructed, and what consequences this may have for the moral judgements people make and the actions they take.

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; Chouliarakis, L. (2006) *The Spectatorship of Suffering*, Sage; Cohen, S. (2001) *States of Denial: Knowing about Atrocities and Suffering*, Polity; Cottle, S. (2006) *Mediatized Conflict*, OUP. 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 2011/12 session.

Teacher responsible: Dr Bart Cammaerts, STC. 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. The range of issues examined include: 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 long-established democratic societies and in new and emerging democracies.

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 essay of 1,500 words.

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*, 3rd edn, Cambridge: Polity, 2006; H. Jenkins and D. Thorburn, *Democracy and the New Media*, MIT, 2003; Negrine, R. *The Transformation of Political Communication* Basingstoke: Palgrave Macmillan, 2008; Susan Pharr and R. Putnam, *Disaffected Democracies*, 2000; P. H. Smith *Democracy in Latin America: political change in comparative perspective*, New York: Oxford University Press, 2005; M. Scammell and H. Semetko, *Media, Journalism and Democracy: A Reader*, Ashgate, 2000; B. Cammaerts and N. Carpentier (Eds) *Reclaiming the Media: communication rights and democratic media roles*, ECREA book series, Bristol: Intellect 2007. B. Cammaerts, A., Matoni and P. McCurdy (eds) *Mediation and Protest Movements*. Bristol: Intellect, 2011.

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 2011/12 session.

Teacher responsible: Dr Bart Cammaerts, STC. S213

Availability: This is a 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 Media and Communications (Media and Communication Governance) 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, MSc Management and 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 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 key 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.

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 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 an essay of 1,500 words.

Indicative reading: A reading list will be provided for each topic. General works relevant to the course include:

Braman, S. (ed.) (2003), *Communication Researchers and Policy-Making*, MIT Press; Castells, M. (2009) *Communication Power*, Oxford University Press; Gill, R. (2007) *Gender and the Media*, Polity 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; Routledge; Silverstone, R. (2007) *Media and Morality*, Polity Press; 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 2011/12 session.

Teacher responsible: Dr Nick Anstead, STC. S111

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. & Wlezien, 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 2011/12 session.

Teacher responsible: Dr Myria Georgiou, STC. S119a

Availability: Available as an optional course for students only 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.

Course content: This course examines the relation between identity and the media in the context of diaspora and transnationalism. The course examines meanings of identity at present times, especially as these are formed through experiences of mediated and physical transnational mobility. As migration and symbolic mobility, especially through the media, inform each other it becomes almost impossible to understand identity outside the context of mediation. The course is organised in three main thematic units. The first unit provides the conceptual entry point to the course. The second unit focuses on the modes of transnational communication: television, cinema and the internet. The third unit focuses on the spaces of transnational communication: the city, the nation and the transnational space. Each unit and lecture contributes to the understanding of identity in a world that is increasingly interconnected and networked.

Teaching: Lecture (one hour) x 10 MT; seminar (one hour) x 10 MT.

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. (2006) *Fear of Small Numbers*, Duke University 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; Vertovec, S (2009) *Transnationalism*, Routledge.

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 2011/12 session.

Teacher responsible: Dr Linje Manyozo, STC. S119D

Availability: This course is capped at 30 students and is compulsory for those on the MSc Media, Communication and Development. It is an optional course for students on the MSc Media and Communications/MSc Media and Communications (Research)/MSc Media and Communications (Media and Communication Governance). This course is only available to students on MSc programmes within the Department of Media and Communications.

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: Lecture (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 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; Manyozo, L (2011) *People's Radio: Communicating Change Across Africa*. Penang, Malaysia: Southbound; 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 (ed.) (2008) *Communication for Development and Social Change*. New Delhi, Thousand Oaks, CA and Singapore: Sage; Taylor, J., Wilkinson, D., and Cheers, B. (2008) *Working with Communities in Health and Human Services*, Oxford: Oxford University Press

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 2011/12 session.

Teachers responsible: Prof. Lilie Chouliaraki, STC. S102 and Charlie Beckett, TW3 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 are instrumental not only in disseminating information but also in shaping the opinions, sensibilities and dispositions of their publics. This course draws on cutting-edge theory and empirical examples in order to enable students to understand the process by which the news media operate as major ethico-political agents in our societies as well as to critically analyse the profound transformations that news journalism is undergoing today, under the pressures of media globalisation and digitalisation

On completion of this course, students should be able to: understand the role of global journalism in society today; 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; evaluate the normative and empirical connections between media journalism, the production of news and ethical considerations; 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

Formative coursework: All students are expected to complete advance reading, prepare seminar presentations, and submit one essay of 1,500 words.

Indicative reading: Allan, S. (2009) *The Routledge Companion to News and Journalism*, London: Routledge; Beckett, C. (2008) *Supermedia*, London: Blackwell; Cottle, S. (2009) *Global Crisis Reporting*, Milton Keynes: Open University Press; Chouliaraki, L. (2006) *Spectatorship of Suffering*, London: Sage; Frosh, P. and Pinchevski, A. (2009) *Media Witnessing*, London: Palgrave; De Burgh (2005) *Making Journalists*, London: Sage; Hafez, K. (2007) *The myth of media globalization*, Cambridge: Polity; Muhlmann, G. (2008) *A Political History of Journalism*, Cambridge: Polity; Paterson, C. and Sreberny, A. (eds) (2004) *International News in the 21st Century*, Eastleigh: John Libbey Publishers for University of Luton Press; Silverstone, R. (2006) *Media and Morality: On the rise of the Mediapolis*, Cambridge: Polity.

Assessment: A written assignment of not more than 3,000 words.

MC423 Half Unit Global Media Industries

This information is for the 2011/12 session.

Teacher responsible: Dr Bingchun Meng, STC. S108

Availability: This course is capped at 60 students. Priority access is given to those taking MSc Global Media and Communications (with Fudan or USC), thereafter any remaining places will be made available on a first come, first served, basis to students on the following programmes:

MSc Media, Communication and Development, MSc Media and Communications, MSc Media and Communications (Research), MSc Media and Communications (Media and Communication Governance), MSc Politics and Communication, MSc Gender Media and Culture, and MSc Culture & Society.

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, globalisation, post-Fordism and the commercialisation of public institutions.

Course objectives:

This course aims to help you:

- Global film industry
- Global television
- Digital media structure and practices
- Globalisation and news production
- Advertising and branding
- Media policy and regulation in the global context
- Summary and reflection

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 essay of 1,500 words.

Indicative reading: 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; Havens, T. (2007) *Global Television Marketplace*, British Film Institute, London; Caves, R. (2000) *Creative Industries*, Harvard University; Turow, J. (2006) *Niche Envy*, MIT Press; Klein, N. (2000) *No Logo*, Picador.

Assessment: A formal two hour examination in the ST: two questions from a choice of five.

MC424 Half Unit Media and Communication Governance

This information is for the 2011/12 session.

Teacher responsible: Dr Damian Tambini STC.S119e

Availability: Compulsory on MSc Media and Communications (Media and Communication Governance). Optional on MSc Media and Communications, MSc Media and Communications (Research), MSc Politics and Communication, MSc Global Media and Communications, MSc Media, Communication and Development. The course is also available as an outside option where regulations permit.

Course content: Communication governance includes all attempts by public bodies to fund, license or otherwise regulate or govern communication services or the providers of those services, usually for an alleged public benefit. The process of governance includes public policy debate and discussion and the processes of self-regulation and legal regulation. The term 'governance' refers to the norms, rules and resources together with their theoretical underpinnings that inform the production and consumption of media and communication services. The course covers the key concepts required to gain an understanding of the processes through which public authorities, corporations and the public are involved in setting rules, building institutions and providing public resources for the provision of media and communication services. This course begins from the assumption that media and communication can only be fully understood if their governance and its implications for citizens and consumers as well as producers, is understood. Illustrations are drawn from UK, European and international developments, thereby presenting a multi-levelled analytical approach to governance issues in the field. The first half of the course maps key elements of communication governance including key concepts and institutions. The second half of the course examines contemporary issues and debates in communication governance.

Teaching: Lecture (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 essay of 1,500 words.

Indicative reading: 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 Raboy, M (eds). (2011). *Handbook of Global Media and Communications Policy*. Wiley Blackwell. London; 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; Michael, E. J. (2006) *Public Policy: The competitive framework*. Oxford: Oxford University Press, Esp Chapter 5. 'Market failure and intervention'; Puppis, Manuel. *Media Governance: A New Concept for the Analysis of Media Policy and Regulation* *Communication, Culture & Critique* 3 (2010) 134-149; Richards, E., Foster, R. and Kiedrowski, T. (eds) (2006) *Communications: The Next Decade. A Collection of Essays prepared for Ofcom*; Satola, D. (2007) 'Legal Aspects of Internet Governance Reform' *Information Polity*, 12(1/2): 1570-1255; 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: One two-hour examination in the ST (100%).

MC425 Half Unit Interpersonal Mediated Communication

This information is for the 2011/12 session.

Teacher responsible: Dr Ellen Helsper.

Availability: MSc Media and Communications (Media and Communication Governance), MSc Media and Communications, MSc Media and Communications (Research), MSc Politics and Communication, MSc Global Media and Communications and MSc Media, Communication and Development. Also available as an outside option where regulations permit and with the permission of the teacher responsible.

Course content: Communication media have been blamed for a breakdown of social relationships and have simultaneously been hailed as powerful social tools that can connect people from all walks of life. This course addresses the ways in which interpersonal relationships and communication are influenced by mediation. The first half of the course addresses the history of media in interpersonal communication as well as general interpersonal communication and relationship theories. The second half looks in more detail at how the interaction between media and interpersonal communication has been studied in relation to the cross-cutting themes of trust, intended outcomes and context.

The aim of this course is to provide students with a critical understanding of communication within small groups and dyadic relationships. The course examines the influence of media on three key areas of interpersonal interaction which are identified as personal, social and professional communication. The examination of these key areas is framed by theories of social norms, media richness, social capital and supplementation/substitution. The central concepts of the course (ie. trust, intended outcomes and social context) reflected upon in these theories, are discussed from the perspective of different disciplinary and methodological paradigms. Examples of research and policy will give students the tools to understand what the practical implications are of the ways in which these different paradigms suggest that interpersonal communication processes vary depending on the type of platform this communication takes place on as well as the type of relationship that is under investigation.

As a result of the course the students will be able to evaluate the weaknesses and strengths of the theories that aim to explain apparently contradictory observations about the practice of interpersonal mediated communication.

Teaching: Lecture (one hour) x 10 MT; seminar (one hour) x 10 MT.

Formative coursework: All students are expected to complete advance reading, prepare seminar presentations, and submit one essay of 1,500 words.

Indicative reading: Anderson, J. A. & Meyer, T. P. (1988). *Mediated Communication*. Newbury Park, CA: Sage; Burke, P. & Briggs, A. (2001). *A Social History of the Media*. Cambridge: Polity Press; Hartley, P. (1993). *Interpersonal Communication*. London: Routledge; Joinson, A. (2003). *Understanding the psychology of Internet behaviour*. Virtual Worlds, Real Lives. Palgrave: New York; Kraut, R. Galegher, J., Fish, R., & Chalfonte, B. (1992). Task requirements and media choice in collaborative writing. *Human Computer Interaction*, 7(4), 375-407; Lea, M., Spears, R., & de Groot, D. (2001). Knowing me, knowing you: Anonymity effects on social identity processes within groups. *Personality and Social Psychology Bulletin*, 27(5), 526-537; Joinson, A.N., McKenna, K., Postmes, T. & Reips, D. (2009) *The Oxford Handbook of Internet Psychology*. Oxford: Oxford University Press; Walther, J. B., Anderson, J. F., & Park, D. W. (1994). Interpersonal Effects in Computer-Mediated Interaction - a Metaanalysis of Social and

Antisocial Communication. *Communication Research*, 21(4), 460-487; Whitty, M.T. & Joinson, A. (2009) Building trust through communication (Chapter 9). In *Truth, Lies and Trust on the Internet* (pp 97-108). Hove, UK: Routledge; Yee, N., & Bailenson, J. (2007). The Proteus Effect: The effect of transformed self-representation on behavior. *Human Communication Research*, 33(3), 271-290.

Assessment: A written assignment of not more than 3,000 words (100%).

MC426 Half Unit Film Theory and World Cinema

This information is for the 2011/12 session.

Teacher responsible: Dr Shakuntala Banaji, STC. S103

Availability: Priority will be given to students on MSc Media, Communication and Development, MSc Media and Communications, MSc Politics and Communication, MSc Media and Communications (Research) and MSc Global Media and Communications (with Fudan or USC). Other students may only attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible.

Course content: This course is designed to enable a consistent, informed and plausible reading of popular film representations, discourses and cultures of consumption in specific geopolitical contexts. Introducing theories from the humanities and the social sciences, lectures offer alternative approaches to theorising sexuality, gender, race, class, religion, national identity, childhood, history and politics in popular commercial films and their interpretation by audiences. The impact of unequal power relations - on how representations are reproduced, spectatorship is theorised and censorship policies are formulated - will be demonstrated and analysed. While the course offers a particular focus on Hindi commercial cinema as an example of World cinema, it refers more widely to examples from other National Cinemas such as those of China, Korea, Australia, Mexico and Iran. A key learning method is the extensive interrogation of audiovisual materials. To this end, there will be four film screenings alongside the lectures and seminars. Additionally, films referred to on the course will be made available through the library or can be downloaded and watched from popular film sites on the internet.

Teaching: Lecture (one hour) x 10 MT; seminar (one hour) x 10 MT; film screenings x 4 MT.

Formative coursework: All students are expected to complete advance reading, present in seminar discussions, attend 4 film screenings and submit one essay of 1,500 words.

Indicative reading: Banaji, S. (2006) *Reading 'Bollywood': The Young Audience and Hindi Film*, Basingstoke: Palgrave-Macmillan; Barker, M. and Brooks, K. (1998) *Knowing Audiences: Judge Dredd - its friends, fans and foes*. Luton: University of Luton Press; Dudrah, R. & Desai, J. (Eds) (2008) *The Bollywood Reader*, London: McGraw Hill; Hjort, M. & Mackenzie, S. (2002) (eds), *Cinema & Nation London*: Routledge; Gledhill, C. and Williams, L. (2000) (Eds) *Reinventing Film Studies*, London: Arnold; BFI Publishing; Jancovich, M. (2002) *Horror: The Film Reader*, London: Routledge; Stam, R. (2000) *Film Theory: An Introduction*. Malden, Massachusetts & Oxford: Blackwell Publishers; Thornham, S. (ed) (1999), *Feminist Film Theory: a reader*, New York: New York University Press; Turner, G. (1999, third edition) *Film as Social Practice*, London and New York: Routledge; Tapper, R. (ed) (2003). *The New Iranian Cinema: Politics, Representation and Identity* London: I.B. Tauris.

Assessment: A written assignment of not more than 3,000 words (100%).

MC427 Half Unit Digital Media Futures

This information is for the 2011/12 session.

Teacher responsible: Dr Alison Powell

Availability: Optional on MSc Media and Communications,

MSc Media and Communications (Research) and MSc Media and Communications (Media and Communication Governance). Also available as an outside option where regulations permit.

Course content: This course provides an historical, theoretical and methodological basis through which to assess the social and cultural transformations related to digital media infrastructures and related social practices. It focuses on the materiality and affordances of new media, as well as on the social transformations that have co-evolved, including open source media production practices and peer to peer organizing practices. It critiques and questions the assumptions about the transformation of social and cultural life but also attempts to help students develop conceptual strategies beyond critique. A central focus of the course will be the claims made about the implication for collaborative work and culture of the qualities of digital data, considered through topics including but not limited to: peer to peer and open source cultural movements, the political economy and ecology of digital media, the politics of algorithms, remembering and forgetting, as well as the shift towards 'data as media' and its implications for media publics and media power. Students will be invited to consider the broader contexts of all of these media futures, including those related to policy and governance.

Teaching: 10 x one-hour lectures and 10 x one-hour seminars in LT.

Formative coursework: Students will complete a 1,500 word formative essay based on a case study. They will also receive formative feedback on class participation and on participation in creating a shared, online 'Encyclopedia of Media Futures' modelled on Wikipedia.

Indicative reading: Marvin, Carolyn (1989) *When Old Technologies Were New*. Cambridge: MIT Press.

Chun, Wendy Hui Kyong and Thomas Keenan (2006) *New Media, Old Media: A History and Theory Reader*. London: Routledge.

Gauntlett, David (2010) *Making is Connecting*. London: Polity Books.

Hayles, N. Katherine (1999) *How We Became Posthuman: Virtual Bodies in Cybernetics, Literature, and Informatics*. Chicago: University of Chicago Press.

Kitchin Rob and Dodge, Martin (2011) *Code/Space: Software and Everyday Life*.

Lukers, Kristin (2007) *Salsa Dancing into the Social sciences: Research in an age of info-glut*. Cambridge, MA: Harvard University Press.

Turner, Fred (2005) "Where the Counterculture Met the New Economy: The WELL and the Origins of Virtual Community." *Technology and Culture* 46: 485-512.

Turkle, Sherry (2011) *Alone Together: Why We Expect More from Technology and Less from Each Other*. New York: Basic Books.

Vaidhyanathan, Siva (2008) *The Googlization of Everything (And why we should worry)*. Berkeley: University of California Press.

Assessment: One 3,000 word essay (100%).

MC499 Dissertation: Media and Communications

This information is for the 2011/12 session.

Teacher responsible: Dr Shakuntala Banaji, STC. S103

Availability: Compulsory unit for MSc Global Media and Communications, MSc Media and Communications, MSc Media and Communications (Research), MSc Media and Communications (Media and Communication Governance), 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.

Teaching: (1) Dissertation symposiums: a two-hour symposium will be held towards the end of LT for all students and another will be held in the summer term.

(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 6 or 7 of ST.

(3) Dissertation tutorials: ad hoc sessions for each student and their supervisor that can be organised during term-time in office-hours.

Formative coursework: Students are required to submit Ethics Checklists and 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 2012. 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 submitted in previous years for style and formatting purposes and to make sure that they are not replicating previous work.

MC4M1 Half Unit Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis)

This information is for the 2011/12 session.

Teacher responsible: Dr Ellen Helsper, STC. S119c

Availability: MSc Gender, Media and Culture, MSc Global Media and Communications (with Fudan or USC), MSc Media and Communications, MSc Media and Communications (Media and Communication Governance), MSc Media, Communication and Development, and MSc Politics and Communication. This course is not available as an outside option.

Course content: The aims of the course are to provide students with a general 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, experiments, ethnography and participant observation, as well as research ethics.
 - ii. Principles of Social Research: a series of five three-hour workshops (each comprised of two 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 have to take the following course offered by the Methodology Institute: MY451 Introduction to Quantitative Analysis. Please note that this statistics course is compulsory and automatically included when you register for the standard MC4M1 course. (Students may be permitted to substitute a more advanced Quantitative Analysis course offered by the Methodology Institute in place of MY451, with the approval of the MC4M1 course convenor and subject to timetabling constraints.)
- Teaching:** i. Principles of Research in Media and Communications: Lecture (one hour) x 10 MT; Lecture on Writing Methodological Critiques (one hour) x 1 LT.
- ii. Principles of Social Research: Workshop (three hours) x 2 LT (each

comprised of two separate 1.5 hour sessions).

iii. Quantitative Analysis MY451: Lecture (two hours) x 9 MT; Computer class (one hour) x 9 MT.

Formative coursework: i. Principles of Research in Media and Communications: All students are expected to complete advance readings and submit one essay of 1,500 words in week 9 of MT.

ii. Principles of Social Research: All students are expected to complete advance readings and submit workshop assignments.

iii. Quantitative Analysis: Most statistics courses require weekly assignments

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 to be submitted in ST (80%).

2. A two-hour examination in the ST relating to Quantitative Analysis (MY451) (20%).

MC4M2 Advanced Methods of Research in Media & Communications (including Qualitative & Quantitative Analysis)

This information is for the 2011/12 session.

Teacher responsible: Dr Ellen Helsper, STC. S119c

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: 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, experiments, ethnography and participant observation, as well as research ethics.

A series of ten 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 ten basic and specialist workshops.

iii. Quantitative Analysis: Students have to take two statistics courses offered by the Methodology Institute: MY451 Introduction to Quantitative Analysis; MY452 Applied Regression Analysis. Please note that these courses are compulsory and automatically included when you register for the standard MC4M2 course. (Students may be permitted to substitute a more advanced course offered by the Methodology Institute in place of MY451 and/or MY452, with the approval of the MC4M2 course convenor and subject to timetabling constraints.)

Teaching: i. Principles of Research in Media and Communications: Lecture (one hour) x 10 MT; Lecture on Writing Methodological Critiques (one hour) x 1 LT.

ii. Principles of Social Research: Workshop (three hours) x 10 LT (each comprised of two 1.5 hour sessions).

iii. Quantitative Analysis: MY451: Lecture (two hours) x 9 MT; Computer class (one hour) x 9 MT; MY452: Lecture (two hours) x 9 LT; Computer class (one hour) x 9 LT.

Formative coursework: i. Principles of Research in Media and Communications: All students are expected to complete advance readings and submit one essay of 1,500 words in week 9 of MT.

ii. Principles of Social Research: All students are expected to complete advance readings and submit workshop assignments.

iii. Quantitative Analysis: Most statistics courses require weekly assignments.

Indicative reading: Adams, R. C. (1989) *Social Survey Methods for Mass Media Research*, Lawrence Erlbaum Associates; Alasuutari, P. (1995) *Researching Culture*, Sage; Bryman, A. (2001) *Social Research Methods*. Oxford: Oxford University Press; Bauer, M. W. & Gaskell, G. (Eds) (2000) *Qualitative Researching with Text*,

Image and Sound: A Practical Handbook, Sage; Bell, A. and Garrett, P. (eds.) (1998) *Approaches to Media Discourse*, Oxford: Blackwell; Burton, D. (2000) *Research Training for Social Scientists: A Handbook for Postgraduate Researchers*, Sage; Deacon, D. et al. (1999) *Researching Communications: A Practical Guide to Methods in Media and Cultural Analysis*, Oxford University Press; Flick, U. (1998) *An Introduction to Qualitative Research*, Sage; Hansen, A. et al. (1998) *Mass Communications Research Methods*, Macmillan; Habermas, J. (1997) *Knowledge and Human Interest*, Polity; Jensen, K. B. & Jankowski, N. (Eds) (1991) *A Handbook of Qualitative Methodologies for Mass Communications Research*, Routledge; Kent, R. (1994) *Measuring Media Audiences*, Routledge; Krippendorff, K. (2004) *Content Analysis: An introduction to Its Methodology* (2nd edition), Sage; Robson, C. (1993) *Real World Research: A Resource for Social Scientists and Practitioner Researchers*, Blackwell; Schroeder, K., Drotner, K., Kline, S., Murray, C. (2003) *Researching Audiences*. London: Arnold; Silverman, D. (Ed) (2010) *Doing Qualitative Research* (3rd Edition), Sage; Webster, R. P. (1985) *Basic Content Analysis*, Sage.

No one book covers the entire syllabus; students will be expected to read widely in appropriate journals and books, and a list of references will be provided at the start of the course and in advance of the workshops. In Lent Term students will be provided with examples of journal articles in which the discussed research methods are applied.

Assessment: 1. Coursework: One written assignment of not more than 5,000 words to be submitted in ST (67%).

2. Two x two-hour examinations in ST relating to Quantitative Analysis MY451 and MY452 (see Methodology Institute course guides) (33%).

MG402 Half Unit Public Management: A Strategic Approach

This information is for the 2011/12 session.

Teacher responsible: Professor Michael Barzelay, NAB5.13

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 Management and Strategy, MSc Public Management and Governance, MSc Development Management, MSc Management, Information Systems and Innovation and MPA Programme (all streams), and LSE-PKU Double Degree in Public Administration and Government.

Course content: The course develops the perspectives, knowledge, and intellectual skill required for practitioner engagement in delivering public programs, developing strategy for organizations, and leading a variety of organizational transitions in a public sector context. The principal reference discipline is management, while the teaching case studies involve public sector programs and organizations in many different national settings.

Teaching: 10 three-hour lecture/seminars in LT and two review sessions in 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 2011/12 session.

Teachers responsible: Luis Garicano, John Sutton

Availability: MSc Management and Economics students only.

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.

Applications of Nash Equilibrium: options and bargaining. General approaches to the analysis of competition in oligopolistic markets. Applications in Industrial Organisations. 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.

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 2011/12 session.

Teacher responsible: Professor John Sutton

Availability: MSc Management and Economics students only.

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:

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 Not available in 2011/12 Entrepreneurial Strategy

This information is for the 2011/12 session.

Teacher responsible: Professor Luis Garicano and Professor M Schankerman

Availability: MSc Management and Economics, MSc Management and MSc Management and Strategy. Capped at 30 students.

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 two-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

Public Management and Governance

This information is for the 2011/12 session.

Teacher responsible: Professor Michael Barzelay

Availability: This full unit course is only available for students on the MSc Public Management and Governance.

Course content: Organisationally-based processes have consequences for the planning and delivery of public programmes. 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 organisationally-based processes under public governance from a general management standpoint, whereas the modules in the second term examine two functional areas of organisational management as they relate to the public sector. The first module is specifically concerned with organisational design and the delivery of public services. The second module is concerned with two topics in public governance: public-private partnerships and public management policy change. The third module examines recent developments in public sector financial management, together with recent developments in public sector auditing and the notion of an 'audit explosion'. The fourth module is concerned with the organisational function of human resource management.

Teaching: Twenty 1-hour lectures and 1.5-hour seminars in both Michaelmas and Lent Terms. One or two revision sessions may be offered 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 assignments.

Indicative reading: J. Bryson, *Strategic Planning for Public and Non-Profit Organizations* (2004); J.E. van Aken, 'Design Science and Organization Development Interventions: Aligning Business and Humanistic Values' (2007)"; C. Heath, N. Staudenmayer, 'Coordination Neglect: How Lay Theories of Organizing Complicate Coordination in Organizations' (2000); J. Tandler, S. Freedheim, 'Trust in a World of Rent-Seeking: Health and Government Transformed in Northeast Brazil' (1994); S. Kelman, *Unleashing Change: A Study of Organizational Renewal in Government* (2005); Michael Barzelay, Roger Levy, Antonio Martin Porras Gomez, 'The Reform of Financial Management in the European Commission: A Public Management Policy Cycle Case Study,' (2011); Hopwood, A.G., 'Accounting and the Pursuit of Efficiency', in A.G. Hopwood and C. Tomkins (eds.), *Issues in Public Sector Accounting* (Phillip Allan, 1984); Chapman, C.S., Cooper, D.J. and Miller, P. 'Linking Accounting, Organizations and Institutions', in C.S. Chapman, D.J. Cooper and P. Miller (eds.), *Accounting, Organizations and Institutions*. Oxford: Oxford University Press, 2009; Power, M., *The Audit Society: Rituals of Verification*. Oxford University Press, 1999.

Assessment: Two-hour Summer Term examination (50%). Two 2,000-2,500 word essay (20% each) and a group project (10%).

MG415

Policy Analysis, Evaluation and Implementation

This information is for the 2011/12 session.

Teachers responsible: Professor Gwyn Bevan and Ms Mara Airoidi

Availability: MSc Public Management and Governance students only.

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 MC Munger. *Analyzing Policy*, Norton, 2000. 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; H Varian, *Intermediate Microeconomics*, Sixth edition, Norton & Company, 2003; 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; K Binmore, *Game Theory*. Oxford: Oxford University Press, 2007; DW Hands, *Reflection without Rules*. Cambridge: Cambridge University Press, 2001; 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 presentations in seminars in MT and LT (each worth 5%); two individual essays of 2,500 words (together worth 65%); 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 (40%).

MG416 Half Unit Project

This information is for the 2011/12 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) and MG428 Enterprise Development (H) taken as part of the programme.

Teaching: Students will be allocated a supervisor, based on the project chosen, who will provide supervision of this piece of work.

Assessment: Project report of no more than 6,000 words to be submitted by the 26th August 2011.

MG417 Half Unit Extended Essay

This information is for the 2011/12 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 13 May 2011

MG418 Half Unit Open Innovation

This information is for the 2011/12 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/Open Innovation

Week 2: Acquisitions Business Model Innovation

Week 3: Alliances Business Model Innovation

Week 4: Corporate campus Networked Innovation

Week 5: Crowd sourcing

Week 6: Introduction to Research Partners

Week 7: Conceptual framework + Research Question development

Week 8: Methodology

Week 9: Data presentations and rehearsals

Week 10: Final presentation

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: 5x3hours in weeks 1-5 and 1x3hours (final presentation) in week 10

Seminars: 4x3hours 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.

Student teams will work closely with Innovation Partners to conduct research and apply theoretical concepts in the field.

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. & Sakkab, 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., Koput, 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 group project (50%); and class participation (5%).

MG419 Public Management - Strategy, Innovation and Delivery

This information is for the 2011/12 session.

Teachers responsible: Professor Michael Barzelay (NAB 4.06) and others.

Availability: This is a compulsory core course for all MPA Public Policy and Management students. It is an option on the MPA Public and Economic Policy/MPA International Development/MPA European Public and Economic Policy/MPA Public and Social Policy. Also available as an option on MSc Management, Information Systems and Innovation.

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: MH Moore, *Creating Public Value: Strategic Management in Government* (1995).

KE Weick, 'The Collapse of Sense-Making in Organizations: The Mann-Gulch Disaster' (1993).

C Heath and N Staudenmayer, "Coordination Neglect: How Lay Theories of Organizing Complicate Coordination in Organizations" (2000).

J Tendler and S Freedheim, 'Trust in a World of Rent-Seeking: Health and Government Transformed in Northeast Brazil' (1994).

E Bardach and R Kagan, *Going by the Book* (2002).

JL Mashaw, 'Conflict and Compromise among Models of Administrative Justice,' (1981). M Zollo and SG Winter, 'Deliberate Learning and the Evolution of Dynamic Capabilities' (2002).

E Bardach, 'The Extrapolation Problem: How Can We Learn from the Experience of Others?' (2004).

D Vaughan, 'Organizational Rituals of Risk and Error' (2005).

M Barber, *Instruction to Deliver: Fighting to Transform Britain's Public Services* (2007).

Assessment: Two assessed group presentations (5% each), one in Michaelmas Term and one in Lent Term. One assessed essay of 1,500-2,000 words due in week 1 of Lent Term (worth 20%), and one assessed essay of 2,500-3,000 words due in week 3 of 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 2011/12 session.

Teachers responsible: Dr Alexander Pepper.

In addition, all students will be allocated an individual dissertation supervisor during MT in year two.

Availability: Compulsory for MSc Management.

Course content: Dissertations are based on a research question which students are required to agree with the teacher responsible during MT in year two. Students are encouraged, but not required, to relate their research questions and dissertations to the business projects carried out as part of MG489.

Research questions may be investigated by:

- (a) Framing the question via a literature review and examining the problem in more detail through a small scale empirical research project, using either primary or secondary data sources; OR
- (b) Carrying out an extended literature review to provide a rigorous analysis of the problem.

Teaching: Students are required to attend a course of four lectures during MT in year two covering the following topics:

Lecture 1: What is a dissertation and how do you do one?

Lecture 2: Doing qualitative research

Lecture 3: Doing quantitative research

Lecture 4: Getting a distinction - what does an excellent dissertation look like?

Formative coursework: Students are required to write a short research proposal (maximum of 1,000 words), to be submitted in MT along with their proposed research question.

Indicative reading: Partington, D. (2002) *Essential Skills for Management Research*. London. Sage Publications.

Other readings will be provided during lectures in MT and by dissertation supervisors.

Assessment: 6,000 words to be submitted before the last Friday in August in year two.

MG421 Half Unit Not available in 2011/12 The Future of the Multinational Firm

This information is for the 2011/12 session.

Teacher responsible: Professor Saul Estrin

Availability: Optional on MSc Management, Organisations and Governance, MSc Management and Economics 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 or graduate course in micro-economics. Pre-requisites to be assessed by teacher responsible

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 1960s, 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 economies 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 Economics", *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 2011/12 session.

Teacher responsible: Professor Ignacio Palacios-Huerta

Pre-requisites: A knowledge of basic algebra is necessary to take this course.

Availability: MSc Management, Organisations and Governance, MSc Management, MSc Management, Information Systems and Innovation 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.

Students should note that this course will involve weekly calculations and numerical reasoning.

Teaching: 10 x two-hour lectures and 8 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%).

MG423 Half Unit Leading Entrepreneurial Organisations in Global Markets

This information is for the 2011/12 session.

Teacher responsible: Dr Fei Qin

Availability: Optional for students on MSc Management, MSc Management (CEMS), MSc International Employment Relations and Human Resource Management, MSc Management and Human Resources, MSc Management Information Systems and Innovation, MSc International Management, MSc Management Science, MSc Management and Strategy, MSc Organisational Behaviour and MSc Public Management and Governance. Also available as an outside option where regulations permit.

Course content: This course focuses on the entrepreneurial management in the context of globalisation. It discusses theories and current research on the creation and development of entrepreneurial organisations worldwide. It introduces useful conceptual models and analytical tools for devising entrepreneurial strategies. Important aspects of entrepreneurship, such as the characteristics of entrepreneurial leaders, the dynamics of venture capital industry, social entrepreneurship and intrapreneurship, will also be reviewed in the course. The classes will use readings or cases to explore these matters in depth.

Teaching: 15 hours of lectures and 15 hours of seminars in MT. A 1.5 hour session in the ST.

Formative coursework: Class presentations and one business plan project which forms part of the summative group project.

Indicative reading: Schumpeter, Joseph A., 1988, *Essays in Entrepreneurs, Innovations, Business Cycles, and the Evolution of Capitalism* (R. Clemence, editor), Piscataway, New Jersey: Transaction Publishers. Read: pp 253-71; Lazear, E. 2004, *Balanced Skill and Entrepreneurship*. *American Economic Review*. Vol. 94, No. 2, May, 2004. 208-211; Christian, S and Johanna Mair. 2007. *Profitable Business Models and Market Creation in the Context of Deep Poverty: A Strategic View*. *Academy of Management Perspectives*. Vol. 21, Issue 4, 49-63; Estrin, Saul, Klaus Meyer and Maria Bytchkova. 2009. *Entrepreneurship in Transition Economies*. *Oxford Handbook of Entrepreneurship*. 693-725; Parker, S. 2005. *The economics of entrepreneurship: what we know and what we don't*. Now Publishers Inc.

Assessment: One two-hour exam in the ST (75%) and one 6,000 word group project (25%).

MG425 Half Unit Global Business Management

This information is for the 2011/12 session.

Teacher responsible: Professor Leslie Willcocks.

Availability: MSc Management, MSc Management (CEMS MIM), MSc Management, Organisations and Governance and MSc Public Management and Governance. The course is not available as an outside option.

Course content: This course studies the varieties of management practices across regions, and how business management can be conducted internationally. The course focuses on: Perspectives on Globalization; Political Economic, Cultural and Legal Environments and Differences; Strategy in Global Context; Organization Foundations; Technological Architecture; Entry Strategy and Strategic Alliances; Global Sourcing and Logistics Strategy; International Management Challenges especially: Human Resources; Projects, Technology, R and D and Innovation; Global Information Systems and Digital Business Management; Managing Across Boundaries; Regional Business Strategies and International Trade; Regional Analysis: Europe and the EU, North and South America and Asia Pacific, Africa

Teaching: Ten 1.5 hour lectures and ten 1.5 hour seminars in MT.

Formative coursework: In classes students will be presenting on case studies and on work assignments that involve making short presentations on themes, literatures and regions. There will at least six such pieces of work. Students will receive written feedback on

their formative work.

Indicative reading: Rugman, A. and Collinson, S. (2011) *International Business*. Prentice Hall, New York.

Hill, C. (2011) *International Business: Competing in The Global Marketplace*. McGraw Hill, New York, 8th edition.

Ghemawat, P. (2010) *Strategy and The Business Landscape*. Pearson, New York.

Oshri, I., Kotlarsky, J. and Willcocks, L. (2011) *The Handbook of Global Sourcing and Offshoring* (Palgrave, London). 2nd edition.

M. Castells (2009) *Communication and Power* Oxford University Press, Oxford.

Burgelman R., Christensen, C et al. (2009). *Strategic Management of Technology and Innovation*. McGraw Hill, New York.

Cousins, P. Lamming, R. et al. (2010) *Strategic Supply Management : Principles Theory and Practice*. Prentice Hall, London.

C. Avgerou (2003) *Global Diversity and Information Systems* Oxford University Press, Oxford.

Dickens, G. (2011) *Global Shift. Mapping the Changing Contours of the Global Economy*. Sage, London, 6th edition.

Assessment: One 3,000 word essay (65%), one 1,500 word group project and presentation (30%), and class participation (5%).

MG426 Organisations in the Economy and Society

This information is for the 2011/12 session.

Teacher responsible: Dr Jonathan Liebenau

Availability: For MSc Management, Organisations and Governance students only.

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 assess the different kinds of markets and their influence on management strategies. It will also go into detail on 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 16 1.5 hour classes. 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 2011/12 session.

Teachers responsible: Dr Susan Hill (Convenor) and Dr Yally Avrahampour.

Availability: For MSc Management, Organisations and Governance students only.

Pre-requisites: The course normally requires a good grounding in one of the social sciences.

Course content: Strategic Importance of Innovation in Organisations; Innovation in Social Science Theory; Creativity in Organisations; Corporate Entrepreneurship; Open Innovation; Real Options and Assessing Innovation Projects; Measuring and Incentivising Innovation; and Ambidexterity in Organisations. This half-unit course will develop students' abilities to analyse, design and evaluate innovative initiatives in organisations. Managers are viewed as agents of creative efforts to manage innovation in the interest of enhancing organisational performance over the long run. 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 and Grove (2007) "Let chaos reign, then rein in chaos - repeatedly: managing strategic dynamics for corporate longevity"; Christensen and Bower (1996) "Customer power, strategic investment, and the failure of leading firms";

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"; Maula (2007) "Corporate venture capital as a strategic tool for corporations"; Meyer and Gupta (1994) "The performance paradox"; 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"; selected chapters from Trigeorgis (1996) "Real options: managerial flexibility and strategy in resource allocation"; Von Hippel (1986) "Lead users: A source of novel product concepts".

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 2011/12 session.

Teachers responsible: Dr Nathalie Mitev and Dr Linda Hickman

Availability: For MSc Management, Organisations and Governance students only.

Course content: Students will be introduced to basic business concepts (marketing, strategy, human resource management and finance) in the second half of Michaelmas term. These will form the basis for the enterprise projects which the students will develop in Lent term and Summer term.

In Lent terms 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 5 one-and-a half hour lectures in the second half of MT; 8 one-and-a half hour lectures, 7 one one-and-a-half hour group project seminars in the LT and one day seminar in ST.

Formative coursework: Students will be expected to make one oral presentation supported by one 1,800 word assessed essay 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 to be presented in Summer term.. All written and oral 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).

MG430 Half Unit Strategy, Organisation and Innovation

This information is for the 2011/12 session.

Teacher responsible: Luis Garicano

Availability: MSc Management students only.

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 2 hour lectures and 10 x 1 hour classes in Lent Term.

Formative coursework: At least one piece of formative work (2,000 words) to be handed in and marked. Students will also be given formative feedback on their class participation.

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 (90%) and class participation (10%).

MG431 Half Unit Managerial Economics

This information is for the 2011/12 session.

Teachers responsible: Professor Amos Witztum

Availability: MSc Management students only.

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 Michaelmas Term. Weekly one-hour classes devoted to problem sets.

Formative coursework: Answers to problem sets are to be handed in during week 6 to be marked. In week 9 there will be a mock examination.

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.

MG433 Foundations of Management

This information is for the 2011/12 session.

Teacher responsible: TBC

Availability: MSc Management students only.

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: Course Introduction and the Origins of Management
- 2: Management and the Firm
- 3: Taylorism, Motivation, and Performance
- 4: The Rise and Decline of Labour
- 5: Decision Making
- 6: Origins of Management Science
- 7: The Origins of Modern Strategy
- 8: Understanding Organisational Structures
- 9: Analysis of Organisations
- 10: Contemporary Strategic Management: Firms as Bundles of Resources
- 11: The Rise of Human Resources Management
- 12: Finance: Foundational Concepts
- 13: Management Accounting: Costing
- 14: Management Accounting: Performance Measurement
- 15: Financial Accounting
- 16: Takeovers and the Market for Corporate Control
- 17: Security Analysis and Valuation
- 18: Marketing 1
- 19: Marketing 2
- 20: Marketing 3

Teaching: 10 x 2 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: A 2,000 word formative essay in week 1 of LT.

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%) to be submitted in week 9 of LT.

MG434 Half Unit Organisational Behaviour

This information is for the 2011/12 session.

Teacher responsible: Dr Connson Chou Locke (course co-ordinator), Dr. Caneel Joyce.

Availability: MSc Management students only.

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.

MG435 Half Unit Not available in 2011/12 International Business and Governance

This information is for the 2011/12 session.

Teacher responsible: Dr Christa van Wijnbergen.

Availability: MSc Management, MSc Management, Organisations and Governance, MSc Management and Strategy, MSc Politics and Government in the EU and MSc Management (CEMS MIM).

Course content: Effective decision-making in an international business environment requires understanding the operation of different types of market economies and the institutions of global governance. For example, if an investment is undertaken abroad, or employees face lay-offs in a foreign subsidiary, what are the main constraints imposed by alternative market economies? What are the consequences for intellectual property rights of ongoing trade liberalization talks within the WTO? How may transnational interest groups impact multinational firms' strategies? This course is designed to provide the tools for managers to understand how these issues shape the environment in which they must make their business decisions.

The course is divided in three parts. In the first part we study the political economy of the different 'varieties of capitalism'. In particular, we examine the institutions and functioning of capitalist systems in coordinated, liberal and emerging market economies. Furthermore, we study the process of transition to a modern and open capitalist economy from a closed system. In the second part of the course we study the governance of the international system, focusing on both institutions of global and of regional governance. In the global governance section we analyze the role of the WTO and IMF in trade and financial systems, and the role of environmental, labour, and other interest groups in the world system and their impact on business. In the regional governance section we study business and politics in the European Union and compare it to other regional trading blocs, including NAFTA. We conclude the course with a discussion of the impact of ever deepening world economic integration on business strategies.

Teaching: 10 x 2 hour seminars in LT and 1 x 1.5 hour revision

classes in ST.

Formative coursework: Students will be required to submit individual short weekly case write-ups and complete a question from a mock exam paper towards the end of the course. Students will also write a group essay of a maximum of 1500 words on a country risk analysis.

Indicative reading: Hall, Peter, and David Soskice, *Varieties of Capitalism. The Institutional Foundations of Comparative Advantage*. New York: Oxford University Press, 2001.

O'Sullivan, Mary. *Contests for Corporate Control. Corporate Governance and Economic Performance in the United States and Germany*. NY: Oxford University Press, 2000

Rose-Ackerman, Susan, *Corruption and Government: Causes, Consequences, and Reform*. NY: Cambridge University Press, 1999

North, Douglass, *Institutions, Institutional Change, and Economic Performance*. New York: Cambridge University Press, 1990.

Hoekman, Bernard M., and Michel M. Kosteci. *The Political Economy of the World Trading System*. NY: Oxford University Press, 2001, 2nd ed.

Wolf, Martin. *Why Globalization Works*. New Haven: Yale University Press, 2004.

Assessment: One two-hour unseen exam in the ST (90%) and class participation (10%).

MG436 Half Unit Firms, Markets and Crises

This information is for the 2011/12 session.

Teacher responsible: Professor Paul Willman

Availability: MSc Management, MSc Management (CEMS MIM) and MSc Management, Organisations and Governance students. Also available as an outside option where regulations permit.

Pre-requisites: Any social science background.

Course content: This course focuses on the financial sector and financial markets. It discusses current research in the social sciences on how this sector has emerged and operates, and sheds some light on the recent financial crisis. A constant theme is that academic research helps us explain major phenomena in current business and organizational life. In each lecture and class, faculty will discuss a major aspect of or issue in the financial sector internationally, and show how relevant research can help us understand it. The classes will use readings or cases to explore these matters in depth. Class membership, timing and location are dealt with in a separate document. Assessment is the subject also of a separate sheet.

Teaching: Ten x 1.5 hour lectures and ten x 1- hour seminar in the Lent Term. A revision session in ST.

Formative coursework: One 2,000 word essay.

Indicative reading: Mackenzie, D. (2006) *An Engine, Not a Camera; How Financial Models Shape Markets*, MIT Press, Chapter 2 p. 37-68

Willman, P., Fenton O'Creevy, M. Nicholson, N. and Soane, E.

Traders; *Managing Risks and Decisions in Financial Markets* Oxford University Press, 2004 (paperback 2007).

Assessment: One two-hour exam in the ST (75%) and one 2,000 word essay (25%).

MG437 Half Unit Business Model Innovation at the 'Base of the Pyramid'

This information is for the 2011/12 session.

Teacher responsible: Professor Harry Barkema

Availability: MSc Management, MSc Management, Organisations and Governance, MSc Public Management and Governance, MSc Management and Economics and MSc Development Management. The course is also available as an outside option where regulations permit.

Course content: This is an timely and innovative topic for study. Over the past four decades, the developed world has transferred around \$2 trillion in aid to emerging economies. However the

impact, in terms of a positive permanent transformation, has been limited. NGOs have focused on a variety of needs, but despite enormous achievements in many places around the world only a small fraction of these needs have been served. More recently, an interest has been created around new business models that are economically sustainable. Some popular writings have even argued and presented anecdotes suggesting that "a fortune" can be made at the Base of the Pyramid. Despite significant effort there have been only a few successful ventures of multinational corporations (MNCs) at the BOP in only a few industries (in e.g., food, cell phones) and little evidence of NGOs and social entrepreneurs taking economically sustainable business models to scale. The course will include guest speakers from industry and will encourage students to assess the evidence to date and to think critically about the process of business model innovation at the base of the pyramid. The course will assess the evidence to date and will encourage students to think critically about the process of business model innovation at the base of the pyramid. It will monitor progress by MNCs and entrepreneurs as new business models are developed and delivered.

Teaching: Lectures: 7 x 3 hours in MT

Seminars: 3 x 3 hours in MT including final presentations in week 10

Formative coursework: One 1,200 word essay. Students choose one example of business mode innovation at the base of the pyramid from those posted on Moodle by course members, or choose your own. Use theory underlying and developed in this course to explain how the business model innovation may support the relevant organization's goals.

Indicative reading: Morduch, J., 1999, *The Microfinance Promise*, Journal of Economic Literature, 37, (4), 1569-1614 (Jstor)

Banerjee, A., Dufo, Esther, Glennerster, R., Kinnan, C., 2009, *The miracle of microfinance? Evidence from Randomized Evaluation*. Please download from www.povertyactionlab.org/papers/

Lerpold, Lin, Harry Barkema, & Anders Sjöman, 2008, *Hand in Hand in India*, SSE Teaching case (posted on Moodle).

Karamchandani, A., M. Kubzansky, P., Frandano, 2009, *Emerging Markets, Emerging Models*. Please download from www.mim.monitor.com

C.K. Prahalad, 2005, *The Fortune at the Bottom of the Pyramid, Eradicating Poverty through Profits*, Wharton School Publishing

Simanis, Erik & Stuart Hart, *The Base of the Pyramid Protocol*: 2nd Edition

Aneel Karnani, 2007, *The Mirage of Marketing to the Bottom of the Pyramid: How the Private Sector Can Help Alleviate Poverty*, California Management Review, Volume 49, no 4, Summer issue.

Johnson, Christensen, & Kagerman, 2008, *Reinventing your Business Model*, Harvard Business Review, December issue.

Segel, Arthur, Michael Chu, & Gustavo Herrero, 2007, *Patrimonio Hoy: A Financial Perspective*, Harvard Business Case 9-207-059, November 1.

Assessment: One 2,000 word essay (45%), one 5,000 word group project (45%) and class participation (10%).

MG450 Half Unit Network Structures in Organisations and Markets

This information is for the 2011/12 session.

Teacher responsible: Dr Daniela Lup.

Availability: Optional on MSc Management, MSc Management (CEMS MIM), MSc Management, Organisations and Governance, MSc Public Management and Governance, MSc Organisational Behaviour and MSc International Employment Relations and Human Resource Management.

Pre-requisites: This course assumes a basic knowledge of databases and basic training in quantitative methods. Students who took a Quantitative methods or Statistics course that required building databases and basic descriptive statistics, at Undergraduate or Graduate level, can apply for the course. Students who want to enrol in the course will submit a 1-page essay describing

their interest and quantitative qualifications and will have a brief interview with the course leader if the essay raises questions about a student's qualifications.

Course content: Although it makes intuitive sense that social networks are critical for their success, few managers understand how the structure of their network should look. As a result, social networks often hinder rather than foster managerial success. The main objective of this course is to introduce students to current research in the area of social network analysis in order to improve their understanding of how an effective network structure looks like. The course focuses on both theoretical and substantive themes within social network analysis. Theoretical themes explore the mechanisms by which various networks deliver value. Substantive topics focus on everyday managerial situations such as: acquiring information; managing one's career; managing a team; selecting a business partner; using virtual networks.

In addition, the course aims to familiarize students with methodological issues connected with social network analysis (SNA), a tool which allows for relationships between social actors (employees, firms etc.) to become visible, comprehensible and, consequently, easy to analyze. It also introduces them to UCINET, a software designed for SNA. During the classes, the students will solve concrete managerial problems using SNA. Examples include (but are not limited to): understanding the social network of a manager, proposing a strategy for implementing organizational change; understanding the power and fallacies of online networks; visualizing power networks in specific industries; marketing applications.

The main course objectives include (but are not limited to):

Understanding the major theoretical ideas supporting network research;

Ability to collect and interpret social network data;

Acquiring a basic set of skills for examining networks and recognizing opportunities and constraints associated with various types of networks.

Teaching: 10 x 1.5-hour lectures and 9 x 1-hour seminars in LT.

Formative coursework: Student will complete a quiz at the start of seminars, written feedback will be provided.

Indicative reading: Burt R. (2005). *Brokerage and Closure: An Introduction to Social Capital*. OUP

Kilduff, M. and W. Tsai (2003). *Social Networks and Organizations*. SAGE Publications.

Podolny, J. M. (2005) *Social Signals. A sociological study of market competition*. Princeton University Press

Saxenian, A. (1996) *Regional advantage: culture and competition in Silicon Valley and Route 128*, Harvard University Press

Wasserman, S. and K. Faust (1994). *Social Network Analysis*.

Cambridge Univ. Press

Assessment: A take-home exam (2,500 words - 50%), a group project (3,000 words - 35%) and class work and class participation (15%).

MG452 Half Unit Behavioural Economics for Management

This information is for the 2011/12 session.

Teacher responsible: Kristof Madarasz

Availability: Optional on MSc Management, MSc Management (CEMS MIM), MSc Management and Economics and MSc Management and Strategy. Also available as an outside option where regulations permit.

Pre-requisites: Graduate level Microeconomics or Managerial Economics Graduate level Econometrics of Quantitative Analysis is required.

Course content: This course is a post-graduate introduction to behavioural economics and strategy. The topics to be discussed are

1. Risk Perceptions, Loss Aversion and Reference-Dependence.
2. Procrastination, Self Control and Choice over Time.
3. Social Motivation: Image, Reciprocity and Inequity.
4. Processing Information and Mistakes in Cognition
5. Naivete and Heuristics in Strategic Thinking

6. Happiness and Welfare

Teaching: 10 x one-hour lectures and 10 x one-hour seminars in the Lent Term.

Formative coursework: A mock exam comprising of problem sets.

Indicative reading: Laibson, David. (1997) Golden Eggs and Hyperbolic Discounting. *Quarterly Journal of Economics*, 62, May, 443-77.

O'Donoghue, Ted and Matthew Rabin (1999). Doing it now or doing it later. *American Economic Review*, 89(1), 103-124, March.

Ariely, Dan and Klaus Wertenbroch (2002), Procrastination, Deadlines, and Performance: Self-Control by Precommitment, *Psychological Science*, 13 (May), 219-224.

Becker, Gary and Kevin Murphy: A Rational Theory of Addiction, *Journal of Political Economy*.

Thaler, Richard and Shlomo Benartzi (2004). Save More Tomorrow: Using Behavioral Economics to Increase Employee Saving, *Journal of Political Economy*.

Rabin Matthew "Risk aversion and expected utility: a calibration theorem", *Econometrica*, 2000, 68, 1281-93.

Colin Camerer, Samuel Issacharoff, George Loewenstein, Ted O'Donoghue, and Matthew Rabin. (2003) Regulation For Conservatives: Behavioral Economics And The Case For 'Asymmetric Paternalism' *University of Pennsylvania Law Review*, 151, 1211-1254.

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

MG461 Half Unit Quantitative Analysis in Management

This information is for the 2011/12 session.

Teacher responsible: Alec Morton

Availability: MSc Management students only.

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%).

MG462 Half Unit Qualitative Analysis in Management

This information is for the 2011/12 session.

Teacher responsible: Dr Daniel Beunza and Dr Daniela Lup.

Availability: The course is intended for all students taking the MSc Management only, with little or no previous experience of qualitative methodology.

Course content: This course provides research training in qualitative research methodology for MIM students. The aim is to help students develop advanced knowledge of research

processes and sensitize them to the complexity of understanding organizations. It will review key issues associated with conducting social science research in management. The main qualitative methods will be introduced with an emphasis on ethnography. The course will cover: research design; data collection; data handling techniques; methods of analysis; constructing a contribution; and authoring a research report.

Teaching: 10 x 1.5 hour lectures and 10 x 1 hour seminars.

Formative coursework: 500 word essay in week 5 LT.

Classes are based around reading and discussing selected journal articles from the course study pack. Formative feedback is provided on class participation, and there is one group project which is not part of the summative assessment.

Assessment: 2,500 word group project (35%) in week 10 LT, 2 hour unseen examination (55%) in ST, and class participation (10%).

MG482 Half Unit Innovation and Technology Management

This information is for the 2011/12 session.

Teachers responsible: Dr N Mitev, NAB3.27 and Dr Jonathan Liebenau, NAB5.14

Availability: This is an optional course for the MSc Management, Information Systems and Innovation, MSc Management and MSc Management, Organisations and Governance. It is available as an outside option to other MSc students.

Course content: The main focus of this course is on how innovative technologies are managed and their consequences. It includes technological innovation in areas such as telecoms, hi tech industries, pharmaceuticals, biotechnology, space technology, nuclear technologies. Aspects covered are how new industries are created, how existing industries can be transformed by new technologies, linkages between technological development and the creation of wealth, and implementation success and failure of technological systems. Topics include: technology and entrepreneurship, technology strategy, R&D management, patents and intellectual property, disruptive technologies, project escalation, technological disasters. Economic, systems, managerial and sociological approaches will be compared using a variety of case studies.

Teaching: Ten two-hour lectures, ten one-hour seminars in MT.

Formative coursework: Classes are based around reading and discussing selected journal articles and case studies from the course study pack. Formative feedback is provided on class participation. In addition, students will present an essay plan in preparation for the final case-based essay, on which formative feedback will be provided.

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. *Organization 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.

MG489A Half Unit Professional Development Programme and Business Project

This information is for the 2011/12 session.

Teachers responsible: Dr Emma Soane (PDP), Dr Sandy Pepper (Business Project).

Availability: Compulsory for MSc Management. Students must choose either MG489A (assessed) or MG489B (non-assessed).

Course content: The Professional Development Programme (PDP) is designed exclusively for the MSc Management and aims to equip students with the skills necessary to secure internships, optimise their career opportunities and succeed in their careers. The sessions will also provide students with tools and techniques that can be applied to long term career management.

Content includes developing your CV; writing application letters; understanding your workplace preferences and working to your strengths; preparing for psychometric assessments and other candidate selection activities; interview preparation; networking skills; presentation skills. There are also evening activities with guest speakers from organisations.

Students utilise the skills and knowledge gained from the PDP sessions and first year courses in order to carry out a Business Project for a company in either MT or LT of their 2nd years, culminating in an "executive seminar" - a presentation of their findings to the company and to their MIM peer group.

Teaching: Professional Development Programme: Sessions run once a week throughout the Michaelmas and Lent Terms of both the first and second years. Sessions are delivered by LSE faculty, advisors from the LSE Careers Service, business professionals and experts in specific areas, for example, psychometric testing.

Business Project: Students will work in groups of 4 or 5. They will be allocated a Faculty Coach who will support and guide them through the full project.

Formative coursework: Students will be asked to create a professional development plan based on the business project experience, e.g. a discussion of what the project is, and how the student will develop job-relevant skills such as negotiating with clients, analytical skills and presentation skills. Students working on their Business Projects in MT will submit their formative course work at the end of week 7 of MT. Students working on their Business Projects in LT will submit their formative course work at the end of week 7 of LT.

Indicative reading: Many of the core areas are covered in the text Cottrell, S. (2005). *Skills for Success. The Personal Development Planning Handbook*. Basingstoke: Palgrave Macmillan. A reading list is provided at the start of the course. Relevant readings will also be provided by group supervisors.

Assessment: Students working on their Business Projects in MT will submit their summative Professional Development course work at the end of week 2 of LT.

Students working on their Business Projects in LT will submit their summative Professional Development course work at the end of week 2 of ST.

Presentations for students working on their business projects in MT will take place during LT. Presentations for students working on their business projects in the LT will take place in the first two weeks of ST.

MG489B Half Unit Professional Development Programme and Business Project (non-assessed)

This information is for the 2011/12 session.

Teachers responsible: Dr Emma Soane (PDP), Dr Sandy Pepper (Business Project).

Availability: Compulsory for MSc Management. Students must

choose either MG489A (assessed) or MG489B (non-assessed).

Course content: The Professional Development Programme (PDP) is designed exclusively for the MSc Management and aims to equip students with the skills necessary to secure internships, optimise their career opportunities and succeed in their careers. The sessions will also provide students with tools and techniques that can be applied to long term career management.

Content includes developing your CV; writing application letters; understanding your workplace preferences and working to your strengths; preparing for psychometric assessments and other candidate selection activities; interview preparation; networking skills; presentation skills. There are also evening activities with guest speakers from organisations.

Students utilise the skills and knowledge gained from the PDP sessions and first year courses in order to carry out a Business Project for a company in either MT or LT of their 2nd years, culminating in an "executive seminar" - a presentation of their findings to the company and to their MIM peer group.

Teaching: Professional Development Programme: Sessions run once a week throughout the Michaelmas and Lent Terms of both the first and second years. Sessions are delivered by LSE faculty, advisors from the LSE Careers Service, business professionals and experts in specific areas, for example, psychometric testing.

Business Project: Students will work in groups of 4 or 5. They will be allocated a Faculty Coach who will support and guide them through the full project.

Indicative reading: Many of the core areas are covered in the text Cottrell, S. (2005). *Skills for Success. The Personal Development Planning Handbook*. Basingstoke: Palgrave Macmillan. A reading list is provided at the start of the course. Relevant readings will also be provided by group supervisors.

Assessment: This course is not formally assessed. However, students will work in groups to complete a Business Project. The Business Project will result in a presentation based under three headings: quality of group presentation; quality of research including application of theoretical concepts; quality of outcomes (recommendations and solutions) and other deliverables. 5% of the total mark for the Business Project assessment will comprise an individual mark for a peer evaluation assessment. The presentation will be the assessed component of the Business Project. The presentation must include the following sections: an introduction, literature review, methods, results, discussion and recommendations.

Presentations for students working on their business projects in MT will take place during LT.

Presentations for students working on their business projects in the LT will take place in the first two weeks of ST.

MG499 Half Unit Dissertation

This information is for the 2011/12 session.

Teacher responsible: Michael Barzelay.

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 a session in the Michaelmas term which will explain the objectives and requirements of the dissertation and outline possible topics. Students are required to choose a topic by the start of Lent term. They will attend lectures on methods in the Lent term. Academic supervision will be available in the Lent and Summer terms but not after the end of the Summer term. 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 at the beginning of the summer term.

Indicative reading: An excellent guide to the stages of doing

a dissertation is given by Wayne C. Booth, Gregory G. Colomb, & Joseph M. Williams, *The Craft of Research* (Chicago Guides to Writing, Editing & Publishing). 2nd Edition. 1995, 2003 Series: (CGWEP) Chicago Guides to Writing, Editing, and Publishing.

Assessment: Dissertations (maximum 6,000 words) are to be completed by the end of August.

MG4A1

MSc Management pre-sessional: Quantitative Methods

This information is for the 2011/12 session.

Teachers responsible: Dr. George Zouros (Course Coordinator) and Dimitrios Karamanis.

Availability: MSc Management only

Course content: The aim of this course is to provide the necessary mathematics and statistics knowledge for MSc Management students without a quantitative background. The course covers basic probability and statistics; hypothesis testing; analysis of variance; association, correlation and regression and matrix algebra.

Teaching: 20 x 1.5 hour classes in the two weeks prior to Michaelmas Term.

Indicative reading: Huff (1991). *How to Lie with Statistics*. Penguin. Field, A. (2009). *Discovering Statistics using SPSS*. 3rd edition. Sage: London. Leik, R. K. (1997). *Experimental design and the analysis of variance*. Pine Forge Press, Thousand Oaks, CA.

Assessment: No formal assessment. Students will sit a mock exam at the end of the course based upon the material to aid learning.

MN404

Incentives and Governance in Organisations

This information is for the 2011/12 session.

Teacher responsible: Dr Joaquin Poblete-Lavanchy

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/MPA Public and Social Policy with the permission of the Course Convenor. Please note this course may be capped if student numbers become too high. Students are required to obtain permission from the teaching department to take this course, unless it is a compulsory course for their programme.

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.

MN413 Half Unit

International Marketing: A Strategic Approach

This information is for the 2011/12 session.

Teacher responsible: Dr Vishal Talwar

Availability: For MSc Management and Strategy, MSc Management, MSc International Management, MSc Management, Organisations and Governance, MSc Media and Communications, MSc Media and Communications (Media and Communication Governance) but other MSc students may take the course with approval of the course teacher. Students are required to obtain permission from the teaching department to take this course.

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.

Teaching: Lectures: 10 lectures. Nine one-hour classes (MN413.A) in the MT beginning in the 2nd week of the MT.

Indicative reading: Homburg, C., Kuester, S. and Krohmer, H. (2009), *Marketing Management: A Contemporary Perspective*, McGrawHill

Jobber, D. (2010), *Principles and Practice of Marketing* (6th edition), McGrawHill

Lambin, J-J, Chumpitaz, R. & Schuiling, I. (2007), *Market-driven management: Strategic and operational marketing* (2nd edition). London: Palgrave Macmillan

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 2,500 words (50%)

MN415 Half Unit

The Analysis of Strategy A

This information is for the 2011/12 session.

Teacher responsible: Professor David de Meza

Availability: Compulsory course for MSc Management and Strategy students. Optional course for MSc Management Science (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/MPA Public and Social Policy although there is no guarantee that additional places will be available. Students are required to obtain permission from the teaching department to take this course, unless it is a compulsory course for their programme

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.

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, 4th Edition.; 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 2011/12 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/MPA Public and Social Policy. Other students may attend subject to numbers, degree regulations, and at the discretion of the teacher responsible. Students are required to obtain permission from the teaching department to take this course, unless it is a compulsory course for their programme

Pre-requisites: MN415 The Analysis of Strategy (A) or equivalent.

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 (5th edition, 2010). 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 2011/12 session.

Teacher responsible: Dr David Lane

Availability: For students taking the MSc Management and Strategy, MSc International Management, MSc Management, Organisations and Governance, MSc Management and Economics and MPA Programme (all streams), and MSc Public Policy and Administration. Only in exceptional circumstances may students taking OR431 take this course and this is subject to approval by the teacher responsible. Students are required to obtain permission from the teaching department to take this course.

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 2011/12 session.

Teachers responsible: Professor Leslie Hannah

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/MPA Public and Social 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. Students are required to obtain permission from the teaching department to take this course, unless it is a compulsory course for their programme.

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*, 6th edn, Sage Publications 2011; 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 2011/12 session.

Teacher responsible: TBC

Availability: Core course for MSc Management and Strategy. Optional for MSc Management. Students are required to obtain permission from the teaching department to take this course, unless it is a compulsory course for their programme.

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 2011/12 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 2011/12 session.

Teacher responsible: Dr E Ornelas

Availability: MSc Management and Strategy, MSc International Management, MSc Management and Economics, 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/MPA Public and Social Policy. Other students may attend subject to degree regulations and the approval of the teacher responsible. Students are required to obtain permission from the teaching department to take this course.

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 2011/12 session.

Teacher responsible: TBC

Availability: MSc Management and Strategy, MSc Management and Economics, and MSc Management. Students are required to obtain permission from the teaching department to take this course.

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 (100%).

MN432 Half Unit Personnel Economics

This information is for the 2011/12 session.

Teacher responsible: Dr Yona Rubinstein

Availability: MSc Management, MSc Management (CEMS MIM), MSc Management and Strategy, MSc International Management, MSc Management and Human Resources and MSc International Employment Relations and Human Resource Management.

Pre-requisites: Students will need to have some understanding of microeconomics and knowledge of basic statistical methods would be an advantage.

Course content: Personnel economics applies economic principles to human resources management issues such as recruitment, compensation, promotions, performance evaluation, selection, and training. The course provides a rigorous theoretical framework and the statistical tools needed to analyse human resources policies under varying institutional and competitive environments. It highlights the importance of information and incentives in the modern economy.

Issues covered include should pay vary across workers within firms? How are pay and promotions structured across jobs to induce optimal effort from employees? Why do firms use teams and how are they used most effectively? Does CEO pay reflect competitive markets and efficient contracting? How important is discrimination? What makes an entrepreneur? How should human resource management practices be combined within firms?

Teaching: 10 x 3 hours of seminars (in Harvard Style teaching) in MT.

Formative coursework: Students will be required to undertake the analysis of two human resource management problems which will be marked and handed back with feedback.

Indicative reading: Textbook

Personnel Economics in Practice, 2nd Edition, by Edward P. Lazear and Michael Gibbs, 2009.

Or

Personnel Economics for Managers, by Edward P. Lazear, 1998.

Articles

Autor, David, Frank Levy, and Richard Murnane, (2003). The Skill Content of Recent Technological Change: An Empirical Exploration. *Quarterly Journal of Economics*, pp 1279-1333.

Bandiera, Iwan Barankay and Imran Rasul, (2009). Social Connections and Incentives in the Workplace: Evidence from Personnel Data, *Econometrica*, 4(07), pp 1047-1094.

Bertrand Marianne, Claudia Goldin and Lawrence Katz, (2009) Dynamics of the Gender Gap for Young Professionals in the Financial and Corporate Sectors, NBER WP 14681.

Bertrand, Marianne and Sendhil Mullainathan, (2001). Are CEOs Rewarded for Luck? The Ones without Principals Are, *Quarterly Journal of Economics*, pp 901-932.

Evans, D and L Leighton, (1989). Some Empirical Aspects of Entrepreneurship, *American Economic Review*, Vol. 79, pp. 519-535.

Gabaix, Xavier and Augustin Landier, (2008). Why has CEO Pay Increased So Much? *Quarterly Journal of Economics*, pp 49-100.

Gibbons, R and L. Katz, (1991). Layoffs and lemons, *Journal of Labor Economics*, vol. 8, pp 351-80.

Jensen, M and K J Murphy, (1990). Performance Pay and Top-Management Incentives, *Journal of Political Economy*, pp 225-64.

Lazear, Edward, (2000). Performance Pay and Productivity, *American Economic Review*, 90 (5), pp 1346-1361.

Lazear, Edward, (2005). Entrepreneurship, *Journal of Labor Economics*, Vol. 23, No. 4, pp. 649-680.

McLaughlin, K. J., (1991). "A Theory of Quits and Layoffs with Efficient Turnover," *Journal of Political Economy* 99(1): 1-29.

Mulligan Casey, B. and Yona Rubinstein, (2008). Selection, Investment, and Women's Relative Wages, *Quarterly Journal of Economics*, V123, 1061-1110.

Murphy K J. (1999). Executive Compensation, in Ashenfelter & Card, *Handbook of Labor Economics*, Vol. 3B, North Holland.

Prendergast, Canice (1999). The provision of incentives in firms, *Journal of Economic Literature*, pp. 7-63.

Raff Daniel and Larry Summers, (1985). Did Henry Ford Pay Efficiency Wages? *Journal of Labor Economics*, Vol. 5, No. 4, S57-86.

Rubinstein Yona and Yoram Weiss, (2007). Post School Earnings: Search versus Human Capital, Chapter one in the *Handbook of the Economics of Education*, Volume 1, eds. Eric A. Hanushek and Finis Welch, Elsevier B.V.

Assessment: One two-hour exam held in ST (100%).

MN498

Dissertation and Case Study

This information is for the 2011/12 session.

Teachers responsible: Dr Jörn Rothe, Professor David De Meza 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 2011/12 session.

Teacher responsible: Dr Jörn Rothe

Availability: Compulsory for and exclusive to all MSc International Management students.

Course content: 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: 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%).

MY400 Half Unit

Fundamentals of Social Science Research Design

This information is for the 2011/12 session.

Teachers responsible: Dr Ilina Singh and Dr Paul Mitchell.

Availability: Compulsory for MSc Social Research Methods, and MSc Statistics (Research), MSc Gender (Research) and MSc Biomedicine, Bioscience and Society. Also available on MSc Human Geography and Urban Studies (Research), MSc Organisational Behaviour and to all masters level students where regulations allow. Research students please see MY500.

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 texts: P Alasuutari, L Bickman, J Brannan & J Brannen, *The SAGE Handbook of Social Research Methods* (Sage, 2008); W Trochim & J Donnelly, *The Research Methods Knowledge Base*, 3rd ed. (Cengage Learning, 2008); N Gilbert, *Researching Social Life*, 3rd ed. (Sage, 2008); and D Della Porta & M Keating, *Approaches and Methodologies in the Social Sciences: A Pluralist Perspective* (Cambridge, 2008).

Assessment: A two-hour unseen examination.

MY421 Half Unit

Qualitative Research Methods

This information is for the 2011/12 session.

Teacher responsible: Dr Jan Tarr

Availability: Compulsory for MSc Social Research Methods. Optional for MSc Gender (Research), MSc Biomedicine, Bioscience and Society, MSc Human Geography and Urban Studies (Research), MSc Health, Community and Development, MSc Organisational Behaviour, MSc Organisational and Social Psychology, MSc Social and Public Communication, and MSc Social and Cultural Psychology.

Course content: The course will address methods of data collection and analysis of qualitative data, and is aimed at students with little or no background in qualitative research. It will discuss elements of qualitative research design including how to conduct good quality research and how to collect a corpus of data, writing up qualitative research, and ethical issues that emerge in the research process. Data collection methods including participant observation, interviewing, and documentary and historical research will be

covered. Students will then be presented with a variety of methods of qualitative data analysis, including thematic analysis, grounded theory, content analysis, discourse analysis and semiotics.

Course examples will be related to a key theme familiar to students: living in London. The aim is to show how a particular research theme might be addressed through each of the data collection strategies and analytic approaches discussed. Where possible, selected studies related to this theme have been chosen to illustrate the method under discussion.

Teaching: Ten x two hour lectures and nine x one hour seminars with practical exercises.

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 (100%).

MY426 Half Unit Doing Qualitative Fieldwork

This information is for the 2011/12 session.

Teacher responsible: Dr Flora Cornish

Availability: Optional on MSc Social Research Methods, MSc Social Policy (Research), MSc Health, Community and Development, MSc Organisational and Social Psychology, MSc Social and Public Communication, MSc Social and Cultural Psychology, MSc Biomedicine, Bioscience and Society, MSc Human Geography and Urban Studies (Research), MSc Development Studies (Research). Also available as an outside option to other MSc students with permission of the teacher responsible.

Pre-requisites: A postgraduate qualitative research methods course, such as MY421, as pre- or co-requisite. Familiarity with notions of research design in the social sciences, to the level of MY401 or equivalent.

Course content: Participant observation and ethnography enable us to examine how social order is produced as people go about their everyday interactions. Multiple sources of naturally-occurring data are used to understand how communities, organisations and institutions work, informally as well as formally. Contemporary conditions of globalisation, individualisation, bureaucratisation and digitisation introduce new challenges for such fieldwork. This interdisciplinary course equips students with a practical understanding of qualitative fieldwork. Core conceptual, ethical and methodological debates are introduced through in-depth engagement with book-length exemplars, and through students' experience of fieldwork. A field visit to a local public institution (a museum or train station) provides students with experience of data collection, and this data then provides the basis for a workshop on data analysis. Methodological concerns regarding case selection, establishing rigour, reflexivity, representing others, and ethical issues are addressed in detail. Practical issues addressed include access to study sites, studying elite and marginalised groups, innovative sources of data, and writing field notes.

Teaching: 8 x two-hour lectures and 8 x one-hour seminars in the LT, 2 x three-hour fieldwork workshops in LT.

Formative coursework: An excerpt of field-notes from the field visit undertaken as part of the course (up to 2,500 words). Field-notes should record rich details of observations (the data) and brief interpretations of the significance of these observations. Written feedback will be provided.

Indicative reading: De Laine, M. (2000). *Fieldwork, participation and practice: Ethics and dilemmas in qualitative research*. Sage Publications Ltd.

DeWalt, K. M., & DeWalt, B. R. (2002). *Participant observation: A guide for fieldworkers*. AltaMira Press.

Emerson, R. M., Fretz, R. I., & Shaw, L. L. (1995). *Writing ethnographic fieldnotes*. University of Chicago Press.

Assessment: One 4,000 word essay (100%).

MY427 Half Unit Qualitative Research With Non-Traditional Data

This information is for the 2011/12 session.

Teacher responsible: Dr. Jen Tarr

Availability: MSc Social Research Methods, MSc Culture and Society, MSc Media and Communications, MSc Media and Communications (Research), MSc Biomedicine, Bioscience and Society, MSc Gender (Research), MSc Gender, Media and Culture and MSc Human Geography and Urban Studies (Research). The course is also available to PhD students please see MY527.

Pre-requisites: Introductory course on qualitative methods (e.g. MY421 or MC4M1) as pre-requisite or co-requisite.

Course content: Most qualitative research is in the form of written or spoken texts, produced through interviews and field notes or collection and analysis of documents. Recently, qualitative researchers have become interested in ways of capturing and documenting other kinds of data and other dimensions of social life, including visual, audio, and other sensory data, space, and time. This course will examine methods for collecting and analysing data which are not primarily textual or linguistic, and how these can be integrated into qualitative research. The course will cover history, memory and longitudinal qualitative research; space and place; research in virtual environments; pre-existing and research-generated images and video; sound and audio data including music; kinaesthetic and movement data; and taste and smell as research data. The aim is to understand how qualitative methods can be applied to these data and how to address traditional methodological concerns such as rigor and representativeness in their analysis and presentation.

The course is aimed at students who are considering one or more of these elements as part of their dissertation research design and/or who are interested in gaining advanced qualitative research skills. Seminars will provide practical skills through hands-on exercises in collecting and analysing non-traditional data. These develop skills for a final project of students' choosing which is to be submitted at the beginning of summer term.

Teaching: 20 hours of lectures and 9 hours of seminars in the LT.

Formative coursework: Seminar activities will receive in-class feedback. One seminar exercise will be written up (c.1000 words) for formative feedback.

Indicative reading: Note: No one text covers the whole course.

Pink, S. (2009) *Doing Sensory Ethnography*, London: Sage.

Bull, M. and Back, L. (eds) (2003) *Auditory Culture Reader*, London: Berg.

Rose, G. (2006) *Visual Methodologies*, 2nd ed, London: Sage.

Massey, D. (2005) *For Space*, London: Sage.

Adam, B. (1995) *Timewatch: The Social Analysis of Time*, Cambridge: Polity Press.

Assessment: One 3,500 word project (100%).

MY429 Half Unit Special Topics in Qualitative Research Methods

This information is for the 2011/12 session.

Teachers responsible: Professor Martin W Bauer (B804) and others.

Availability: Optional on MSc Social Research Methods, MSc Biomedicine, Bioscience and Society, MSc Human Geography and Urban Studies (Research), MSc Health, Community and Development, MSc Organisational and Social Psychology, MSc Social and Public Communication, and MSc Social and Cultural Psychology. Also available as an outside option to MSc students with permission of the teacher responsible.

Pre-requisites: The course will assume good knowledge of qualitative research methods as covered in MY421 and MY530, and familiarity with software tools taught in MY591.

Course content: The aim of the course is to provide understanding and competence to students in advanced qualitative research methods used in leading-edge social research. The content of the course will change from year to year. Possible topics include forms of textual analysis such rhetorical and argumentation analysis, computerised text analysis, biographical

research methods, diary methods, experience sampling and bemetology, qualitative evaluation research etc, Details of the content for any one year will be available from the Methodology Institute office.

Teaching: 10 x one-hour lectures and 10 x one-hour seminars in the LT.

Formative coursework: One piece of non-assessed coursework; writing up an analytic exercise provided by the course convenor, max 2500 words.

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: A combination of coursework (regular exercises and/or a written project) up to 50% of the course grade, and an exam of no less than 50% of the course grade, with exact details to depend on the nature of the specific course topic offered in a given year.

MY451 Half Unit Introduction to Quantitative Analysis

This information is for the 2011/12 session.

Teacher responsible: Dr Paul Mitchell

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 Biomedicine, Bioscience and Society, MSc Public Policy and Administration, MSc Public Policy and Administration (Research), MSc Health, Community and Development, MSc Organisational and Social Psychology, MSc Social and Public Communication, MSc Social and Cultural Psychology, MSc Organisational Behaviour, MSc Politics and Government in the European Union and LSE-Sciences Po Double Degree in European Studies. Research students please see MY551.

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: Ten two-hour lectures and nine one-hour computer classes in the MT. Weekly assignments are required.

Indicative reading: A course pack will be available for download online.

Additional reading: many introductory statistics books are available. But we particularly recommend Alan Agresti and Christine Franklin (2009) *Statistics: The Art and Science of Learning from Data*. Pearson Education. Or Alan Agresti and Barbara Finlay (2009, 4th edition) *Statistical Methods for the Social Sciences*. Pearson Education (note that the second book is more advanced and is particularly useful if you are planning to do MY451 and MY452).

Assessment: A two-hour open book unseen examination in ST.

MY452 Half Unit Applied Regression Analysis

This information is for the 2011/12 session.

Teacher responsible: Dr Jouni Kuha

Availability: This course is compulsory on MSc Political Science and Political Economy and MSc Sociology (Research). It is available on 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 Health,

Community and Development, MSc Organisational and Social Psychology, MSc Social and Public Communication, MSc Social and Cultural Psychology, MSc Organisational Behaviour, MSc Gender (Research), LSE-Sciences Po Double Degree in Urban Policy and LSE-Sciences Po Double Degree in European Studies.

Pre-requisites: Students are required to have completed MY451 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: 10 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. Students must either register for MY452M which is taught in Michaelmas Term, or MY452L which is taught in Lent Term.

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.

MY455 Half Unit Multivariate Analysis and Measurement

This information is for the 2011/12 session.

Teacher responsible: Dr Sally Stares

Availability: Optional for MSc Political Science and Political Economy, MSc Social Research Methods, MSc Management, MSc Organisational Behaviour, MSc Health, Community and Development, MSc Organisational and Social Psychology, MSc Social and Public Communication, and MSc Social and Cultural Psychology. The course is also available to students on all other MSc programmes, subject to approval of their Programme Director. The course is also available to research students, as MY555.

Pre-requisites: The course will assume a knowledge of standard linear regression models, to the level covered in MY452.

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, and their application to questions of measurement in the social sciences. At least the following topics will be covered: principal components analysis, exploratory factor analysis, confirmatory factor analysis and structural equation models. If time allows, some of the following topics may also be covered: cluster analysis, correspondence analysis, multidimensional scaling, latent class models, latent trait models.

Teaching: Lectures: 20 LT. Computer classes: 4 x 2 hours LT.

Formative coursework: Exercises from the computer classes can be submitted for marking.

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%).

MY456 Half Unit Survey Methodology

This information is for the 2011/12 session.

Teacher responsible: Dr Jonathan Jackson, COL.B812 and Dr Jouni

Kuha, COL.B802.

Availability: MSc Social Research Methods, MSc Statistics, MSc Statistics (Research), MSc Health, Community and Development, MSc Organisational and Social Psychology, MSc Social and Public Communication, MSc Social and Cultural Psychology and MSc Biomedicine, Bioscience and Society. Also available as an outside option.

Pre-requisites: Knowledge of basic descriptive and inferential statistics, to the level of MY451 (Mi451) or equivalent. Familiarity with notions of research design in the social sciences, to the level of MY400 (Mi453) or equivalent.

Course content: This course provides an introduction to the methodology of the design and analysis of social surveys. It is intended both for students who plan to design and collect their own surveys, and for those who need to understand and use data from existing large-scale surveys. Topics covered include basic ideas of target populations, survey estimation and inference, sampling error and nonsampling error; sample design and sampling theory; methods of data collection; survey interviewing; cognitive processes in answering survey questions; design and evaluation of survey questions; nonresponse error and imputation for item nonresponse; survey weights; analysis of data from complex surveys; accessing, preparing and working with secondary data from existing social surveys. The course includes computer classes, using the statistical computer package Stata; no previous knowledge of Stata is required.

Teaching: 10 x two-hour lectures in LT. 5 x two-hour seminars (including 2 x computer classes) in LT.

Formative coursework: Exercises from some of the seminars and computer classes are submitted for feedback.

Indicative reading: Groves, R M, Fowler, F J, Couper, M P, Lepkowski, J M, Singer, E, and Tourangeau, R (2009). *Survey Methodology* (2nd ed.). Wiley.

Assessment: A two-hour examination in the ST (50%) and a written project (50%). The project is a report of approximately 20 to 30 pages, including tables and figures, or approximately 2,500 words, reporting the data analysis of a given research question and data set.

MY457 Half Unit Causal Inference for Observational and Experimental Studies

This information is for the 2011/12 session.

Teacher responsible: Dr Dominik Hangartner

Availability: MSc Social Research Methods, MSc Statistics, MSc Statistics (Research), MSc Health, Community and Development, MSc Organisational and Social Psychology, MSc Social and Public Communication, and MSc Social and Cultural Psychology. Also available as an outside option to MSc students where regulations permit and with permission of the teacher responsible.

Pre-requisites: Knowledge of multiple linear regression and some familiarity with generalised linear models, to the level of MY552 (Mi452) or equivalent. Familiarity with notions of research design in the social sciences, to the level of MY400 (Mi453) or equivalent.

Course content: This course provides an introduction to statistical methods used for causal inference in the social sciences. Using the potential outcomes framework of causality, topics covered include research designs such as randomized experiments and observational studies. We explore the impact of noncompliance in randomized experiments, as well as nonignorable treatment assignment in observational studies. To analyze these research designs, the methods covered include matching, instrumental variables, difference-in-difference, and regression discontinuity. Examples are drawn from different social sciences. The course includes computer classes, where standard statistical computer packages (Stata or R) are used for computation.

Teaching: 10 x two-hour lectures in LT and 5 x two-hour computer classes in the LT.

Formative coursework: Exercises from the computer classes are submitted for feedback.

Indicative reading: Morgan, S. L. and Winship, C. (2007).

Counterfactuals and Causal Inference. CUP.

Angrist, J. D. and Pischke, J.-S. (2009). *Mostly Harmless Econometrics*. Princeton University Press.

Assessment: A two-hour examination in the ST (50%) and a written project (50%). The project is a report of approximately 20 to 30 pages, including tables and figures, or approximately 2,500 words, reporting the data analysis of a given research question and data set.

MY459 Half Unit Special Topics in Quantitative Analysis

This information is for the 2011/12 session.

Teacher responsible: Dr Benjamin Lauderdale

Availability: This is an optional course for MSc Social Research Methods, MSc Political Science and Political Economy and MSc Statistics. The course is also available to students on all other MSc programmes, subject to approval of their Programme Director. The course is also available to research students, as MY559.

Pre-requisites: The course will assume a knowledge of standard regression models, to the level covered in MY452.

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 2011/12 will be included here by the beginning of the Michaelmas Term.

Teaching: 10 two-hour lectures in LT. 5 two-hour computer classes in LT.

Formative coursework: Exercises from the computer classes can be submitted for marking.

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 2,500-word coursework (50%).

MY499 Dissertation

This information is for the 2011/12 session.

Teachers responsible: Dr Jouni Kuha, COL. B802, Dr Jen Tarr, COL. B806, 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: A series of around 6 dissertation seminars during MT and ST. The seminars cover methodological issues such as the literature review, sources of secondary quantitative data, topic guides for interviews, and sources of textual material. Students will be required to write a report where they apply the tools considered in the seminars to a topic of their choice.

Formative coursework: A written report based on the dissertation seminars, due in ST.

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 a session organised for all students during ST.

Assessment: Two hard copies of the 10,000 word dissertation must be submitted to the Institute Manager of the Methodology Institute by Friday August 24th 2012. Students are also required to upload their dissertation file(s) to Moodle by the same deadline.

MY4M1**Foundations of Social Research 1****This information is for the 2011/12 session.****Teachers responsible:** Dr. Sally Stares (MY451), Dr. Paul Mitchell (MY451/MY400), Dr. Ilina Singh (MY400) and Dr. Jen Tarr (MY421).**Availability:** For MSc Political Theory (Research); MSc Comparative Politics (Research); MSc Public Policy and Administration (Research); MSc Regulation (Research); MSc Social Policy (Research); MSc International Relations (Research); MSc International Political Economy (Research) and where programme regulations indicate applicable.**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:**Teaching:** See separate course outlines above.**Assessment:** Examination is by one piece of assessed coursework (c.3000 words) (33%) due early in LT and two two-hour papers in the ST (67%). Students registered on this course will take exam papers MY4M1a (based on the MY451 syllabus) and MY4M1b (based on the MY400 syllabus) with assessed coursework covering the MY421 portion of the course.**MY4M2****Foundations of Social Research 2****This information is for the 2011/12 session.****Teachers responsible:** Dr Jouni Kuha (MY452), Dr. Paul Mitchell and Dr. Ilina Singh (MY400), and Dr. Jen Tarr (MY421)**Availability:** For MSc Political Theory (Research); MSc Comparative Politics (Research); MSc Public Policy and Administration (Research); MSc Regulation (Research); MSc Social Policy (Research); MSc International Relations (Research); MSc International Political Economy (Research) and where programme regulations indicate applicable.**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. MY452M Applied Regression Analysis
2. MY400 Fundamentals of Social Science Research Design
3. MY421 Qualitative Research Methods.

Teaching: See separate course outlines above.**Assessment:** Examination is by one piece of assessed coursework (c.3000 words) (33%) due early in LT and two two-hour papers in the ST (67%). Students registered on this course will take exam papers MY4M2a (based on the MY452 syllabus) and MY4M2b (based on the MY400 syllabus) with assessed coursework covering the MY421 portion of the course.**OR401 Half Unit****Techniques of Operational Research****This information is for the 2011/12 session.****Teacher responsible:** Dr K Papadaki, NAB 3.14**Availability:** The course is compulsory for MSc Management Science (Operational Research) students. Optional course for MSc Applicable Mathematics, MSc Management, Information Systems and Innovation, MSc Management and MSc Management Science (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 course 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 1 x 4 hr revision session in ST. Seminars: OR401A 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.**OR405 Half Unit****Advanced Behavioural Decision Making****This information is for the 2011/12 session.****Teacher responsible:** Dr Barbara Fasolo, NAB 3.15**Availability:** For students of MSc Management Science (Decision Sciences), MSc Management, MSc Management, Organisations and Governance, MSc Management Science (Operational Research), MSc Public Management and Governance, and as an outside option for students on other degrees where permitted by the regulations.**Course content:** This course introduces students to the fascinating field of behavioural decision science. We will explore a selection of current research topics relevant to personal and managerial decision making as well as policy-making. For each topic students will gain an understanding of central behavioural concepts through lectures. Students will read pre-assigned scientific articles and in class discuss lessons learned, limitations and implications of these concepts for the development of decision making competence (e.g. via design of policies, training programmes, or tools). Content will vary depending on the status of the field. Topics for 2010/2011 provisionally include: Origin of Behavioural Decision Science; the Building Blocks; : Preferences, Utility and Value; Probability, Uncertainty and Risk; Choice Architecture and Nudges; Emotions in Decision Making; Decisions about Money; Decisions about Health; Decisions about Things (consumers and choice tyranny); Decisions about People.**Teaching:** 9 x two-hour lectures, 1 x two-hour feedback session and 6 x one-hour classes in MT.**Formative coursework:** One 800 word written report.**Indicative reading:** All teaching and reading material will be available electronically via 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 800 word written report (30%) and one essay of about 5,000 words (70%).**OR406 Half Unit****Mathematical Programming: Theory and Algorithms****This information is for the 2011/12 session.****Teacher responsible:** Dr Giacomo Zambelli, NAB 3.36.**Availability:** MSc Applicable Mathematics, MSc Management Science (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.

Teaching:

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 2011/12 session.

Teacher responsible: Dr K Papadaki, NAB 3.14.

Availability: MSc Applicable Mathematics, MSc Management Science (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.

Teaching:

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 Christofidis, *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 Not available in 2011/12 Auctions and Game Theory

This information is for the 2011/12 session.

Teacher responsible: Professor Richard Steinberg, NAB 3.08

Availability: MSc Management Science (Operational Research), MSc Management Science (Decision Sciences) and MSc Applicable Mathematics.

Course content: The course provides an introduction to auctions and game theory. Topics covered are: non-cooperative game theory; cooperative 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 seminars (OR409.A).

Indicative reading: Recommended books are: K.G. Binmore, *Playing for Real: A Text on Game Theory*; Alan D. Taylor, *Social Choice and the Mathematics of Manipulation*; 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 Advanced Topics in Operational Research

This information is for the 2011/12 session.

Teacher responsible: Professor G Sorkin, NAB 3.19

Availability: The course is intended for students on MSc Management Science (Operational Research) and MSc Management Science (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 Management Science Group administration office.

Teaching: Lectures and classes in MT - actual hours will be arranged appropriately for the topic taught.

Formative coursework: Details will be provided at the start of the course.

Indicative reading: Detailed suggestions for reading will be given before the start of the course.

Assessment: One piece of weekly coursework will be assessed (15%) and there will be a formal 2.5 hour examination in ST (85%).

OR426 Half Unit Modelling in Applied Statistics and Simulation

This information is for the 2011/12 session.

Teacher responsible: Dr A Morton, NAB 3.07

Availability: The course is compulsory for MSc Management Science (Operational Research) and MSc Management Science (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: OR426.1 11 MT

OR426.1A 10 MT

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 2011/12 session.

Teacher responsible: Dr Nikolaos Argyris, NAB3.20

Availability: The course is compulsory for MSc Management Science (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-life 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

Teaching: OR428 18 MT, OR428.A 18 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 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.

Assessment: This course is examined entirely by weekly exercises and/or by project. Written work is marked on presentation as well as on content.

OR431 Half Unit Not available in 2011/12 System Dynamics Modelling

This information is for the 2011/12 session.

Teacher responsible: Dr D C Lane, NAB 3.33

Availability: The course is optional on MSc Management Science (Operational Research), MSc Management Science (Decision Sciences), MSc Management, MSc Public Management and Governance, MSc Management, Organisations and Governance and MPA programme (all streams). 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/iThink) 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*, J D Sterman, *Business Dynamics: Systems thinking and modeling for a complex world*, 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 2011/12 session.

Teacher responsible: Mr Keith Rapley, NAB 3.05

Availability: Available on MSc Management Science (Decision

Sciences) and MSc Management Science (Operational Research).

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' 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 2011/12 session.

Teacher responsible: Dr A Morton, NAB 3.07 and Dr B Fasolo, NAB 3.15

Pre-requisites: Compulsory for MSc Management Science (Decision Sciences) and available as an option on MSc Management Science (Operational Research), MSc Management, MSc Management and Regulation of Risk 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 judgments, 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 revision session ST; OR434A 9 x 1 hr MT.

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 2011/12 session.

Teachers responsible: Dr G Montibeller, NAB3.16

Availability: Compulsory for MSc Management Science (Decision Sciences) and an optional course for MSc Management Science (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. One revision session in week 11 of 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*. 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 2011/12 session.

Teacher responsible: Professor Richard Steinberg, NAB 3.08

Availability: Optional on MSc Management, MSc Management, Organisations and Governance, MSc Management, Information Systems and Innovation, MSc Management Science (Operational Research) and MSc Management Science (Decision Sciences). The course is also available as an outside option where programme regulations permit. *Note:* This course contains a substantial amount of qualitative material, and in particular would not be appropriate for a student seeking a quantitative course.

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: systematic review'

(6) Book: *The Goal*, Third revised edition, E.M. Goldratt and J. Cox, 2004.

Assessment: A two-hour examination in ST.

OR440

Applied Management Science

This information is for the 2011/12 session.

Teacher responsible: Dr Trevor Gibbons

Availability: For MSc Management Science students only. Cannot be taken with OR499 Management Science Dissertation.

Course content: The student will carry out and report upon a substantial practical piece of Management Science. The project will either be found by the Group or may be suggested by the student, with the approval of his/her teachers.

Teaching: 7 one-hour lectures and 1 three-hour seminar in MT and LT.

Indicative reading: Detailed suggestions for reading will be provided in the course of supervision.

Assessment: Assessment is based entirely on the project report. Two paper copies must be handed in to the MS Group on a specified date in late August/early September. The page limit for the report is 40 pages, excluding appendices. The project is critical to assessment.

OR499

Dissertation: MSc Management Science

This information is for the 2011/12 session.

Teachers responsible: All members of the Management Science Group are involved in dissertation support.

Availability: MSc Management Science students only. Cannot be taken with OR440 Applied Management Science.

Course content: The aim of the dissertation is for students to pursue an independent piece of research within the field of management science. 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.

Formative coursework: Students are required to submit Dissertation Plans to their supervisor in LT and ST.

Assessment: Two paper copies of the dissertation must be handed in to the MS Group on a specified date in late August/early September. An electronic version of the dissertation must also be submitted. The word limit for the dissertation is 10,000 words. The dissertation is critical to assessment.

PH400

Philosophy of Science

This information is for the 2011/12 session.

Teacher responsible: Dr Miklos Redei

Availability: The course is primarily intended for MSc Philosophy 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: 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 3-5): Hume's problem of induction and Popper's falsificationism, Lakatos' Methodology of Scientific Research Programmes, underdetermination of theory by evidence, the positive instance account. Bayesian confirmation theory (weeks 6-8): probability theory and the interpretation of probability, Bayesianism. Explanation (weeks 9-10-): the Deductive-Nomological model of explanation, statistical explanation. Reductionism (week 11): reductionism and pluralism. Theories and laws (weeks 12-13): the regularity and necessitarian views of natural laws, the best systems-account, instrumentalism. Realism versus antirealism (weeks 14-15): scientific realism and the no miracles argument, inference to the best explanation, antirealism and the pessimistic meta-induction, constructive empiricism, entity realism, structural realism. Kuhn's philosophy of science (weeks 16-17): normal science and paradigms, scientific revolutions and incommensurability. Sociological approaches to science (weeks 18-20): social constructivism, strong programme, feminist epistemology.

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.

Formative coursework: Students will be expected to write two 2,000 word essays per term on topics covered by the course.

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

Scientific Revolutions: Philosophical and Historical Issues

This information is for the 2011/12 session.

Teacher responsible: Dr Charlotte Wernndl

Availability: The course is primarily intended for MSc Philosophy of the Social Sciences, MSc Economics and Philosophy, MSc Philosophy of Science and LSE-Sciences Po Double Degree in European Studies. It is optional for MSc European Studies: Ideas and Identities.

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. The chemical revolution: What were Priestley and Lavoisier's experiments, and what exactly led scientists to supplant phlogiston theory by oxygen theory? What does this tell us about theory change in general? In particular, what role did crucial experiments play in this revolution?
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: Twenty lectures one hour each (MT, LT); and twenty seminars one and a half hour each (MT, LT).

Formative coursework: Students will be expected to write at least two essays per term and may be asked to give seminar papers.

Indicative reading: *Background reading:* T S Kuhn, *The Structure of Scientific Revolutions*; I 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*; P Duhem *The Aim and Structure of Physical Theory*; P Kitcher *Abusing Science: The Case against Creationism*, K R Popper, *Conjectures and Refutations*; P Feyerabend *Against Method*.

Recommended reading: The central text for the first part of the course is T S Kuhn, *The Copernican Revolution*, Harvard University Press. The central text on the Darwinian revolution will be P Kitcher, *Abusing Science, the Case Against Creationism*. MIT Press.

There will be lecture slides on each topic including (i) a list of essential reading and suggestions for further reading and (ii) 'study questions' to guide your thought. Aside from the above reading for the section of the course on the Copernican revolution and the Darwinian revolution, reading for particular topics will be in the form of articles and selections from books. These will be made available electronically.

Assessment: A two-hour written examination in summer term (67%) and a 2,000 word essay to be handed in at the beginning of Summer Term (33%).

PH405 Philosophy of the Social Sciences

This information is for the 2011/12 session.

Teachers responsible: Michaelmas and Summer terms: Dr J McKenzie Alexander, LAK. T501b

Lent term: Dr Amandine Catala

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 addition, 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 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 2011/12 session.

Teacher responsible: Dr Roman Frigg

Availability: The course is intended for MSc Philosophy and History of Science. The seminar is also open to all research students.

Course content: The course introduces students to philosophical and conceptual problems that arise in connection with modern physics.

The course starts with classical mechanics, which lays the foundation for the discussion of chaos theory, relativity theory (special and general), quantum mechanics, and thermo-statistical physics.

First Term: The term is split into three parts. The first part (5 weeks) is about classical mechanics: determinism and indeterminism, absolute versus relative space and time, chaos, stability and instability, the limits to predictability, and randomness in deterministic theories.

The second part (two weeks) covers the philosophy of special relativity: Minkowski space-time, the meaning of the relativity principle, and the verifiability principle.

The third part (three weeks) is dedicated to conceptual problems in general relativity theory: the rise and fall of Euclidean geometry, conventionality, substantivalism, and the hole argument.

Second Term: The term is split in two parts of five weeks each.

The first part is dedicated to conceptual problems in quantum mechanics: the measurement problem, non-locality, the EPR experiment, Bell's inequalities, and hidden variables. The second part deals with the foundations of thermo-statistical physics: the second law of thermodynamics, probabilities in deterministic theories, inter-theoretic reduction, the reversibility objection, and the recurrence objection.

Teaching: Lectures PH409.1 20 x one hour (MT, LT); Seminars PH409.2 20 x one hour (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: Norton, John: "Introduction to the Philosophy of Space and Time, " in *Introduction to the Philosophy of Science*. Prentice-Hall 1999. Reprinted in J. Butterfield, M. Hogarth and G. Belot, *Spacetime: The International Research Library of Philosophy*, 17. Aldershot: Dartmouth, 1996, pp. 3-56.

Peter Smith: *Explaining Chaos*. Cambridge University Press 1998.

David Albert: *Quantum Mechanics and Experience*. Harvard University Press 1992.

Roman Frigg: 'What is Statistical Mechanics?', forthcoming, available at <http://www.romanfrigg.org/writings.htm>

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

PH411 Philosophy of Biological and Cognitive Sciences

This information is for the 2011/12 session.

Teacher responsible: Dr Kristina Musholt

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: An introduction to some of the key issues in the philosophy of the biological and cognitive sciences. Topics to be discussed include: the 'modern synthesis', fitness, the units of selection problem, the nature of species, adaptation and adaptationism, phylogenetic inference, macroevolution, ecology, the idea of the mind as a computer and the language of thought, consciousness, social cognition, emotions and their role in thinking, innateness and cognitive development, the modularity of mind, evolutionary psychology, connectionism, and embodied approaches to cognition.

Teaching: Lectures PH411 x 20 (MT, LT); Seminars PH411 20 x one-and-a-half hours (MT, LT).

Formative coursework: Students will be required to participate in seminar discussions, give class presentations and write three 2000-word formative essays: two in the Michaelmas Term, and one in Lent.

Indicative reading: K Sterelny & P Griffiths, *Sex and Death*; E Sober, *The Philosophy of Biology*; R Dawkins, *The Extended Phenotype*; S Okasha, *Evolution and the Levels of Selection*; E Sober (ed), *Conceptual Issues in Evolutionary Biology*; P Harvey & M Pagel, *The Comparative Method in Evolutionary Biology*; A Clark, *Mindware: An Introduction to the Philosophy of Cognitive science*; J Fodor, *The mind doesn't work that way*; P Thagard, *Mind: Introduction to Cognitive Science* (Second Edition); P Thagard, D Gabbay, J Woods (eds), *Philosophy of Psychology and Cognitive Science*; J Barkow, L Cosmides, J Tooby (eds), *The Adapted Mind*. Additional reading suggestions, particularly of articles, will be made in the lectures and the seminars. We will read a large number of articles, which will be made available on Moodle.

Assessment: A two-hour written examination in the ST (67%) and a 2,000 word essay (33%).

PH413 Philosophy of Economics

This information is for the 2011/12 session.

Teacher responsible: Dr Armin Schulz

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/MPA Public and Social Policy, MSc European Studies: Ideas and Identities, MSc Social Research Methods and LSE-Sciences Po Double Degree in European Studies. It is optional for MRes/PhD Economics and open to all MSc and research students.

Course content: Philosophical issues in economics.

The nature of economic theories, models and laws. Idealization, explanation and realism in economic models. Causality in economics. Economics of climate change. The nature of measurement in economics. Values in economics. Economic freedom. Economic justice. The positive/normative distinction. Rational choice theory, game theory, and their difficulties. Neuroeconomics and behavioural economics. Social choice theory. 'Old' and 'new' welfare economics. Pareto optimality, interpersonal comparability, and theories of well-being. Utilitarianism, Rawlsianism, and egalitarianism.

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: H Kincaid and D Ross (eds), *The Oxford Handbook of Philosophy of Economics*; N Stern, *The Economics of Climate Change*; E McClennen, *Rationality and Dynamic Choice*; M Friedman, *Essays in Positive Economics*; A Sen, *Development as Freedom*; N Cartwright, *Hunting Causes and Using Them*; J Reiss, *Error in Economics*; D Hausman, *The Inexact and Separate Science of Economics*; S H Heap et al., *The Theory of Choice*; D Hausman and M McPherson, *Economic Analysis, Moral Philosophy, and Public Policy*; D Hausman (ed), *The Philosophy of Economics: An Anthology*; D Kahneman et al., *Judgment under Uncertainty*; A Sen, *The Idea of Justice*.

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

PH415 Philosophy and Public Policy

This information is for the 2011/12 session.

Teacher responsible: Dr Amandine Catala.

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 and MPA Public and Economic Policy/MPA Public Policy and Management/MPA International Development/MPA European Public and Economic Policy/MPA Public and Social Policy.

Course content: The course offers a critical reflection on how the design and evaluation of public policies is grounded in moral, political and economic theory.

The course consists of three units taught by different faculty: One of these units investigates theoretical issues underpinning policy decisions, specifically different possible approaches to democratic decision-making. It introduces the 'Democratic Trilemma', i.e. the conflict between three central demands on good democratic procedures- 'coping with pluralism', 'majoritarianism', and 'rationality'. Discussion centres on the merits and demerits of the various types of democracy that result from giving up each of these three demands.

The other two course units consider special philosophical issues arising in particular policy areas - health policy as well as national and international policy. The health policy unit introduces issues of autonomy and paternalism, and the allocation of health resources presses difficult questions regarding the extent to which we should privilege the worst-off. The national and international policy unit examines issues of climate change, poverty measurement, multinational corporations, truth and reconciliation, and secession.

Teaching: Lectures 20 x one-hour (MT, LT); Seminars PH415.2 20 x one-and-a-half-hour (MT, LT)

Formative coursework: Students will be required to give seminar presentations and to write three 2,000-word essays on material from the first 15 weeks.

Indicative reading: Detailed reading lists, including specific articles from relevant journals, will be supplied at the beginning of the course.

Assessment: A two-hour examination on the first 15 weeks (67%), and a 2,000-word essay on the last 5 weeks (33%), to be handed in in the first week of ST.

PH416 Philosophy, Morals and Politics

This information is for the 2011/12 session.

Teacher responsible: Dr Alex Voorhoeve

Availability: This course is primarily intended for students on MSc Philosophy and Public Policy, MSc Economics and Philosophy, MSc Philosophy of the Social Sciences and MSc Political Theory. It is also available to students as an outside option where permitted by their programme regulations.

Course content: This course discusses central topics in moral and political philosophy. We will read seminal texts by the greatest writers of the western tradition in moral and political philosophy: Aristotle, John Locke, David Hume, Adam Smith, Immanuel Kant and John Stuart Mill. We'll also discuss leading contemporary authors, including John Rawls, Robert Nozick, Bernard Williams and Frances Kamm, as well as recent findings in moral psychology. Through the study of major philosophers, this course provides students with the tools to think and write clearly and independently about moral and political problems.

Teaching: Seminars PH416 20 x one-and-a-half hours (MT, LT); Students are strongly advised to attend PH214 Morality and Values lectures, 20 x one hour (MT, LT).

Formative coursework: Students will be required to participate in seminar discussions and to write three formative essays: two in the Michaelmas Term, and one in Lent.

Indicative reading: Aristotle, *The Nichomachean Ethics*, Irwin translation, Hackett

David Hume, *A Treatise of Human Nature*, David Fate Norton and Mary Norton, editors, Oxford.

Immanuel Kant, *Groundwork of the Metaphysics of Morals* Mary J. Gregor (Editor), Christine M. Korsgaard (Introduction), Cambridge

University Press.

J.S. Mill, *Utilitarianism*, Hackett

John Rawls, *A Theory of Justice*, revised, 2nd edition, Oxford University Press.

Adam Smith *The Essential Adam Smith*. Robert Heilbroner (Editor) Norton.

Recommended texts

John Rawls, *Lectures on the History of Moral Philosophy*, Harvard University Press

David Wiggins *Ethics*. Penguin.

Alex Voorhoeve *Conversations on Ethics*, Oxford University Press.

In addition, we will read a large number of articles, most of which will be available via clicking on the relevant links in Moodle.

Assessment: A two-hour written examination in the ST (67%) on the material covered in the first 15 weeks of the course and a 2,000-word summative essay on the material covered in the final 5 weeks of the LT material, due in the first week of ST (33%).

PH418

Dissertation Seminar - Economics and Philosophy

This information is for the 2011/12 session.

Teacher responsible: Prof Richard Bradley.

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: 10 x 1 hour seminar in MT and 10 x 1 hour seminar in LT

Formative coursework: Students will be expected to write at least two essays per term.

Indicative reading: Readings will be chosen by the seminar participants.

Assessment: This course is not assessed.

PH419

Set Theory and Further Logic

This information is for the 2011/12 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 ordinals and cardinals, transfinite induction, Axiom of Choice and its equivalents, Continuum Hypothesis, Russell paradox). Formal languages, syntactic-semantic, theorem-metatheorem, soundness and completeness and some model theory are the main topics covered from classical first-order logic, together with an outline of Peano arithmetic, decidability and Gödel's incompleteness theorems. The idea of possible world semantic and the semantic characterization of the basic types of modal propositional logics are covered from modal logic. In both set theory and logic, emphasis is on the conceptual-structural elements rather than on technical-computational details. Not all theorems are proven and not all proofs are complete.

Teaching: 30 hours of lectures and 20 hours of classes across the Michaelmas and Lent Terms.

Formative coursework: Students are required to write three 1,500 word essays during the year on a topic from a list and are to hand in two problem solutions each term.

Indicative reading: Peter J. Cameron. *Sets, Logic and Categories. Springer undergraduate mathematics series*. Springer, London, Berlin, Heidelberg, 1999.(main text for set theory); Sider, Theodore. *Logic for Philosophy*. Oxford University Press 2010. (main text for logic); J. Crossley. *What is Mathematical Logic?* Oxford University Press, Oxford, 1972.; H.B. Curry. *Foundations of Mathematical Logic*. McGraw-Hill, New York, 1963.; L. Goble, editor. *The Blackwell Guide to Philosophical Logic*, Oxford, 2001. Blackwell.; G.E. Hughes and M.J. Cresswell. *A New Introduction to Modal Logic*. Routledge, New York, 1996. (main text for modal logic); D. Lewis. *Counterfactuals*. Blackwell, Oxford, 2nd edition, 2001. First edition: 1979.; D. Makinson. *Sets, Logic and Maths for Computing*. Springer, London, 2008.

Assessment: Three hour written examination in the ST (100%).

PH421

Dissertation Seminar - Philosophy and Public Policy

This information is for the 2011/12 session.

Teachers responsible: Foad Dizadji-Bahmani (Michaelmas) and Luc Bovens (Spring and Summer).

Availability: The course is restricted to students taking the MSc Philosophy and Public Policy.

Course content: Aim: This course is intended to develop the ability to write a structured philosophical essay and serves to prepare students in the MSc Philosophy and Public Policy for dissertation writing.

Teaching: 10 x one hour (MT) and 10 x 2 hour (LT)

Assessment: This course is not assessed.

PH422

Dissertation Seminar - Philosophy of Social Science

This information is for the 2011/12 session.

Teacher responsible: Dr J McKenzie Alexander, LAK. 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.

In Lent term, seminars will cover topics that are chosen by MSc students for their theses. In Michaelmas term, the early meetings will discuss the structure and content of an MSc dissertation in Philosophy, the grading rubric used for marking dissertations.

The remainder of Michaelmas term will cover some core topics in the philosophy of social science, such as: Methodological issues such as the use of mathematical models in the social sciences, methodological individualism and its rivals, collective intentionality and the 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 2011/12 session.

Teacher responsible: Dr Roman Frigg

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 open to all LSE MSc and research students.

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 *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*. Kitcher, P (2007) *Living With Darwin*; Maslin, M (2009) *Global Warming. A Very Short Introduction*.

Assessment: A three-hour written examination in ST.

PH445 Dissertation Seminar - Philosophy of Science

This information is for the 2011/12 session.

Teacher responsible: Dr Miklos Redei

Availability: The course is restricted to students taking the MSc in Philosophy 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 help students to choose 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 starts with reviewing the structure and content of an MSc dissertation in Philosophy, the requirements of, and grading scheme used for marking dissertations. This is followed by presentations by students on topics intended as possible topics of their dissertations. The presentations will be extensively discussed in the seminar by fellow students and in subsequent private meetings with the seminar leader. In the Lent Term each student will read two former MSc dissertations with topics close to the interest of the student, and each student will report in the seminar on the merits and weaknesses of the selected works, trying to understand why the chosen dissertations received the marks they did. In the final part of the seminar students will again give presentations on the progress of their research.

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 2011/12 session.

Teacher responsible: Professor R Bradley

Availability: MSc Economics and Philosophy, MSc Philosophy and Public Policy, MSc Philosophy of Social Science, MSc Philosophy of Science, and MPhil/PhD Philosophy. It is also open to all LSE MSc and research students.

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: Probabilistic thinking, different interpretations of probability, decision making under risk, ignorance and uncertainty, the measurement of belief and desire, paradoxes of expected utility theory. (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.

Teaching: Weekly one-hour lecture and one-hour seminar 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*, Martin Peterson *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 2011/12 session.

Teacher responsible: For MSc Philosophy of Science students, Miklos Redei. "For MSc Philosophy of the Social Sciences students, Jason Alexander (Michaelmas and Summer terms) and Kristina Musholt (Lent term)". For MSc Philosophy and Public Policy students, Foad Dizadji-Bahmani (Michaelmas) and Luc Bovens (Spring and Summer). For MSc Economics and Philosophy students, Richard Bradley.

Availability: For students taking the MSc Philosophy 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 (7,000 for MSc Economics and Philosophy) 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 and Public Policy, 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 of Science, preparation for the dissertation will be through the seminar PH445; 10 x one-hour (MT); 10 x two-hour (LT).

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 2011/12 session.

Teacher responsible: Prof Sandra Jovchelovitch, STC. S310

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: Lectures: 8 x 1 hour + 12 (MT) x 2 hour (MT) = 32 in total
Classes: 10 x 1 hour (MT)

Formative coursework: 1) An individual book review and 2) a written assignment.

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: A formal three-hour examination in the ST: three questions from a choice of 10 (100%).

PS404

Organisational Social Psychology

This information is for the 2011/12 session.

Teacher responsible: Dr Lucia Garcia, STC. S311

Availability: Core course for MSc Organisational and Social Psychology. Optional for MSc Social Research Methods. 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 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: 1) An individual book review and 2) a written assignment.

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: A formal three-hour examination in the ST: three questions from a choice of 10 (100%).

PS408

Research Report: MSc Social and Public Communication

This information is for the 2011/12 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.

Formative coursework: 1) a project plan and 2) a project progress report.

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 2011/12 session.

Teachers responsible: Prof Sandra Jovchelovitch, STC. S310, Dr Caroline Howarth STC. S365.

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: *The theory of social representations and its history, covering the theory's ancestors (Durkheim, Weber, Piaget, Vygotsky, Lévy-Bruhl and Freud) and recent developments.* 2: *Classical studies in social representations - their methodology and findings, including representations of madness, psychoanalysis, food, science, health and illness, the environment and nature.* 3: *Fields of application, covering health, community, education, multiculturalism, 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: Ten 1.5-hour lectures and five 1-hour seminars in the LT.

Formative coursework: An essay plan of not more than 500 words is required.

Indicative reading: 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; K Deaux & G Philogène, *Representations of the Social: Bridging Theoretical Perspectives*, Basil Blackwell, 2001. 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*. I Marková & S Jovchelovitch (Guest Editors) *Journal for the Theory of Social Behaviour*, Special Issue on Psychoanalysis: its Image and its Public, 38(4) 2008; S Moscovici, *The Age of the Crowd: A Historical Treatise on Mass Psychology*, Cambridge University Press, 1985; I Marková & R M Farr (Eds), *Representations of Health, Illness and Handicap*, Harwood, 1994; H Joffe, *Risk and 'The Other'*, CUP, 1999.

Assessment: A written assignment of not more than 3,000 words (100%).

PS411 Half Unit Current Communication Research

This information is for the 2011/12 session.

Teacher responsible: Dr Bradley Franks, STC. S307

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.

Formative coursework: An essay plan of not more than 500 words is 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: A written assignment of not more than 3,000 words (100%).

PS415 Half Unit Not available in 2011/12 The Social Psychology of Economic Life

This information is for the 2011/12 session.

Teacher responsible: Professor George Gaskell, COL. B101

Availability: MSc Media and Communications, MSc Media and Communications (Research), MSc Media and Communications (Media and Communication Governance), 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: An essay plan of not more than 500 words is 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: A written assignment of not more than 3,000 words (100%).

PS418 Half Unit Not available in 2011/12 Social Psychology of Health Communication

This information is for the 2011/12 session.

Teacher responsible: Professor Catherine Campbell, STC. 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, Policy and Inequalities, 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.

Formative coursework: An essay of not more than 500 words is 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: A written assignment of not more than 3,000 words (100%).

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: An essay plan of not more than 500 words 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: A written assignment of not more than 3,000 words (100%).

PS428 Half Unit Knowledge Processes in Organisations

This information is for the 2011/12 session.

Teacher responsible: Dr Lucia Garcia-Lorenzo, STC. S311

Availability: Optional for MSc Organisational and Social Psychology, MSc Social and Cultural Psychology, MSc Social and Public Communication and MSc Organisational Behaviour. Other students on degrees without a psychology or management 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.

Formative coursework: An essay plan of not more than 500 words is 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

PS421 Half Unit Issues in Social Psychology: Evolutionary Social Psychology

This information is for the 2011/12 session.

Teacher responsible: Dr Andy Wells, STC. 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

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: A written assignment of not more than 3,000 words (100%).

PS429

The Social Psychology of Communication

This information is for the 2011/12 session.

Teacher responsible: Dr Bradley Franks, STC. S307

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: 1) An individual book review and 2) a written assignment.

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.

Assessment:

A formal three-hour examination in the ST: three questions from a choice of 10 (100%).

PS433

Report: MSc Social and Cultural Psychology

This information is for the 2011/12 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.

Formative coursework: 1) a project plan and 2) a project progress report.

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.

PS434

Research Report: MSc Organizational and Social Psychology

This information is for the 2011/12 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.

Formative coursework: 1) a project plan and 2) a project progress report.

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.

The electronic version of this report may be annotated with pictures and videoclips.

PS437 Half Unit Not available in 2011/12

Representations, Institutions and Communities

This information is for the 2011/12 session.

Teacher responsible: Dr Sandra Jovchelovitch, STC. S310

Availability: Optional course for MSc Culture and Society, MSc Social and Cultural Psychology, MSc Organisational and Social Psychology, MSc Social Research Methods, 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.

Formative coursework: An essay plan of not more than 500

words is required.

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: A written assignment of not more than 3,000 words (100%).

PS438 Half Unit Corporate Communications

This information is for the 2011/12 session.

Teacher responsible: Dr Claudine Provencher, STC. S312

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: Corporate communication affects each one of us in various guises: as employees, customers, citizens, investors or, more generally, as observers of today's world. It is therefore essential to develop a critical understanding of the different practices associated with corporate communication, be it traditional public relations, corporate social responsibility, crisis management or internal communication. Future practitioners also need this critical perspective so as to understand better the challenges associated with the development and implementation of corporate communication programmes. This course provides an introduction to corporate communication, both internal and external and makes use of different social psychological concepts to improve our understanding of this significant aspect of organisational life. It combines a critical perspective on corporate communication with practical examples provided by invited external experts. Both theoretical and practical perspectives are discussed during the seminars that complement the lectures.

Teaching: Ten x 1.5 hour lectures and 5 x 1 hour seminars in LT.

Formative coursework: An essay plan of not more than 500 words.

Indicative reading: J Cornelissen, *Corporate Communications: A Guide to Theory and Practice*. Sage, 2008; P J Kitchen, *Raising the Corporate Umbrella: Corporate Communication in the 21st Century*, Palgrave, 2001; R Heath (ed.), *Handbook of Public Relations*, Sage, 2001; J L'Etang & M Pieczka (eds), *Public Relations: Critical Debates and Contemporary Problems*, Routledge, 2006; J M T Balmer & A Stephen (eds), *Revealing the Corporation: Perspectives on Identity, Image, Reputation and Corporate Branding*, Routledge, 2002; *Harvard Business Review on Crisis Management*, Harvard School Press, 2000; C B M Van Riel & C J Fombrun, *Essentials of Corporate Communication: Implementing Practices for Effective Reputation Management*, Routledge, 2007.

Assessment: A written assignment of not more than 3,000 words (100%).

PS439 Half Unit Science, Technology and Resistance

This information is for the 2011/12 session.

Teacher responsible: Professor Martin Bauer, COL. 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.

Formative coursework: An essay plan of not more than 500 words is 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: A written assignment of not more than 3,000 words (100%).

PS443 Half Unit Societal Psychology

This information is for the 2011/12 session.

Teacher responsible: Dr Caroline Howarth, STC.S365.

Availability: Students from all departments may attend subject to numbers, their own degree regulations and at the discretion of the teacher responsible. Students from the Institute of Social Psychology are strongly encouraged to audit this course.

Course content: What is the relevance of Societal Psychology for social science? How is it useful for the study of organisations, intercultural relations, community development and communication? Each week we tackle key debates for the social sciences through an examination of central theories in Societal Psychology. For example we ask: How is human consciousness possible? Is intergroup conflict inevitable? Are there cultural differences in how we think? Do we practice what we preach? Can a minority change the opinions of a majority? Do certain organisations produce good leaders? Would designing social spaces differently change social behaviour?

These questions are addressed through the introduction of the main theories of Societal Psychology, theories on consciousness, social identity, intergroup relations, attitudes and behaviour, social representations, social influence, language, leadership and social design. The course is aimed at MSc students with little or no background in Societal Psychology but will also include advanced material and critiques for students who want to study topics in-depth.

Teaching: 10 x two-hour lecture/seminar (PS443) MT.

Formative coursework: A essay plan of not more than 500 words is required.

Indicative reading: Augostinos, M. Walker I and N Donaghue. (2006) *Social Cognition: An integrated* (2nd edition). London: Sage; Bar-Tal, D. (2011) *Intergroup conflicts and their resolution: A Social Psychological Perspective*. Hove: Psychology Press. Farr, R.M. (1996) *The Roots of Modern Social Psychology*, Oxford: Blackwell; Flick, U. (1998) *The Psychology of the Social*. Cambridge: Cambridge University Press; Gergen, K. (1991) *The Saturated Self: Dilemmas of Identity in Contemporary Life*. New York: Basic Books. Haslam, A. (2001) *Psychology in Organisations: The Social Identity Approach*. London: Sage. Himmelweit, H. & G Gaskell (1990), *Societal Psychology*, Sage; Hollway, W. Lucey H. and Phoenix A. (2007), *Social Psychology Matters*. Milton Keynes: Open University Press. Hook, D. (Ed). (2004). *Critical psychology* Cape Town: University of Cape Town Press; Ibanez, T. & Iniguez, L. (1997). London: Sage; Johansson, T. (2000) *Social Psychology and Modernity*. Buckingham: Open University Press; Jovchelovitch, S. (2007) *Knowledge in Context: Representations, Community and Culture*. London: Routledge. Haslam, S.A., Reicher, S.D. and Platwo, M. (2011) *The New Psychology of leadership: Identity, influence and power*. Hove: Psychology Press. Tajfel, T. (1981) *Human Groups and Social Categories: Studies in Social Psychology*, Cambridge University Press; Tomasello, M. (2009). *Why we cooperate*. Cambridge, Mass.: MIT Press. Walkerdine, V. (2002). (Ed.), *Challenging Subjects: Critical Psychology for a New Millennium*. Basingstoke: Palgrave.

Assessment: A written assignment of not more than 3,000 words (100%).

PS445 Half Unit Organizational and Social Decision Making

This information is for the 2011/12 session.

Teachers responsible: Dr Tom Reader, STC.S313.

Availability: Optional for MSc Social and Cultural Psychology, MSc Organisational and Social Psychology, MSc Social Research Methods, MSc Social and Public Communication and MSc Organisational Behaviour. 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 teaches on theory and research from the field of organisational and social decision-making. It provides a historical introduction to decision-making, and introduces the core concepts used by social psychologists to understand (and improve) decision-making processes in organisations. The course considers decision making in both organisational and societal settings, and focuses upon contexts in which there is risk and uncertainty. It draws upon the social, cognitive and organisational psychology literatures, and considers the core concepts and tools used to understand, research, and support organisational and social decision-making. These theories and tools are contextualized through empirical and case study examples taken from domains such as finance, healthcare, the energy industry, government, and the military. Students will be encouraged to take a critical perspective, and to consider how the principles taught on the course can be applied to (and used to improve) a variety of social or organisational scenarios.

The course will cover psychology topics such as: intuitive and analytical forms of decision-making, individual traits and cognitive factors that influence decision-makers (e.g. biases and emotions), human error and decision-failures, group decision-making processes (e.g. teamwork, leadership), strategic decision-making, decision-making under risk and uncertainty, decision-making and organisational/societal outcomes, and techniques and tools for aiding organisational and social decision-making.

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.

Formative coursework: An essay plan of not more than 500 words is required.

Indicative reading: Adam, F., Brezillon, P., Carlsson, S., & Humphreys, P. (2006). *Creativity and Innovation in Decision Making and Decision Support* (Vol. 1 and 2): London: Decision Support Press.; Brown, R. V. (2005). *Rational choice and judgment: Decision analysis for the decider*: Wiley.; Furnham, A. (2005). *The Psychology of behaviour at Work*: Psychology Press.; Gigerenzer, G. (2008). *Gut feelings: Short cuts to better decision making*: Penguin.; Kerr, N., & Tindale, R. S. (2004). Group performance and decision-making. *Annual Review of Psychology*, 55, 623-655. ; Klein, K., Ziegert, J. C., Knight, P., & Xiao, Y. (2006). Dynamic delegation: Shared, hierarchical, and deindividualized leadership in extreme action teams. *Administrative Science Quarterly*, 51, 590-621.; Koehler, D., & Harvey, H. (2007). Handbook of judgment and decision-making. Blackwell.; Lipshitz, R., Klein, G., Orasanu, G., & Salas, E. (2001). Taking stock of naturalistic decision making. *Journal of Behavioural Decision Making*, 14, 331-352.; Mellers, B., Schwartz, A., & Cooke, A. (1998). Judgement and decision-making. *Annual Review of Psychology*, 49, 447-477.; Reason, J. (1990). *Human error*. New York: Cambridge University Press.

Assessment: A written assignment of not more than 3,000 words is required (100%).

PS446 Half Unit Issues in Organisational and Social Psychology: Organisational Life

This information is for the 2011/12 session.

Teacher responsible: Mr Barry Rogers, STC. S312, Senior Visiting Fellow.

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 demise of the traditional work organisation and with it, traditional organisational life. In popular rhetoric, globalisation, the rise of the knowledge economy, ICT and the credit crunch have all trumpeted the dawn of a very different world. The reality of the situation would seem to be far more complex.

So how do we understand and explain this complexity? This basic question has prompted huge soul searching within the social sciences as comfortable assumptions about the analysis of our world have been shown wanting. For many the current behavioural 'turn' throughout many of our disciplines act as an alternative lens for making sense of our reality - this has as its core the tools and approaches of social psychology.

The aim of the course is to give a social psychological perspective on the elements of continuity and change surrounding contemporary organisational life. It will focus in particular on the blurring of boundaries within our key organizational relationships: with employees, customers, clients, and stakeholders. Its primary objective is to facilitate students in developing a critical and reflective understanding of these emerging processes.

The course is informed throughout by a dual mandate. A rigorous approach to theory will be developed within the context of contemporary organisational issues, and current topics of debate. This essential relationship between theory and practice is a central feature of the course - outside speakers and practitioners are used throughout to supplement the learning for each topic and various forms of social media are employed to connect with an extended community of practice.

The course will address emerging organisational questions such as: Perspectives: how do we make sense of the complexity of organisational life?

Why do we work? How do different generations engage with work?

The rise of the BlackBerry: have we moved from the workplace to the 24/7 workspace?

Organisational time: is work life-balance a pipe dream?

After multiculturalism where now for organisational equality, diversity and inclusion?

Corporate Social Responsibility: how do organisations relate to wider stakeholders?

Customer, client or 'partner'? Co-creation as the dynamic for growth.

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.

Formative coursework: An essay plan of not more than 500 words is 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: A summative written assignment of not more than 3,000 words is required (100%).

PS447 Half Unit Psychoanalysis and Communication

This information is for the 2011/12 session.

Teacher responsible: Dr Derek Hook, STC. S312

Availability: MSc Social and Cultural Psychology, MSc Organisational and Social Psychology, MSc Social and Public Communications, MSc Social Research Methods, MSc Health, Community and Development, MSc Media and Communications and MSc Media and Communications (Research). 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: An essay plan of not more than 500 words is required.

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 written assignment of not more than 3,000 words (100%).

PS451 Half Unit Cognition and Culture

This information is for the 2011/12 session.

Teacher responsible: Dr Bradley Franks, STC. S307

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.

Formative coursework: An essay plan of not more than 500 words is 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: A written assignment of not more than 3,000 words is required (100%).

PS456 Half Unit Consumer Psychology

This information is for the 2011/12 session.

Teachers responsible: Professor Saadi Lahlou (Convenor), STC. S303, Dr Benjamin Voyer, STC.S312, and Dr Claudine Provencher (Co-convenors), STC.S312.

Availability: Optional course for MSc Organisational and Social Psychology, MSc Social and Public Communication, MSc Social and Cultural Psychology students. Students from other programmes can only access this course subject to space and discussions with the teachers responsible.

Course content: Homo economicus (economic theories of consumption, state of the art); Homo sociologicus (sociology of consumption, state of the art); Homo empor (traditional marketing-related theories such as attitudes, attitude change, persuasion, dissonance, anchoring, state of the art); Evolutionary psychology of consumers and citizens (competition and cooperation); Community and consumption (social identity theory, fads and fashion, alternative consumption patterns and boycott as resistance); Traditional socio-psychological theories of behavioural change (Lewin on change and action research; Kiesler, Joule and Beauvois on psychology of commitment); New theories of behavioural change and sustainable consumption (Lahlou's installation theory; social representations); Alternative approaches to consumer psychology (community engagement, consumer culture theory); The future of consumption (globalisation, sustainability).

Teaching: 10 x one-hour lectures and 10 x one-hour seminars during Lent Term.

Formative coursework: An essay plan of not more than 500 words is required. This essay should include: written introduction and conclusion, summary of the key arguments and theories mobilized in the essay, and an indicative reference list. Students are encouraged to discuss their plan with the course convenors.

Indicative reading: *Handbook of Consumer Psychology* (Haugtvedt and Kardes, 2008); *Psychology and Consumer Culture: The Struggle for a Good Life in a Materialistic World* (Kasser and Kanner, 2004); *Human Groups and Social Categories* (Tajfel, 1981); *The Psychology of Commitment* (Kiesler, 1971); *Choice: A Critical Guide* (Heap et al., 1992); *Risk: The Science and Politics of Fear* (Gardner, 2009); *Behavioural Economics: Seven Principles for Policy Makers* (New Economics Foundation, 2005); *Social Influence and Social Change* (Moscovici, 1976); *Resolving Social Conflicts: Selected Papers on Group Dynamics* (Lewin, 1948); *Distinction: a Social Critique of the Judgment of Taste*, (Bourdieu, 1984).

Assessment: A written assignment of not more than 3,000 words is required (100%).

PS457 Half Unit Fundamental Research Methods for Social Psychology

This information is for the 2011/12 session.

Teacher responsible: Dr Andy Wells, STC. 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. Students who have had prior training in statistics and/or research methods will not be able to take this course.

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.

Teaching: Michaelmas Term - lecture = 10 contact hours

Michaelmas Term - workshop = 20 contact hours

Formative coursework: 1) Qualitative: interview topic guide, coding frame and analytical strategy will be presented for individual feedback.

2) Quantitative: Draft questionnaire and analytical strategy will be presented for individual feedback.

Indicative reading: Field, A. (2009). *Discovering Statistics Using SPSS*. Third Edition. London: Sage.

Robson, C. (2011). *Real World Research*. Third Edition. Chichester, UK: Wiley.

Assessment: Qualitative report (50%) and quantitative report (50%).

PS460 Half Unit Inter-cultural Relations and Racism

This information is for the 2011/12 session.

Teacher responsible: Dr Caroline Howarth, STC. S365.

Availability: Students from all departments may attend subject to numbers, their own degree regulations and at the discretion of the Teachers responsible.

Course content: The course demonstrates the importance of a Social Psychological perspective for research into inter-cultural relations and racism, with a particular focus on national and community identities, acculturation, multiculturalism, political change and collaboration across difference. 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.

We use a range of psychological theories: acculturation, contact, social identity theory, social representations theory, intersectionality, orientalism and conscientization. We explore the social and ideological production of cultural difference, exclusion and prejudice in ways that both highlight the role of history and politics in the social psychology of intercultural relations and also reveal the possibilities for agency, resistance, collaboration and transformation in contexts of (constructed) difference. Hence we establish an account of intercultural relations that connects the social (the ideological, the contextual, the structural, the cultural) and the psychological (subjectivity, agency, identity and representation). We apply this critical social psychological account of production and consequences of cultural difference to the contexts of politics, community, education and everyday life in general.

Teaching: 10 one-hour lectures and 10 one-hour seminars in LT.

Formative coursework: An essay plan of not more than 500 words is required.

Indicative reading: Ali, S. (2003) *Mixed-Race, Post-Race: Gender, New ethnicities and cultural practices*. Oxford: Berg.

Augoustinos, M. and Reynolds, K. (2001) *Understanding Prejudice, Racism and Social Conflict*. London: Sage;

Bar-Tal, D. (2011) *Intergroup conflicts and their resolution: A Social Psychological Perspective*. Hove: Psychology Press.

Biko, S. (1996). *I Write What I Like*. London: Bowerdean;

Billig, M. (1995) *Banal Nationalism*. London: Sage;
 Chrysoschoou, 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
 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;
 Jovchelovitch, S. (2007) *Knowledge in Context: Representations, Community and Culture*. London: Routledge.
 Moghaddam, F. (2008) *Multiculturalism and Intergroup relations: psychological implications for democracy in global context*. Washington DC: APA.
 Pettigrew, T. and Tropp, L. (2011) *When Groups Meet: The Dynamics of Intergroup contact*. Hove: Psychology Press.
 Reicher, S. and Hopkins, N. (2001) *Self and Nation*. London: Sage.
 Richards, R. (1997) 'Race', *Racism and psychology: Towards a Reflexive History*. London: Routledge.
 Said, E. (1978). *Orientalism*. London & New York: Penguin;
 Taylor, S. (2010) *Narratives of Identity and Place*. Hove: Psychology Press.
 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.
 Winston, A. (2004) *Defining Difference: Race and racism in the history of psychology*. Washington DC: APA.
Assessment: A written assignment of not more than 3,000 words (100%).

PS461

Health, Community and Development

This information is for the 2011/12 session.

Teacher responsible: Prof Catherine Campbell, STC. S387

Availability: Available to MSc Health, Community and Development students and MSc International Development and Humanitarian Emergencies students only.

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: 1) an individual book review and 2) a written assignment.

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: A formal three-hour examination in the ST: three questions from a choice of 10 (100%).

PS462 Half Unit

Theory and Practice of Organisational Development

This information is for the 2011/12 session.

Teacher responsible: Dr Caryn Solomon, STC. S312

Availability: Optional for MSc Organisational and Social Psychology, MSc Social and Cultural Psychology, MSc Social and Public Communication and MSc Organisational Behaviour. 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).

Formative coursework: An essay plan of not more than 500

words is required.

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: A written assignment of not more than 3,000 words (100%).

PS498

Dissertation in Health, Community and Development

This information is for the 2011/12 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.

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.

SA403

Criminal Justice Policy

This information is for the 2011/12 session.

Teachers responsible: Professor R Reiner, NAB 6.34 and Dr C Phillips, OLD M2.27

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, corporate crime 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, LT and ST

Seminars: SA403.2, 19 weekly one hour seminars, MT and LT.

Formative coursework: All students are expected to submit two 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 will be provided in the first lecture.

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

SA405

European Social Policy

This information is for the 2011/12 session.

Teacher responsible: Dr S Mangen, OLD 2.62

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, Policy and Inequalities, 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), LSE-PKU Double Degree in Public Administration and Governance 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: 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: 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 2011/12 session.

Teachers responsible: Ms S Thomson, COW J301 and Professor E Mossialos, COW J413

Availability: A core course for students taking MSc Health Policy, Planning and Financing, MSc International Health Policy and MSc International Health Policy (Health Economics). 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 give students a thorough grounding in health financing policy. It focuses on the health financing functions of collecting revenue, pooling funds and purchasing services, as well as on policy choices concerning coverage, resource allocation and market structure. While the course mainly draws on examples from health financing policy in European countries, the general principles studied apply internationally.

By the end of the course students will have:

Teaching: 15 one-hour lectures and five two-hour seminars in the MT. A two-hour revision session in the MT and a two-hour revision session in the ST.

Indicative reading: E Mossialos, A Dixon, J Figueras & J Kutzin (Eds), *Funding Health Care: Options for Europe*, Open University Press (2002); J Kutzin, *Health financing policy: a guide for decision-makers*, World Health Organization (2008); T Rice, *The Economics of Health Reconsidered*, Health Administration Press (2nd edn, 2003); P Gottret & G Schieber, *Health Financing Revisited: A Practitioner's Guide*, World Bank (2006); J Figueras, R Robinson, E Jakubowski, editors, *Purchasing to improve health systems performance*, 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 2011/12 session.

Teacher responsible: Professor A McGuire, J405

Availability: For MSc International Health Policy (Health Economics); 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.

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

SA409 Half Unit Social Security Policies

This information is for the 2011/12 session.

Teachers responsible: Professor H Dean, OLD 2.30 and Dr K Stewart, OLD 2.36

Availability: For MSc Social Policy and Planning, MSc European Social Policy, MSc Social Policy (Research) and other MSc programmes where regulations permit.

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; J Dixon, *Social Security in Global Perspective*, Praeger, 1999; National Equality Panel, *An Anatomy of Economic Inequality in the UK*, Government Equality Office/CASE, 2010; S. Osborne (ed.) *Welfare Benefits and Tax Credits Handbook 2011/2012*, Child Poverty Action Group; R Walker, *Social Security and Welfare: Concepts and Comparisons*, Oxford University Press, 2005.

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 2011/12 session.

Teachers responsible: Dr P Kanavos, COW J308

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.

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%).

This is the same course as SA4G3 Pharmaceutical Economics and Policy (modular) but it has different teaching and assessment arrangements.

SA429 Half Unit Social Exclusion, Inequality and the 'Underclass' Debate

This information is for the 2011/12 session.

Teachers responsible: Professor H Dean, OLD 2.30, Dr K Stewart, OLD 2.36 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, Policy and Inequalities, MPA Public 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; D. Dorling, *Injustice: Why social inequality matters*, The Policy Press, 2010; National Equality Panel, *An Anatomy of Economic Inequality in the UK*, Government Equality Office/CASE, 2010; 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 2011/12 session.

Teachers responsible: Dr A Ishkanian, OLD 2.42

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/MPA Public and Social 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.

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) and 20 one-and-a-half hour seminars (SA435) 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 2011/12 session.

Teachers responsible: Dr M Bhatia, OLD 2.34

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).

SA451 Social Policy Research

This information is for the 2011/12 session.

Teacher responsible: Dr Tania Burchardt, LRB.R508

Availability: For MSc Social Research Methods, MSc Social Policy and Planning, MSc Social Policy (Research) and MPA Public and Social Policy/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 service 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 and life history 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: 22 lectures, 19 seminars and 2 tutorials. The lectures will be given by a member of staff or external 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 2011/12 session.

Teachers responsible: Professor A Hall, OLD 2.28, Dr S Kumar, OLD 2.33, Professor D Lewis, OLD 2.25 and Dr H Seckinelgin, OLD 2.57.

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/MPA Public and Social 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 or transitional countries. Seminars draw extensively on the conceptual literature in relation to case studies from developing and transitional countries.

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 knowledge of the theory and methodology of social policy and social development in developing and transitional countries. It examines the interrelationship between theoretical approaches to social 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 policy and development; social policy

in the north and south; approaches to understanding poverty; the household and livelihoods; the state, market and civil society; the aid system and the role of international agencies; the policy process; development projects, participation and community development; human and welfare rights; corruption, gender, migration and conflict, and social policy; corporate social responsibility and social enterprises; climate change; and wellbeing. . Teaching SA452.2: The Theory of Social Policy, Planning and Participation: Lectures: 21 x two hours. Seminars: 21 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: two sessions in LT provide guidance on preparation of the project planning essay.

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: two 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 non-assessed essays for their academic advisers 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; UNRISD, *Combating Poverty and Inequality: Structural Change, Social Policy and Politics*, Geneva, 2010; UNDP, *The Real Wealth of Nations: Pathways to Human Development*, Human Development Report 2010, Oxford University Press, 2010; A De Haan, *Reclaiming Social Policy*, Palgrave Macmillan, 2007; 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 early in the summer term. A three-hour written examination in the ST (75%).

SA465 Criminal Justice Policy - Long Essay

This information is for the 2011/12 session.

Teacher responsible: Dr C Phillips, OLD M2.27

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.

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 2011/12 session.

Teacher responsible: Dr S Mangen, OLD 2.62

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.

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 2011/12 session.

Teachers responsible: Dr A Ishkanian, OLD 2.42

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. There will be one dissertation seminar held in LT.

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 2011/12 session.

Teachers responsible: Professor D Piachaud, OLD 2.64 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.

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 2011/12 session.

Teachers responsible: Professor A Hall, OLD 2.28, Dr S Kumar, OLD 2.33, Professor D Lewis, OLD 2.25, and Dr H Seckinelgin, OLD 2.57.

Availability: The dissertation is a course requirement for all those taking MSc Social Policy and Development.

Course content: The 10,000-word dissertation enables students to analyse in greater depth a topic of relevance to social policy and planning.

Assessment: Dissertations should be no more than 10,000 words in length (100% of this unit), excluding the bibliography. 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).

SA481 Half Unit

Population Analysis: Methods and Models

This information is for the 2011/12 session.

Teacher responsible: Dr Arjan Gjonca, OLD M2.25.

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

Planning for Population and Development

This information is for the 2011/12 session.

Teacher responsible: Dr T Leone, OLD 2.56

Availability: For MSc Population and Development, MSc Development Studies, MSc Development Management, 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 overviews key quantitative methods used for planning in population and development. Relevance will be given to methods used for assessing the implications of the HIV/AIDS pandemic. The approach is practical and complements the more theoretical population courses giving additional skills such as an understanding of key international projections and estimates. Students will undertake a number of computer-based assignments which will follow the topics highlighted during the lectures. 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 such as the UN Population Division; 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). The course will also give an overview of projections for particular sub-groups such as households, families, urban, sub-national and labour force ones and of the implications of uncertainty for the planning process.

Teaching: 10 two-hour lectures/seminars and 10 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 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 2011/12 session.

Teachers responsible: Professor H. Dean, OLD 2.30 and others.

Availability: For MSc Social Policy and Planning (compulsory), MSc Gender, Policy and Inequalities, 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, subject to approval, to other MScs in the Department of Social Policy and 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; M Hill, *Social Policy in the Modern World: A comparative text*, Blackwell, 2006; M Daly, *Welfare*, Polity, 2011; R Lister, *Understanding Theories and Concepts in Social Policy*, The Policy Press, 2010; 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 2011/12 session.

Teacher responsible: Dr E Coast, OLD M2.24

Availability: For MSc Population and Development, MSc Development Studies, MSc Development Management, MSc Gender, MSc Gender, Policy and Inequalities, 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 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:

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, 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. 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 (50%) and a coursework assignment (a maximum of 10 A4 pages) submitted in ST (50%).

SA493 Half Unit Demography of the Developing World

This information is for the 2011/12 session.

Teacher responsible: Dr E Coast, OLD M2.24. Dr D Grenham.

Availability: For MSc Population and Development, MSc Development Studies, MSc Health, Population and Society, MSc Gender, MSc Gender, Policy and Inequalities, 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:

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. 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 2011/12 session.

Teachers responsible: MSc Convenor and academic advisor.

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.

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).

SA4A6**Dissertation: MSc International Health Policy and MSc International Health Policy (Health Economics)****This information is for the 2011/12 session.****Teachers responsible:** Programme Director Dr Caroline Rudisill, COW J305 and Supervisors.**Availability:** MSc International Health Policy and International Health Policy (Health Economics).**Course content:** This is not a course but a dissertation which will be undertaken by students.

Students of this programme undertake a summer placement during which they would be writing up the dissertation. The purpose of the dissertation is to allow students to explore a particular topic or a relevant policy issue in depth. The dissertation may take the form of an empirical research conducted on a topic or issue of relevance to health/social policy; or may be a literature-based providing an analysis of a specific research question of relevance to health/social policy.

Teaching: Students will have at least three individual meetings with their supervisors.**Formative coursework:** Students will receive feedback and comments on a 1,000 word summary/outline of the proposed research proposal.**Indicative reading:** May T. (1997). *Social research: Issues, methods and processes*, Open University PressRobson C (1993). *Real world research: A resource for social scientists and practitioner-researchers*, Oxford University Press.Wallimann N. (2001). *Your research project: A step-by-step guide for the first-time researcher*, Sage.**Assessment:** 10,000 word dissertation (100%).**SA4B3****Dissertation: Health, Population and Society****This information is for the 2011/12 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.**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 Not available in 2011/12
Child Rights, Child Poverty and Development****This information is for the 2011/12 session.****Teachers responsible:** Professor E Munro OLD 2.46 and Dr H Seckinelgin, OLD 2.57**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.**SA4B5 Half Unit
International Planning and Children's Rights****This information is for the 2011/12 session.****Teachers responsible:** Professor E Munro, OLD 2.46 and Dr A Ishkanian, OLD 2.57**Availability:** For graduate students as an optional course for Masters' degrees, where regulations permit. Available on MSc Human Rights.**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. There has to be universal planning and not only specific proposals to deal with serious violations of rights. Issues of child labour, 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 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 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 Not available in 2011/12 International Social Policy and Children's Needs This information is for the 2011/12 session.

Teachers responsible: Professor E Munro, OLD 2.46 and Dr H Seckinelgin, OLD 2.57

Availability: For graduate students as an optional course for Masters' degrees, where regulations permit. Available on MSc Human Rights.

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 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%).

SA4B8 Half Unit Ethnicity, Race and Social Policy

This information is for the 2011/12 session.

Teacher responsible: Dr Coretta Phillips, OLD M2.27

Availability: For MSc Social Policy and Planning, MSc European Social Policy, MSc Social Policy (Research), and MSc Gender, Policy and Inequalities. Also available as an optional course for other MSc students where regulations permit. This course will be capped at 15 students, with preference given first to students on MSc programmes in Social Policy, then MSc Race, Ethnicity and Post-Colonial Studies. If spaces are still available, students from other MSc programmes will be selected on a first come first served basis.

Course content: Understanding Key Concepts; Disciplinary Frameworks; Migration and Citizenship, Theorising Multiculturalism; Ethnic Settlement and Housing Inequalities; Education; Employment, Poverty and Underclass; Criminalisation and Incarceration; Discrimination and the Role of the State I: Positive and Affirmative Action; Discrimination and the Role of the State II: Legislative Frameworks, Diversity, and Service Delivery.

Teaching: 10 x one- and a half hour lectures, 10 x one and a half -hour seminars, MT, and one revision session, ST.

Indicative reading: A. Bloch and J. Solomos *Race and Ethnicity in the 21st Century*, 2009, N. Finney and L. Simpson 'Sleepwalking to Segregation'?, 2009, B Bagilhole, *Understanding equal opportunities and diversity*, 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; 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 2011/12 session.

Teacher responsible: Dr Sonia Exley, OLD 2.65

Availability: Optional for MPA Public and 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 Public Management and Governance and MSc Social Policy and Planning.

Course content: The course considers education policy, reforms and financing across developed countries. It uses concepts and tools from a range of academic disciplines - economics, politics, social policy, philosophy and sociology - to scrutinise education, with a particular focus on equity, social justice and the redistribution of resources.

Issues to be addressed include: the impact of social characteristics on educational outcomes (class, 'race'/ ethnicity, gender, special educational needs/ disability) and related policy reforms; market-oriented reforms in education; privatisation and the changing role of the state; ; power and the politics of educational policy making; global policy transfer in education and the global distribution of educational resources; early years education; school-based education; higher education and adult learning.

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: H Lauder, P Brown, J Dillabough, A H Halsey (eds), *Education, Globalisation and Social Change*, Oxford University Press, 2006; 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. S J Ball, *The Education Debate*. Policy Press, 2008.

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 2011/12 session.

Teacher responsible: Professor Eileen Munro, OLD 2.46

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 2011/12 session.

Teacher responsible: Professor A Hall, OLD 2.28

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, decentralization policies, 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*, 2010; 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*, 2000, chapter 9; 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 2011/12 session.

Teachers responsible: Dr M Raikou, OLD 2.24.

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%). This is the same course as SA4G4 Statistical Methods in Health Care Economic Evaluation (modular) but it has different teaching and assessment arrangements.

SA4C4 Half Unit Cost-Effectiveness Analysis in Health Care

This information is for the 2011/12 session.

Teacher responsible: Dr Caroline Rudisill, COW J305

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. 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 *et al*, *Methods for the Economic Evaluation of Health Care Programmes*, Oxford, OUP, 2005; M Drummond & A McGuire (Eds), *Economic Evaluation in Health Care: Merging Theory with Practice*, Oxford, OUP, 2002; Gray, A. Clarke, P.M., Wolstenholme, P., Wordsworth, S. *Applied Methods of Cost-effectiveness Analysis in Healthcare* (Handbooks in Health Economic Evaluation), Oxford, OUP, 2011; M Gold, J Siegel, L Russell & M Weinstein, *Cost-Effectiveness in Health and Medicine*, New York, OUP, 1996.

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 2011/12 session.

Teachers responsible: Professor A Power, OLD M2.21 and Dr B Li, OLD 2.45

Availability: For MSc Social Policy and Development, MSc Social Policy (Research), MSc Social Policy and Planning and MSc City Design and Social Science. 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; basic services and public infrastructure, participation and women's roles in low income human settlements; the roles of 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 do at least one case-based presentation and write two 1,000 word essays with four case studies.

Indicative reading: UN (1996), *An Urbanising World*; BC Aldrich (1995), *Housing the Urban Poor*; A Power (1999), *Estates on the Edge*; Badshah (2006), *Our Urban Future*; D Satterthwaite (1999), *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 2011/12 session.

Teacher responsible: Dr. Hakan Seckinelgin, Room OLD 2.57

Availability: Optional for MSc China in Comparative Perspective, MSc Social Policy and Development, MSc Health, Community and Development, MSc Social Policy and Planning, MSc Human Rights and, depending on the available space, open to students from other departments in the school.

Course content: What do the, the Catholic Church, Bill and Melissa Gates, UNICEF and the World Bank have in common? They are in one way or another involved in social policy that goes beyond the nation state. Policy could be seen as the exercise of political power and this political power has often been concentrated within the nation state. Far from the traditional study of policy this includes the effect of globalization on a variety of actors in social policy. This course examines how globalization has changed the way we perceive areas such as health, education, social care and other areas that concern social citizenship. 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 same goes for religious groups, social movements and corporations that all play a role in global social policy. The main goal of the course is not only to open up the understanding of social policy and globalization but also to show the complexity of goals and actors of social policy. It is expected that the students will devote considerable time to reading and preparing for the seminars.

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 2011/12 session.

Teachers responsible: Professor Eileen Munro, OLD 2.46 and others.

Availability: For MSc Social Policy and Planning, MSc China in

Comparative Perspective, MSc Gender, Policy and Inequalities, 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 2011/12 session.

Teacher responsible: Dr A Gjonca, OLD M2.25.

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, MT.

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 2011/12 session.

Teacher responsible: Dr T Leone, OLD 2.56

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 epidemics 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, LT.

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 LT (25%) and a two-hour written examination in the ST (75%).

SA4D3 Half Unit Valuing Health

This information is for the 2011/12 session.

Teacher responsible: Dr A Oliver, COW 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 2011/12 session.

Teachers responsible: Ms Irene Papanicolas, COW J404, Professor E Mossialos, COW J413.

Availability: For MSc International Health Policy, MSc Health Policy, Planning and Financing, MSc Health, Population and Society.

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. Lectures generally focus on measuring health system performance in high-income countries but draw on the experience of other countries where relevant.

After taking this course students are expected to:

Teaching: 10 lectures and 10 seminars in the LT. Revision session in the ST.

Indicative reading: P Smith, E Mossialos, I Papanicolas S. Leatherman (Eds), *Performance measurement for health system improvement: experiences, challenges and prospects*. Cambridge University Press, 2010. 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.

World Health Organization (WHO), (2000) *The world health report 2000: Health systems: Improving performance*, Geneva: WHO Publications

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

This is the same course as SA4G6 Measuring Health System Performance (modular) but it has different teaching and assessment arrangements.

SA4D5 Half Unit Social Rights and Human Welfare

This information is for the 2011/12 session.

Teacher responsible: Professor H Dean, OLD 2.30

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, *Understanding Human Need*, The Policy Press, 2010; H Dean, *Welfare Rights and Social Policy*, Prentice Hall (2002); 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 2011/12 session.

Teacher responsible: Dr M Bhatia, OLD 2.34

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, social health insurance and community financing schemes. Delivery will focus on social franchising, decentralisation and the role of the private/public mix. Under stewardship, the course will explore issues around 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: 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 the ST (75%).

SA4E1 Half Unit Health Administration and Management (modular)

This information is for the 2011/12 session.

Teacher responsible: Professor E Mossialos, COW J413 and Dr C Rudisill, COW J305

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 within health systems with a primary emphasis on hospitals and more generally how to manage health systems. The governance, execution, information management, quality of care, and sustaining human resources will be discussed, including an examination of the uses of accounting and other forms of reporting to manage health services. 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; similarities and differences between the domains of the administrative in governmental, for profit, and not for profit systems; issues and strategies for enabling health care organizations to be responsive to their environment; concepts for supporting and implementing governance decisions; strategies for fact-finding, performance measurement, and analytical activities related to planning, finance, and information needs; characteristics and development of systems to assure quality of clinical services; analysis and definition of responsibilities related to human resources.

Teaching: 10 hours of lectures and 10 hours of seminars. The seminars vary in format from a debate (1 x 2 hour seminar) to case study approaches (the remaining 4 seminars).

Indicative reading: The following are some of the background readings for the course:

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 2011/12 session.

Teachers responsible: Dr C Rudisill, COW J305. In addition, Professor M 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-effectiveness analysis, cost-utility analysis, Cost-benefit analysis and contingent valuation; Cost data; Incremental cost-effectiveness analysis; Quality Adjusted Life Years gained and other outcome measures; Discounting; Uncertainty and sensitivity analysis; Economic evaluation and clinical trials; Policy decision-making using economic evaluation. The course focuses on teaching students the tools necessary to undertake economic evaluation using computer-based seminar classes.

Teaching: 10 hours of lectures and 10 hours of seminars, including computer-based practical workshops.

Indicative reading: M Drummond *et al*, *Methods for the Economic Evaluation of Health Care Programmes*, Oxford, OUP, 2005.

M Drummond & A McGuire (Eds), *Economic Evaluation in Health Care: Merging Theory with Practice*, Oxford, OUP, 2002.

Gray, A. Clarke, P.M, Wolstenholme, P., Wordsworth, S. Applied Methods of Cost-effectiveness Analysis in Healthcare (Handbooks in Health Economic Evaluation), Oxford, OUP, 2011.

Students will be given access to essential readings before the course begins through the pre-session reading programme on Moodle,

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%).

SA4E3 Half Unit Dissertation in Health Economics, Policy and Management

This information is for the 2011/12 session.

Teachers responsible: Professor A McGuire, COW J405, Professor E Mossialos, COW J413 and Dr C Rudisill, COW J305.

Availability: Compulsory for those enrolled on the modular MSc in Health Economics, Policy and Management (modular).

Course content: The aim of the dissertation is for students to pursue an independent piece of research within the fields of health economics, policy and management.

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 supervisor before embarking on any research.

Assessment: The paper copies must be handled in to the Department on a specified date in September of the second year of the MSc programme. An electronic version of the dissertation must be also submitted. Penalties will be applied to any late submission. The word limit for the dissertation is 10,000 words (including references).

SA4E6 Half Unit Rural Development and Social Policy

This information is for the 2011/12 session.

Teacher responsible: Professor D Lewis, OLD 2.25

Availability: Optional course for MSc Social Policy (Research), MSc Social Policy and Development, MSc Development Studies, MSc Environmental Economics and Climate Change, and MSc International Development and Humanitarian Emergencies.

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); 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); I Scoones & J Thompson, *Farmer First Revisited* (2009).

Assessment: Students are required to write an assessed essay of 2,500 words (25%). A two-hour written examination in the ST (75%).

SA4E9 Half Unit Advanced Health Economics

This information is for the 2011/12 session.

Teacher responsible: Dr C Rudisill, COW J305

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 2011/12 session.

Teacher responsible: Dr Ernestina Coast OLD M2.24.

Availability: For MSc Population and Development, MSc Health, Population and Society, MSc Development Studies, MSc Development Management, MSc Social Policy and Development, MSc Gender, Policy and Inequalities, and MSc Gender, Development and Globalisation. 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, LT

Formative coursework: Students are expected to participate actively in seminars and to produce 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, ST).

SA4F2 Half Unit Principles of Evidence-Based Medicine and Clinical Trials (modular)

This information is for the 2011/12 session.

Teacher responsible: Professor A McGuire, J405 and Dr M Raikou, A225

In addition, Professor Allan Hackshaw (Deputy Director, Cancer Research UK and UCL Cancer Trials Centre, UCL) will be teaching on this course.

Availability: Optional on MSc Health Economics, Policy and Management (modular) only.

Course content: Health claims are frequently reported in the media, and it can be difficult to determine which is based on reliable evidence and which is not. With a large amount of research being conducted, it is essential to be able to interpret study results and conclusions correctly, in order to change clinical practice or develop public health policy. This is achieved by Evidence-Based Medicine. The module will enable students to evaluate risk factors for disease or early death, and methods of disease prevention, detection, or treatment.

The module will provide students with practical skills in the following key areas:

Teaching: 5 x two hour lectures and 5 x two hour interactive seminars/workshops

Formative coursework: In-class group exercises using the framework required for completing the coursework assignment. Students will receive feedback on it from their seminar leader after completion.

Indicative reading: Hackshaw A. A concise guide to clinical trials. BMJ Books, Wiley-Blackwell, first edition 2009.

Greenhalgh T. How to Read a Paper: The Basics of Evidence-Based Medicine. BMJ Books, Wiley-Blackwell, fourth edition, 2010.

Students will be given access to essential readings before the course begins through the pre-session reading programme on Moodle, which they will be expected to read prior to the first day of class.

Assessment: A written assignment in the form of a PowerPoint slide deck (no more than 25 slides) and a statement of 400 words of conclusion regarding the PowerPoint slide deck (40%) and a two-hour written examination (60%).

SA4F3 Half Unit US Health Policies

This information is for the 2011/12 session.

Teacher responsible: Dr A Oliver, COW 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 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 a one hour 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 Not available in 2011/12 Pharmaceutical Economics and Policies in Developing Countries

This information is for the 2011/12 session.

Teachers responsible: Professor E Mossialos, J413, Dr Panos Kanavos, J307 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. Revision session 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; F.M. Abbott, G. Dukes, *Global Pharmaceutical Policy: Ensuring Medicines for Tomorrow's World*. Cheltenham: Edward Elgar, 2009. 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 2011/12 session.

Teacher responsible: Dr Joan Costa Font, COW 316

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 and Governance, MSc Political Science and Political Economy, MPA Programme (all streams) and LSE-Sciences Po Double Degree in European Studies. This is a capped course. Students are required to register for this course on LSE for You and obtain permission from the European Institute to take this course.

Pre-requisites: Introductory economics is helpful.

Course content: This course attempts to apply economics to examine and evaluate social policies and problems in Europe. The course addresses the main goals for social intervention including poverty relief, inequality, efficiency and accountability. Students will acquire an understanding of the economic theory underpinning the analysis of social policy in the areas of health, education, long-term care, pension, housing, employment, family and housing policy. The course will provide an analysis of social and public insurance underpinning the financing of welfare states. Students will be asked to apply the economic principles to examples of cross-country reform in Europe. The course will address key questions on social policy intervention, inequality, poverty, tax financing v social insurance, longevity risks and pensions, long term care insurance, financing housing, family policy and wealth accumulation.

Teaching: 10 x 1 hour lectures and 10 x 1.5 hour seminars, LT. 1 x 1 hour revision lecture (ST).

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; Smith, S, Le Grand J and Propper, C (2008). . 4th edition. Palgrave; N Barr (2004), *The Economics of the Welfare State*, 4th ed., OUP; Costa-Font, Joan, Courbage, Christophe and McGuire, Alistair, (eds.) (2009) *The economics of new health technologies*

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

SA4F8 Half Unit Behavioural Public Policy

This information is for the 2011/12 session.

Teacher responsible: Professor J Le Grand, OLD 1.13

Availability: Optional on MSc Social Policy and Planning, MSc International Health Policy, MSc International Health Policy (Health Economics), MSc Social Policy (Research), MSc Social Policy and

Development, MSc European Social Policy, MSc Health, Population and Society, MSc Health Policy, Planning and Financing, MSc Environmental Economics and Climate Change, MPA Public and Economic Policy/MPA European Public and Economic Policy/MPA International Development/MPA Public Policy and Management/MPA Public and Social Policy, MSc Philosophy and Public Policy, MSc Public Management and Governance, MSc Public Policy and Administration, MSc Regulation, MSc Political Science and Political Economy. The course is also available as an outside option where regulations permit.

Course content: The aim of the course is to explore ways of changing behaviour to achieve the aims of public policy. One half of the course will be concerned with the behaviour of professionals who work in public services. How can doctors, teachers and social workers be motivated to provide the best possible care for their patients, pupils or clients? Should we rely upon professionalism and the public service ethos? Should we set up targets and league tables for performance, penalising those who fail to achieve the target or who drop down the table? Or should we rely upon patient or parental choice and competition to provide incentives to improve? The second half of the course explores ways of changing individuals' and households' behaviour in areas of policy concern such as smoking, obesity, and the environment. How can people be persuaded to stop smoking, to take more exercise, to eat less, to reduce their carbon emissions? Should we rely upon punitive measures such as bans, or on positive incentives such as financial rewards? Should government intervene at all, if the only people harmed by their own activities are themselves? In trying to answer these questions, the course will draw on recent developments in behavioural economics, motivational and behavioural studies in psychology, and the philosophy of paternalism, including libertarian paternalism and the 'nudge' agenda. It will discuss evidence from a wide range of areas of public policy, but especially health care, education, social care and the environment, using illustrations and evidence from Europe, North America and Australasia.

Teaching: Ten hours of lectures and 15 hours of seminars in the Lent Term. One-hour revision session in the Summer Term.

Formative coursework: Each student will write one non-assessed essay or mock exam question. There will be a revision session in the summer term, going through the mock exam questions and/or previous years' exam papers. Each student will make at least one seminar presentation during the term.

Indicative reading: J. Le Grand (2006) *Motivation, Agency and Public Policy: of Knights and Knaves, Pawns and Queens*. Revised paperback edition. Oxford: Oxford University Press.

J. Le Grand (2007) *The Other Invisible Hand: Delivering Public Services through Choice and Competition*. Oxford: Princeton University Press

R. Thaler and C. Sunstein (2008) *Nudge: Improving Decision about Health, Wealth and Happiness* New Haven: Yale University Press

T. Besley and M. Ghatak (2003) *Incentives, choice and accountability in the provision of public services*, Oxford Review of Public Policy 19(2)

P. Dolan et al (2010) *MindSpace: Influencing Behaviour through Public Policy*. London: Cabinet Office and the Institute for Government.

D. Gilovich and D. Kahneman (eds.) (2002), *Heuristics and Biases: The Psychology of Intuitive Judgment*. Cambridge: Cambridge University Press.

G. Dworkin (2001). 'Paternalism', in Lawrence Becker and Charlotte Becker (eds.) *Encyclopedia of Ethics*. 2nd edition. London: Routledge.

Assessment: One 2,500 word essay (25%) and one two-hour examination (75%) in the ST.

SA4F9 Half Unit Housing, Neighbourhoods and Communities

This information is for the 2011/12 session.

Teacher responsible: Dr. Bingqin Li, OLD 2.45 and Professor Anne Power, OLD M2.21

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. Peter Somerville, *Understanding Community*, 2011.

Assessment: One 2,000 word essay (25%) due at the start of LT and one two-hour examination in the summer term (75%).

SA4G1 Half Unit Financing Health Care (modular)

This information is for the 2011/12 session.

Teachers responsible: Ms S Thomson, COW J301 and Professor E Mossialos, COW J413.

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:

Teaching: 4 lectures (2 hours), 2 lectures (1.5 hours), 3 seminars (2 hours), 2 seminars (1.5 hours)

Formative coursework: Students will be given an essay question which they can answer and submit for feedback from their seminar leader. The essay will be similar in style to, and feedback will be provided in line with, the assessed essay.

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); Kutzin, J. (2008), *Health financing policy: a guide for decision-makers*, Geneva, World Health Organization; 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 before the course begins through the pre-session reading programme on Moodle, which they will be expected to read prior to the first day of class.

Assessment: An assessed essay of 2,500 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 2011/12 session.

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: Practice exam given to the students 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 before the course begins through the pre-session reading programme on Moodle, which they will be expected to read prior to the first day of class.

Assessment: One 2500 word essay (40%) and one two-hour exam (60%). This is the same course as SA408 Health Economics (H) but it has different teaching and assessment arrangements.

SA4G3 Half Unit Pharmaceutical Economics and Policy (modular)

This information is for the 2011/12 session.

Teachers responsible: Dr P Kanavos, COW J308 and Professor E Mossialos, COW J413

Availability: Optional on MSc Health Economics, Policy and Management (modular) only.

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.

Teaching: 2 lectures (2 hours), 4 lectures (1.5 hours) and 5 seminars (2 hours).

Formative coursework: In-class exercise during seminar time. Students will receive feedback on it from their seminar leader after completion.

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.

Students will be given access to essential readings before the course begins through the pre-session reading programme on Moodle, 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%).

This is the same course as SA427 Pharmaceutical Economics and Policy (H) but it has different teaching and assessment arrangements.

SA4G4 Half Unit Statistical Methods in Health Care Economic Evaluation (modular)

This information is for the 2011/12 session.

Teachers responsible: Dr M Raikou, OLD 2.24.

Availability: Optional on MSc Health Economics, Policy and Management (modular) only.

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. Willingness to pay and contingent valuation. Bayesian interpretations. Presentation of analysis, acceptability curves.

Teaching: 2 lectures (2 hours), 4 lectures (1.5 hours) and 5 seminars (2 hours)

Formative coursework: In-class exercise during seminar time.

Students will receive feedback on it from their seminar leader after completion.

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 Johannesson, *Evaluating Health Risks: An Economic Approach*, CUP, 1995.

Students will be given access to essential readings before the course begins through the pre-session reading programme on Moodle, which they will be expected to read prior to the first day of class..

Assessment: A 3,000 word essay (40%) and a two-hour written examination (60%).

This is the same course as SA4C3 Statistical Methods in Health Care Economic Evaluation (H) but it has different teaching and assessment arrangements.

SA4G5 Half Unit Valuing Health and Welfare (modular)

This information is for the 2011/12 session.

Teachers responsible: Professor P Dolan, OLD 2.38

Availability: Optional on MSc Health Economics, Policy and Management (modular) only.

Course content: This course offers an understanding of how to measure health outcomes for policy purposes. We will focus on the 'effectiveness' side of cost-effectiveness analysis. We will consider the ways in which economists outside of health value benefits (using revealed and stated preferences) and then focus on how health economists have developed methods specifically designed to value health status. We shall pay particular attention to the measurement and valuation of quality-adjusted life years (QALYs), which are being used by agencies such as the UK's National Institute for Health and Clinical Excellence (NICE). We will discuss some of the problems with the current methods of calculating QALYs, and consider whether 'happiness' measures might provide a better alternative. The course will conclude with a consideration of issues relating to equity and fairness and how we account for preferences that policymakers and the public have regarding 'who gets what'.

Teaching: 2 lectures (2 hours), 4 lectures (1.5 hours) and 5 seminars (2 hours)

Formative coursework: In-class exercise during seminar time. Students will receive feedback on it from their seminar leader after completion.

Indicative reading: The following are background readings for the course:

Paul Dolan, Chapter 32 in the Handbook of Health Economics, Volume 1b (Elsevier, 2000).

Dolan P and Kahneman D, Interpretations of utility and their implications for the valuation of health, *Economic Journal.*, 118 (525), 215-234, 2008.

Dolan P, Shaw R, Tsuchiya A and Williams A, QALY maximisation and people's preferences: A methodological review of the literature, *Health Economics.* 14, 2, 197-208, 2005.

Students will be given access to essential readings before the course begins through the pre-session reading programme on Moodle, which they will be expected to read prior to the first day of class.

Assessment: An assessed essay of 2,000 words (30%) and a two-hour written examination (70%).

SA4G6 Half Unit Measuring Health System Performance (modular)

This information is for the 2011/12 session.

Teachers responsible: Professor E Mossialos, J413 and Dr. C Rudisill, J305

Availability: MSc Health Economics, Policy and Management (modular) only.

Course content: A comparative approach to the development of health care systems in advanced countries emphasizing present and future policy options and problems.

By the end of the course students should be able to:

Teaching: 2 lectures (2 hours), 4 lectures (1.5 hours) and 5 seminars (2 hours).

Formative coursework: In-class exercise during seminar time. Students will receive feedback on it from their seminar leader after completion.

Indicative reading: P Smith, E Mossialos, I Papanicolas (Eds), *Performance measurement for health system improvement: experiences, challenges and prospects.* Cambridge University Press, 2008. 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.

Students will be given access to essential readings before the course begins through the pre-session reading programme on Moodle, which they will be expected to read prior to the first day of class.

Assessment: One 3,000 word assessed essay (40%) and a two-hour examination (60%).

This is the same course as SA4D4 Health Systems and Policies (H) but it has different teaching and assessment arrangements.

SA4G7 Half Unit Health Systems and Policies in Developing Countries (modular)

This information is for the 2011/12 session.

Teachers responsible: Dr M Bhatia, OLD 2.34

Availability: MSc Health Economics, Policy and Management (modular) only.

Course content: A comparative approach to the development of health care systems and policies in developing countries. It will focus

on financing and delivery of health care, and human resources for health in developing countries.

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 3,000 words (40%) and a two-hour exam (60%).

SA4G8 Half Unit The Third Sector

This information is for the 2011/12 session.

Teacher responsible: Dr Isabel Shutes and others.

Availability: MSc Criminal Justice Policy, MSc Social Policy and Planning, MSc Social Policy (Research) and MSc European Social Policy. The course is also available as an outside option where regulations permit.

Course content: The 'third sector' includes all non-state and non-market organisations - non-governmental organisations, voluntary organisations, community groups and civil society - and their activities. 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 lecture 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: Powell and Steinberg (2006) *The nonprofit sector: A research handbook* New Haven: Yale; University Press; 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 2011/12 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 aim of the course is to provide a foundation to students on dissertation-writing as well as to address queries students may have in relation to their dissertation topic, the methodology used, the likelihood of ethical approval, and data acquisition, among others.

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: Teaching comprises two 2-hour seminars, one in the LT and one in the ST.

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.

Finally, 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 2011/12 session.

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 Policy in the Global South

This information is for the 2011/12 session.

Teacher responsible: Dr S Kumar, OLD 2.33

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.

Teaching: Lectures: 11 x 2-hours. Seminars: 10 x 1.5 hours (MT).

Indicative reading: A detailed reading list will be included in the seminar programme. The following is an introductory list of books: Beall, J and S Fox (2009), *Cities and Development*, Routledge; 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, Westendorff, D. and D Eade (Ed) (2002), *Development and Cities*, OXFAM; J Gugler (Ed) (1997), *Cities in the Developing World: Issues, Theory and Policy*, Oxford University Press.; Mitlin, D. and D Satterthwaite (2004), *Empowering Squatter Citizen : Local Government, Civil Society, and Urban Poverty Reduction*, Earthscan; R J Skinner & M J Rodell (Eds) (1983), *People, Poverty and Shelter*, Methuen; J Hardoy, D Mitlin and D Satterthwaite (2001), *Environmental Problems in Third World Cities*, Earthscan; N Devas & C Rakodi (Eds) (1993), *Managing Fast Growing Cities*, Longman, S Bartlett et al (1999), *Cities for Children*, Earthscan; UN-HABITAT (2011), *Cities and Climate Change: Global Report on Human Settlements* 2011, Oxford University Press; UN-HABITAT (2010), *State of the World's Cities 2010-2011*, Oxford University Press; UNHCS (1996), *An Urbanising World: Global Report on Human Settlements*, Oxford University Press

Assessment: A 3,000-word essay (excluding references) to be submitted early in the LT (40%). A two-hour written examination paper in the ST (60%).

SA4K8 Half Unit Health Care Quality Management (modular)

This information is for the 2011/12 session.

Teacher responsible: Dr. C Rudisill, COW J305. This course will be led by Dr. Michael Holland, Consultant Psychiatrist, South London and Maudsley NHS Foundation Trust Rehabilitation and Associate at NHS Institute for Innovation and Improvement.

Availability: MSc Health Economics, Policy and Management (modular) only.

Course content: An introduction and overview of quality improvement methodology as used in healthcare settings internationally. The course will cover the following areas:

- 1) History of quality management: The course will start with an overview of key theories in quality management such as those described Taylor, Shewhart, Deming and Juran. An overview and critical appraisal of quality assurance systems used in healthcare, such as ISO 9000, Magnet, Baldrige award and different types of healthcare regulation and their role in quality improvement. It will also include a discussion of patient-focused measures of quality such as patient-recorded outcome measures (PROMS).
- 2) A critical assessment of the mainstream schools of thought of quality as part of the production process - this will include a study of the relationship between supply chain procurement management and quality as well as the requirements for good production models and the critique of evidence-based decision-making in the clinical setting
- 3) Quantitative methods in quality management - This course will examine a number of tools for quality management purposes - both how to do them as well as how they fit into the various schools of thought on quality management. It will cover statistical process control which is a method of statistical analysis of time series data that is used in quality management. This method shows whether there is variability in processes and gives the user an ability to both measure improvements and declines in performance of both processes and outcomes and to understand whether processes are performing within acceptable limits. A computer based seminar on the use of Statistical Process control will also be held. An overview of the quality improvement methodology known as Design of Experiments will also be given. The role of case mix adjustment in quality assessment will also be discussed.
- 4) Process Mapping - Understanding the value and power of mapping processes both at a systems level and at the individual process level. This will be accompanied with a worked through example of process mapping with processes which the students are in a computer-based seminar. They will also be given an example of a process map from a healthcare environment to work on optimising.
- 5) Theories of capacity and flow management and examples of this in both in-patient and outpatient settings will be discussed. This will also include how DRG/HRG payment has a role within organisations of capacity management.
- 6) A critical overview of Lean, Six Sigma and Model for Improvement. While these models can be useful in healthcare management, these are not deep philosophies of organisation and many of the things which make healthcare unique (e.g. asymmetry of information, difficulty of measuring quality, patient behaviour and societal preferences for fairness) are sometimes not accounted for in these models.

Teaching: Taught in week one of the Christmas vacation. 5 lectures (5 x 2 hours) and 5 seminars or workshops (5 x 2 hours). As indicated above the process mapping seminar and statistical process control seminar will be computer based (2 seminars). The other 3 seminars will be non-computer based.

Formative coursework: A case study will be provided for the students to analyse and write an essay answering questions relating to it. Feedback will be provided on this essay by the seminar leader.

Indicative reading: Donabedian, A. (1966). "Evaluating the quality of medical care." *The Millbank Memorial Fund Quarterly* 44(3): 166-203.

Hackman, J. Richard, and Ruth Wageman (1995), "Total Quality Management: Empirical, Conceptual, and Practical Issues," *Administrative Science Quarterly* 40 (2): 309-342.

Garvin, David A. "Competing on the Eight Dimensions of Quality."

Harvard Business Review 65, no. 6 (November-December 1987).

Going Lean in Health Care. IHI Innovation Series white paper. Cambridge, MA: *Institute for Healthcare Improvement*; 2005.

Langley, Moen, Nolan et al., 2009, *The Improvement Guide*, 2nd Edition (Wiley)

Morton, A. and J. Cornwell (2009). "What's the difference between a hospital and a bottling factory?" *British Medical Journal* 339: 428-430

Crossing the Quality Chasm - *Institute of Medicine*, 2001

S Spear and H Kent Bowen; *Harvard Business Review*, Sept- Oct 1999; 97-106; Decoding the DNA of the Toyota Production system

To Err is Human - *Institute of Medicine*, 2000

Understanding variation - D Wheeler, 1993

The Machine that changed the world - Womack JP, Jones DT and Roos D, 2007

Assessment: A 2,500 word case study based essay (60%) and a two-hour exam (40%).

SA4K9 Half Unit Advanced Health Economics (modular)

This information is for the 2011/12 session.

Teachers responsible: Professor A McGuire, COW J405 and Dr C Rudisill, COW J305

Availability: Optional on MSc Health Economics, Policy and Management (modular) only.

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: 12 hours of lectures and 10 hours of seminars.

Formative coursework: Students will make group presentations on topics covered in lecture. Students may receive feedback on these presentations from their seminar leader after completion. Alternatively, students may write a 2,500 word essay on the topic of their presentation for seminar leader feedback.

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 (40%) and a two-hour written examination (60%).

SA4L3 Half Unit Happiness and Public Policy

This information is for the 2011/12 session.

Teacher responsible: Professor Paul Dolan

Availability: MSc International Health Policy, MSc International Health Policy (Health Economics), MSc Social Policy (Research), MSc Social Policy and Planning, MSc Environmental Economics and Climate Change, and MPA Public and Social Policy. Available as an outside option with priority to students on Social Policy programmes.

Course content: This course aims to facilitate students' understanding of the key issues in well-being research. To achieve this aim, the course is based around ten lectures covering: 1) the impact of income on happiness; 2) the impact of other determinants on happiness; 3) moment-to-moment assessments of happiness as an alternative to widely used life satisfaction measures; 4) the role of eudemonic accounts of subjective wellbeing (meaning, purpose etc.); 5) evidence on, and reasons for, why we are often not very good at predicting our happiness; 6) trade-offs between current and future wellbeing; 7) ways of making better decisions; 8) valuing non-market goods (health, environment etc.) using subjective wellbeing data; 9) happiness as a policy objective; and 10) how we can make better policy decisions. By the end of the course, students

will have an understanding of: the relationship between income and happiness; the important determinants of life satisfaction; the concept of psychological well-being; how what we want may not correspond with what we enjoy; how to value non-market goods like health and the environment; and issues in the use of well-being in public policy

Teaching: 10 x one-hour lectures and 10 x one-hour seminars.

There are ten topics, and the seminars allow for in depth discussion and analysis of the issues raised in the lectures

Formative coursework: A 2,000 word essay

Indicative reading: Layard, R. *Happiness: lessons from a new science* (2011)

Lecture 1: Clark, A, Frijters, P. Shields, M. (2007) Relative income, happiness and utility: an explanation for the Easterlin paradox and other puzzles. *Journal of Economic Literature*,

Lecture 2: Dolan P, Peasgood T, and White M. Do we really know what makes us happy? A review of the economic literature on the factors associated with subjective well-being, *Journal of Economic Psychology* 29, 94-122, 2008.

Lecture 3: Kahneman, D. Krueger, A. Schkade, D. Schwarz, N. Stone, A. (2004) Toward national well-being accounts. *American Economic Review*, 94(2), 429-434.

Lecture 4: Seligman, M. Park, T. Peterson, C (2005) Positive psychology progress: Empirical validation of interventions. *American Psychologist*, 60, 5, 410-421.

Lecture 5: Wilson, T. Gilbert, D. (2003) Affective forecasting. *Advances in Experimental Social Psychology*, 35, p345-411.

Lecture 6: Berns, G., Laibson, D. and Loewenstein, G. (2007) Intertemporal choice: toward an integrative framework, *Trends in Cognitive Sciences*, 11, 11, 482-488.

Lecture 7: Boyer, P. (2008) Evolutionary economics of mental time travel, *Trends in Cognitive Sciences*, 12, 6, 219-224.

Lecture 8: Van Praag, B. and Baarsma, B. (2005) Using happiness surveys to value intangibles: the case of airport noise. *Economic Journal*, 115, 224-246.

Lecture 9: Layard, R. (2005) Rethinking public economics: the implications of rivalry and habit. In Bruni, L. and Porta, P. (eds.) *Economics and happiness: reality and paradoxes*. Oxford University Press, pp147-69.

Lecture 10: Thaler, R. and Sunstein, C. (2003) Libertarian paternalism, *American Economic Review*, 93, 2, 175-179.

Assessment: One two-hour exam in ST (70%) and a 2,000 word essay (30%).

SA4M1 Half Unit Politics of Social Policy: Welfare and Work in Comparative Perspective

This information is for the 2011/12 session.

Teacher responsible: Dr Timo Fleckenstein

Availability: Optional on MSc European Social Policy, MSc Social Policy and Planning, MSc Social Policy (Research), MSc Gender, Policy and Inequalities, MSc European Political Economy, MSc Politics and Government in the European Union, MSc Public Policy and Administration, MSc Public Policy and Administration (Research), MSc Comparative Politics, MSc Political Sociology, MPA Programme (all streams) and LSE-Sciences Po Double Degree in European Studies. Also available as an outside option where regulations permit.

Course content: The course explores the politics of social policy in advanced political economies. In the first part of the course, the main analytical approaches for the cross-national analysis of welfare states are introduced (such as the industrialism thesis, the power resources model, new institutionalism, feminist theory and the globalisation thesis). These will be examined in the context of the rise of modern welfare states and their transformations since the end of the 'Golden Age' in the mid-1970s. These analyses and the theoretical approaches to cross-national study of welfare states will be harnessed in the second part of the course when the focus shifts towards more recent policy developments since the 1990s. The empirical focus is on the welfare-and-work nexus. The course

analyses the development of labour market and family policies in Nordic countries, Continental Europe, Anglo-phone countries and East Asia.

Teaching: Ten 1-hour lectures and ten 1.5 hour seminars in LT.

Formative coursework: Seminar members will be expected to make presentations to the seminar, and submit a formative essay of 1,500 words.

Indicative reading: Armingeon, Klaus and Bonoli, Giuliano, eds. (2006) *The Politics of Post-Industrial Welfare States*, London: Routledge.

Castles, Frances G. (2004) *The Future of the Welfare State*, Oxford: OUP.

Castles, Frances G. et al., eds. (2010) *The Oxford Handbook of the Welfare State*, Oxford: OUP.

De Beer, Paul and Schils, Trudie (2009) *The Labour Market Triangle*, Cheltenham: Edward Elgar.

Esping-Andersen, Gøsta (2009) *The Incomplete Revolution*, Cambridge: Polity.

Iversen, Torben (2005) *Capitalism, Democracy, and Welfare*, Cambridge: CUP.

Kersbergen, Kees van and Manow, eds. (2009) *Religion, Class Coalitions, and Welfare States*, Cambridge: CUP.

Lewis, Jane (2009) *Work-Family Balance, Gender and Policy*, Cheltenham: Edward Elgar.

Assessment: A 1,500 word essay (25%) and a two-hour exam in the ST (75%).

SA4X6 Welfare Analysis and Measurement

This information is for the 2011/12 session.

Teachers responsible: Dr. Joan Costa-i-Font, COW J316 and Professor Stephen Jenkins, OLD 2.29.

Availability: This course is compulsory for students on the MPA Public and Social Policy. It is available as an option for the following: MPA Public and Economic Policy, MPA Public Policy and Management, MPA International Development, MPA European Public and Economic Policy, MSc European Social Policy, MSc Social Policy (Research), MSc Social Policy and Planning, MSc International Health Policy (Health Economics) and other programmes with the consent of the programme director.

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-session course of the MPA programme (EC408).

Course content: This course provides the analytical tools to evaluate public policy interventions with respect to both efficiency and equity. The course is intended to cover the key topics of public social policy analysis with a special focus on the methods used to assess programme evaluation and in particular efficiency and performance, as well as distributional concerns. The first part of the course will provide students with the analytical tools to assess, interpret and evaluate the use of quantitative techniques in welfare analysis, as a means of evaluating public policy interventions. This part will cover key topics of public and social policy, drawing on a range of examples both from the UK and abroad, applying notions of cost-benefit analysis and regression based analysis of policy interventions. A number of individual methodologies will be introduced through examples based on a range of topics including health, education, crime, social services and social care. The second part will focus on issues of inequality and poverty, examining issues related to concepts, measurement and data. The topics covered will include measurement of inequality and poverty, setting poverty thresholds and equivalence scales; assessment of differences between social groups; empirical modelling of the income distribution.

Teaching: 20 x 1 hour lectures and x 1.5 hour seminars in MT & LT and 3 x 1.5 hour seminars in ST

Formative coursework: Mock examination paper at the end of LT; essay at the end of LT (2000 words).

Indicative reading: Michan, EJ and Quah, E (2007), *Cost-Benefit Analysis*. McDavid, J. and Hawthorn, L., *Program Evaluation and Performance Measurement: An Introduction to Practice*, D.L. Stufflebeam (2001) *Evaluation models: New directions for program evaluation*. Akinson, A. (2005) *Measuring Productivity*, Atkinson AB (1983). *The Economics of Inequality*, Atkinson AB and Bourguignon F (eds) (2000). *Handbook of Income Distribution*. Cowell FA (2009). *Measuring Inequality*. Salverda W, Nolan B, Smeeding TM (eds) (2009). *The Oxford Handbook on Economic Inequality*. A full reading list will be distributed at the beginning of the course.

Assessment: One three hour examination (75%) and one 2,000 word assessed essay (25%).

SO401

Social Research Methods

This information is for the 2011/12 session.

Teachers responsible: Dr Ursula Henz, STC. S218, and Dr Janet Foster, S268.

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; introductions to contemporary survey research techniques by telephone and by the Internet; 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.

Indicative reading: There is no single textbook that covers the content of the whole course. Useful books are: A Bryman, *Social Research Methods* (3rd edn 2008); R H Hoyle, M J Harris & C M Judd, *Research Methods in Social Relations* (7th edn 2002); D A de Vaus, *Surveys in Social Research* (5th edn 2001); C Marsh, *The Survey Method* (1982); C A Moser & G Kalton, *Survey Methods in Social Investigation* (2nd edn 1971, reprinted 1985); A N Oppenheim, *Questionnaire Design, Interviewing and Attitude Measurement* (new edn 1992); A Bryman, *Quantity and Quality in Social Research* (1988); M Hammersley & P Atkinson, *Ethnography: Principles in Practice* (3rd edn 2007); and M Q Patton, *Qualitative Evaluation and Research Methods* (3rd edn 2002).

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 second Friday of LT and the LT coursework is due on the second Tuesday of ST. Two sets of hard copies must be handed in to the Department of Sociology's Administration Office, S219A, before 1630 on each due date, with a third copy being posted to Moodle.

SO407

Politics and Society

This information is for the 2011/12 session.

Teachers responsible: Dr Robin Archer, STC. S283 and Dr Manali Desai, STC. 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.

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. Khohi, *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 Not available in 2011/12

Crime and Society: Concepts and Method

This information is for the 2011/12 session.

Teacher responsible: Dr Paddy Rawlinson, STC. S279

Availability: Optional for MSc Sociology, MSc Social Policy and Planning, MSc Social Research Methods, MSc Criminal Justice 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. Students are required to obtain permission from the Sociology department to take this course, unless it is a compulsory course for their programme.

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.

Indicative reading: Reading list: D Downes & P Rock, *Understanding Deviance* (2007); Hillyard, P et al (2004) *Beyond Criminology: Taking Harm Seriously*, London, Pluto Press
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 second 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 second Tuesday of ST. Third copies of each to be posted to Moodle.

SO420 Half Unit Globalisation: Economy, Politics and Power

This information is for the 2011/12 session.

Teacher responsible: Dr Fran Tonkiss, STC. S219

Availability: Available on MSc Sociology, MSc Political Sociology, MSc Global Media and Communications (with Fudan or USC), MSc Gender, Development and Globalisation 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 with a focus on critical debates over the politics and economics of globalisation.

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 LT.

Formative coursework: 1 x 1,500 word formative essay.

Indicative reading: Recommended general texts: D Held & A McGrew (Eds), *The Global Transformations Reader*; F Tonkiss (2006) *Contemporary Economic Sociology: Globalisation, Production, Inequality*: ch 1-3; F Lechner & J Boli (Eds), *The Globalization Reader*. A detailed reading list will be distributed at the beginning of the course, and specific key readings will be set for each topic.

Assessment: A formal two-hour examination in the ST (70%). A written assignment of 2,000 words (30%), two hard copies to be handed in to the Sociology Administration Office, S219a, before 4.30pm on the first Wednesday of ST; a third copy to be posted to Moodle.

SO424 Approaches to Human Rights

This information is for the 2011/12 session.

Teachers responsible: Dr Claire Moon, STC. S267 and Dr Margot Salomon, TW2. V503

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. The course is available as an outside option for other MSc degrees where regulations and numbers permit. This course is capped but a limited number of places are available to students from outside the MSc in Human Rights. Students from other programmes who wish to apply for a place on SO424 must complete the online application form on LSEforYou, stating reasons for wishing to take the course.

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 provides students with contending interpretations of human rights as an idea and practice from the different standpoints that these disciplines present (including debates from within and between the disciplines), and investigates the particular knowledge claims and modes of reasoning that the respective disciplines engage.

The course applies the insights of disciplinary frameworks of understanding to key human rights issues such as the right to life, free speech, war, genocide, transitional justice, relativism, group rights, poverty, globalization, terrorism and civil liberties.

The course is divided into five blocks of lectures. The first block covers the philosophy of human rights and incorporates discussions 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 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 considers the tools of international law as applied to the protection of human rights, the post-1945 international human rights architecture, the content of various human rights and the scope of obligations; as well as current limits of international human rights law. Specific issues discussed may include socio-economic rights, globalization and world poverty, and new human rights duty-bearers. 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 covers human rights from a sociological perspective and looks at the idea of rights in classical and contemporary sociological theory, human rights and human rights violations as social construction, knowledge and denial of atrocity and theories of perpetration. Sociological insights are applied to empirical issues which may include genocide, transitional justice, human rights reporting and the perpetrators of atrocity. The final block of lectures combines the different disciplinary perspectives in order to discuss a number of challenges and contentions related to cosmopolitan human rights, culture, sovereignty and new forms of warfare. It also enquires into possible future developments in human rights.

Teaching: 20 weekly lectures and 20 weekly workshops commencing in week one of the MT. The course is co-taught by Professor Chetan Bhatt, Dr Alasdair Cochrane, Professor Conor Gearty, Dr Claire Moon and Dr Margot Salomon.

Formative coursework: Active participation in the workshops is expected and students may be asked to make a presentation to their group. In addition, students have the option of writing two formative 1,500 word practice essays, one in the MT and one in the LT, in preparation for the assessed essay. The practice essays do not count towards the final mark.

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.

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, V510, 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 Not available in 2011/12 Regulation, Risk and Economic Life

This information is for the 2011/12 session.

Teachers responsible: Professor B Hutter, CARR and Dr N Dodd, STC. S283

Availability: This is an optional paper for MSc Sociology, MSc Political Sociology, MSc Regulation, MSc Regulation (Research),

MSc Environmental Policy and Regulation, 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/MPA Public and Social 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.

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; Smelser, 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 Tuesday, week 2 of ST; a third copy uploaded to Moodle.

SO426 Half Unit Classical Social Thought

This information is for the 2011/12 session.

Teacher responsible: Dr Nigel Dodd, STC. S266

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.

Formative coursework: 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 four questions.

SO427 Half Unit Modern Social Thought

This information is for the 2011/12 session.

Teacher responsible: Dr Nigel Dodd, STC. S266

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.

Formative coursework: 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 four.

SO430 Half Unit Economic Sociology

This information is for the 2011/12 session.

Teacher responsible: Dr Juan Pablo Pardo-Guerra, S265

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 offers a general introduction to the theoretical foundations of economic sociology, providing an opportunity to understand how sociologists engage with the study of complex socioeconomic issues.

Critical approaches to economy and society; economic rationality; the sociology of economics; social capital; new economic sociology; economic conventions; changing forms of production and work; new economies; economic identities and divisions; markets and values.

Teaching: 10 lectures and workshop sessions during the MT.

Formative coursework: 1 x 1500 word small project 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*; P Edwards & J Wajcman, *The Politics of Working Life*; V Nee & R Swedberg (Eds), *The Economic Sociology of Capitalism*. A detailed reading list will be provided at the beginning of the course.

Assessment: A project of 3,000 words (80%) and 4 workshop questionnaires (20%, equally weighed at 5% of the final mark each). Two hard copies of the project should be submitted to the Sociology Administration Office, S219a, no later than 4.00pm on the second Wednesday of ST; a third copy to be posted on Moodle.

SO433 Half Unit Cultural Theory

This information is for the 2011/12 session.

Teacher responsible: Dr Don Slater, STC. S218a

Availability: Available on MSc Sociology, MSc Media and Communications, MSc Media and Communications (Research) and

MSc Global Media and Communications (with Fudan or USC), and Media and Communications students. 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.

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 written assignment of 5,000 words (100%). Two hard copies to be handed in to the Sociology Administration Office, S219a, no later than 4.30pm on the second Wednesday of LT. A third copy to be posted to Moodle.

SO434 Cultural Theory and Cultural Forms

This information is for the 2011/12 session.

Teachers responsible: Dr Don Slater, STC. S218a.

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 theorizing 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 three hours) MT and LT.

Formative coursework: All students are expected to submit one piece of non-assessed written work per term and prepare seminar presentations.

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 to be handed in to the Sociology Administration Office, S219a, no later than 4.30pm; one essay to be submitted on the second Friday of Lent Term and the other on the second Tuesday of the Summer Term; a third copy of each to be posted on Moodle.

SO438 Half Unit Not available in 2011/12 Sociology of Employment I: Social Relations at Work

This information is for the 2011/12 session.

Teacher responsible: Dr Patrick McGovern, STC. 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.

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 second Friday of LT, with a third copy uploaded to Moodle.

SO439 Half Unit Not available in 2011/12 Sociology of Employment II: Contemporary Management and Globalisation

This information is for the 2011/12 session.

Teacher responsible: Dr Patrick McGovern, STC. 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.

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 second Tuesday of ST; a third copy posted to Moodle.

SO444 Half Unit Qualitative Methods for Cultural Research

This information is for the 2011/12 session.

Teacher responsible: Don Slater, STC. 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: Weekly lecture/seminar (10 x 2 hours) 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.

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: Two essays of 2,500 words (50% each). Two hard copies of each to be handed in to the Sociology Administration Office, S219a, no later than 4.30pm on the second Tuesday of ST. Third copies to be posted to Moodle.

SO445 Half Unit Not available in 2011/12 New Media, Development and Globalisation

This information is for the 2011/12 session.

Teacher responsible: Dr Don Slater, STC. S218a

Availability: Optional course for MSc Sociology, MSc Culture and Society and 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: A 3,000 word essay.

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 written assignment of 5,000 words (100%). Two hard copies to be handed in to the Sociology administration Office, S219a, no later than 4.30 p.m. on the second Tuesday of ST. A third copy to be posted to moodle.

SO447 Topics in Race, Ethnicity and Postcolonial-Studies

This information is for the 2011/12 session.

Teachers responsible: Professor Paul Gilroy, STC. S200 and Dr Suki Ali, STC. S216

Availability: MSc Sociology, MSc Culture and Society, MSc Political Sociology, MSc Human Rights, MSc BIOS and MSc Race, Ethnicity and Post-Colonial Studies. This is a capped course. Students are required to obtain permission from the Sociology department to take this course, unless it is a compulsory course for their programme.

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.

Indicative reading: Appiah, Anthony (1996) *Color conscious: the political morality of race*, Princeton, N.J., Princeton University press; Ballhatch, 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, 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 4.30pm on the second Wednesday of the Lent Term and the second Tuesday 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 2011/12 session.

Teachers responsible: Dr Fran Tonkiss, STC. S219

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 critical issues raised in the core and optional lecture courses with the practical analysis of issues of city design and development, and proposals for urban intervention. 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 and political aspects of the urban, and demonstrate ways to communicate these visually, textually and verbally.

Teaching: The Studio course runs every Monday and Tuesday in MT and LT. In MT, additional specialist seminars and workshops will run on Wednesday mornings. While there will not necessarily be structured lectures or workshops during the entire day, these are the scheduled hours during which students and tutors 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.

Formative coursework: 3 x group presentations for faculty and guest critics in MT and LT.

1 x research paper and site analysis

Assessment: 1 x Studio portfolio (50%); individual tutor assessment (50%).

SO449 Independent Project

This information is for the 2011/12 session.

Teacher responsible: Dr Fran Tonkiss.

Availability: For students taking MSc City Design and Social Science.

Course content: The independent project may be on any approved topic within the field of the MSc programme - students are encouraged, but not required, to develop work on themes or sites introduced in their Studio or core courses. The project may focus either on a small-scale urban research study, or on a practical proposal for urban intervention. Approval for the topic must be obtained from the relevant Programme Tutor.

Teaching: In LT students attend a dissertation workshop and are then required to submit a project abstract. In ST students have five supervisory meetings with their academic advisors, together with one group dissertation workshop and one day of final reviews with all members of faculty.

Formative coursework: Students are required to submit one project abstract, and to produce formative project work in consultation with their academic advisor.

Assessment: A 10,000-word project (100%).

SO451 Half Unit Cities by Design

This information is for the 2011/12 session.

Teacher responsible: Dr Fran Tonkiss, TW2. V805

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 the relationship between built form and its social, political and cultural impacts in the contemporary, changing city. By introducing students to key concepts and methodologies in visual narratives and spatial analysis, the course investigates how the design of our complex urban environments affects the people who live in them. Using the city as a laboratory - through the analysis of case studies and discussion seminars - students are encouraged to evaluate how new policies and projects will impact on social cohesion and urban integration at the macro and micro scale of city landscapes. While the course does not focus on urban policy, it provides students with the critical tools to understand the paradigms that underpin much of contemporary urban practice in cities of the global North and South, with a special focus on London's political and spatial context.

Key issues include urban analysis and public space; densification and the compact city; gated communities and social exclusion; accommodating complexity and difference; boundaries and borders in contemporary city.

Teaching: 10 lectures and 10 seminars in MT.

Indicative reading: A detailed reading list will be distributed at the beginning of the course. Core background includes: Burdett, R and Sudjic, D (2008) *The Endless City*, London, Phaiou; 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. R. Sennett, (1991) *The Conscience of the Eye: the design and social life of cities*, London, Faber and Faber;

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, a third copy to be posted to Moodle.

SO452 Half Unit Not available in 2011/12 Urban Environment

This information is for the 2011/12 session.

Teacher responsible: Dr Ayona Datta, STC. S209

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, MSc Environmental Policy and Regulation, and MSc Gender, Policy and Inequalities. 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.

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, a third copy to be posted to Moodle.

SO454 Half Unit Families in Contemporary Societies: a Life Course Perspective

This information is for the 2011/12 session.

Teacher responsible: Dr Ursula Henz, STC. 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 paid and unpaid work ; intergenerational ties; old age.

Teaching: Ten two-hour seminars in the Lent Term.

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).

SO455

Key Issues in Biomedicine, Bioscience and Society

This information is for the 2011/12 session.

Teacher responsible: Dr Carrie Friese, STC. S207, Professor Nikolas Rose, V1103, and Dr Ilina Singh, COL. B803

Availability: Compulsory course for MSc Biomedicine, Bioscience and Society. Optional course for MSc Gender.

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, life sciences and humanities to explore the social, political, economic and ethical implications of developments in biomedicine and bioscience. Indicative topics include: genomics, reproductive technologies, pharmaceuticals, clinical trials, neuroscience, biomedical enhancement and synthetic biology. Indicative concepts include: medicalisation and biomedicalisation, biosociality, bioeconomics and biocapital, governmentality and biological citizenship. The course aims to develop an empirically grounded and theoretically engaged understanding of key issues in biomedicine, bioscience and society, thereby introducing students to what has come to be known as biosocial studies.

Teaching: The course consists of 20 two-hour lectures/seminars held in the MT and LT.

Formative coursework: Four 1,000-1,500 word essays (on which feedback will be given) to be submitted on weeks 5, 10, 15 and 20.

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); 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*, Harvard (2003); Adam Hedgecoe, *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*. 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 Political Reconciliation

This information is for the 2011/12 session.

Teacher responsible: Dr Claire Moon, STC. S267

Availability: Optional course. This course is capped. 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. 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 sociology, law, political theory, anthropology 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 historical injustice, and draws upon a range of examples from Africa, Latin America, post-communist Europe, Australia and the US.

Topics include transitional justice as a field of practice and a field of knowledge; historical injustice - apologies and reparations; state crimes; retributive and restorative justice; perpetration; theology and therapy in reconciliation; memory and atrocity.

Teaching: 10 lectures and 10 seminars in MT plus 1 two-hour revision seminar in the ST

Indicative reading: Hannah Arendt, *Eichmann in Jerusalem: A Report on the Banality of Evil* (Penguin Books, 1977); Penny Green and Tony Ward, *State Crime: Governments, Violence and Corruption* (London: Pluto Press, 2004). 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, S219a, before 4.30pm on the first Wednesday 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 2011/12 session.

Teacher responsible: Dr Suki Ali, STC. S206

Availability: MSc Sociology, MSc Social Research Methods, MSc Gender, Policy and Inequalities, 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, representation. NB topics may change slightly from year to year.

Teaching: 10 Seminars on a weekly basis in MT.

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; Nicholason, L (ed.) *The Second Wave: A Reader in Feminist Theory*. London and New York: Routledge 1997; Abelow, 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 second Thursday of LT; a third copy uploaded to Moodle..

SO461 Half Unit Racial Formations of Modernity

This information is for the 2011/12 session.

Teacher responsible: Professor Paul Gilroy, STC. 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 raciologies 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.

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 ST; a third copy to be posted on Moodle.

SO463**Contemporary Social Thought**

This information is for the 2011/12 session.

Teacher responsible: Professor Paul Gilroy, STC. S200, Professor Judy Wajcman, STC. 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 key areas: (i) transformations in time and space; (ii) new technologies and society; (iii) cosmopolitanism and post-cosmopolitanism. Topics covered include time, space, speed and technology; money and the economy; biopolitics and governmentality; technofeminism/cyberfeminism; genetics, reproduction and trans-humanism; cosmopolitanism, human rights; 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.

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 Not available in 2011/12

Ethnic and Religious Violence in Post-Colonial Societies

This information is for the 2011/12 session.

Teacher responsible: Dr Manali Desai, STC. S284

Availability: Optional for MSc Political Sociology, MSc Race, Ethnicity & Postcolonial Studies, MSc Sociology, 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. Two hard copies of the essay to be submitted to the Sociology Administration Office, S219a, no later than 4.30pm on the first Thursday of ST; a third copy uploaded to Moodle.

SO465 Half Unit**City-making: the Politics of Urban Form**

This information is for the 2011/12 session.

Teachers responsible: Mr Philipp Rode, Dr Savvas Verdis

Availability: MSc Regional and Urban Planning Studies 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:

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.

<http://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*, Phaidon Press, London; Burdett, Ricky and Sudjic Deyan [Eds] (2011): *Living in the Endless City, The Urban Age Project*, 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, no later than 4.30pm on the first Wednesday of ST; a third copy uploaded to Moodle.

SO466 Half Unit Not available in 2011/12 Race and Biopolitics

This information is for the 2011/12 session.

Teacher responsible: Dr Suki Ali, STC. S216

Availability: MSc Race, Ethnicity and Postcolonial Studies, MSc Political Sociology, MSc Sociology, MSc Human Rights, MSc Biomedicine, Bioscience and Society, MSc Culture and Society, MSc Gender, MSc Gender, Development and Globalisation and MSc Gender, Policy and Inequalities.

Course content: The course will provide both historical perspectives on the development of race and science and consider some contemporary debates on these interplay of these issues, drawing upon postcolonial perspectives that foreground intersections of race, gender and location. Throughout the course, we will critically interrogate the meaning of 'biopolitics' and the ways in which the 'bio' and the 'social' are being brought into dialogue with each other in specific areas of enquiry. Topics include Race, Science and Colonialism; Race, Gender and Eugenics; Empires and Ecologies; Biopiracy and Bioprospecting; Biosociality and Biocitizenship; New Reproductive Technologies and Kinship; Speciesism and Anthropomorphism; Biocapital and tissue trafficking; Visualising the body.

Teaching: 20 hours of seminars in the LT.

Formative coursework: 1 x 1000-word essay plan to be submitted in Week 8; 1 seminar presentation including submission of written materials

Indicative reading: Anker, P(2001) *Imperial Ecology: Environmental Order and the British Empire 1895-1945*, Cambridge Mass., Harvard University Press.

Barad, K. (2003). "Posthumanist performativity: toward an understanding of how matter comes to matter." *Signs: Journal of Women in Culture and Society* 28(3): 801-832

Drayton, R (2000) *Nature's Government*. Yale University Press.

Epstein, S. (2007). *Inclusion : the politics of difference in medical research*. Chicago ; London, University of Chicago Press.

Foucault, M. (1978). *The history of sexuality: an introduction*, New York, Random House.

Franklin, S. (2007) *Dolly Mixtures: The remaking of genealogy* London: Duke University Press

Gibbon, S. and C. Novas (2008). *Biosocialities, genetics and the social sciences: making biologies and identities*. London ; New York, Routledge.

Gilroy, P. (2004). *Between camps : nations, cultures and the allure of race*. London, Routledge.

Hacking, I. (2005). "Why Race Still Matters." *American Academy of Arts and Sciences* (Winter): 102-116.

Haraway, D. J. (1997). *ModestWitness@SecondMillennium*.

FemaleManMeetsOncoMouse : feminism and technoscience. New York, Routledge.

Kalof, L and Fitzgerald, A (2007) *The Animals Reader*. Oxford, Berg
Lock, M. (2001). "The Alienation of Body Tissue and the Biopolitics of Immortalized Cell Lines." *Body and Society* 7(2-3): 63-91.

M'charek, A. (2005). *The Human Genome Diversity Project : an ethnography of scientific practice*. Cambridge ; New York, NY, Cambridge University Press

Petryna, A. (2002). *Life Exposed: Biological Citizens After Chernobyl*. Princeton, NJ, Princeton University Press.

Rabinow, P. (1996). *Essays on the anthropology of reason*.

Princeton, N.J., Princeton University Press

Rose, N. (2007). *The Politics of Life Itself: Biomedicine, Power, and Subjectivity in the Twenty-First Century*. Princeton, Princeton University Press.

Scheper-Hughes, N and Wacquant, L (eds.)(2002) *Commodifying Bodies* London, New York Sage

Shiva, V and Moser, I. (eds.)(1995) *Biopolitics: A Feminist and Ecological Reader in Technology* Basingstoke, Palgrave Macmillan
Stepan, N. Leys (1982) *The Idea of Race in History*. Macmillan

Assessment: One 5,000 word essay (100%). Two hard copies of the essay to be submitted to the Sociology Administration Office, S219a, no later than 4.30pm on the first Thursday of ST; a third copy uploaded to Moodle.

SO467 Half Unit Race, Ethnicity and Migration in Britain (post-1945)

This information is for the 2011/12 session.

Teacher responsible: Dr Claire Alexander, STC. 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, Policy and Inequalities.

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 second Thursday of LT; a third copy uploaded to Moodle.(100%).

SO469 Half Unit Risk and Governance: A Sociological Approach

This information is for the 2011/12 session.

Teacher responsible: Professor Bridget Hutter

Availability: This is an optional paper for MSc Sociology, MSc Sociology (Research), MSc Sociology (Economic Sociology), MSc Political Sociology, MSc Culture and Society, MSc Biomedicine, Bioscience and Society, MSc Accounting, Organisations and Institutions, MSc Environmental Policy and Regulation, MSc Environmental Economics and Climate Change, MSc Public Management & Governance, MPA (all streams), MSc Regulation and MSc Regulation (Research), MSc Management and Regulation of Risk and MSc/MPhil students by arrangement and with the proviso

that they take the exam. The course is also available as an outside option where regulations permit.

Course content: This course aims to give students an advanced understanding of the various ways in which risk is governed in modern societies and an appreciation of the complexities of different levels of risk governance.

It will consider three main areas. First, state based risk governance regimes; second, risk governance beyond the state; and third transnational risk governance. The topics under consideration include a critical discussion of what is regarded as risk evidence and the role of experts in policy making; how state regulators incorporate risk based approaches into their governance regimes; the role of insurance companies and other business organizations in risk governance; the role of the public; and attempts to governance risks which traverse national borders. The course will draw on examples from a variety of domains including the environment, finance, biotechnology and food.

Teaching: 10 on-hour lectures and 10 on-hour seminars in the MT.

Formative coursework: Students should hand in one 2,000 word formative essay.

Indicative reading: Ericson, R.V., Doyle, A. and Barry, D. (2003) *Insurance as Governance* University of Toronto Press.

Hood, C., Rothstein, H. and Baldwin, R. (2001) *The Government of Risk*. Oxford: Oxford University Press.

Hutter, BM (2010) (ed) *Anticipating Risk* Cambridge University Press.

Renn, O. (2008) *Risk Governance*. London (Earthscan) Chapters 1 and 9.

Assessment: A 5,000 word essay (100%), two copies to be handed in to the Sociology Administration Office, S219a, no later than 4.30pm on the second Thursday of LT, with a third copy posted onto Moodle.

SO470 Half Unit The Sociology of Markets and Economic Life

This information is for the 2011/12 session.

Teacher responsible: Dr. Juan Pablo Pardo-Guerra, S265.

Availability: Optional on MSc Sociology, MSc Sociology (Research), MSc Sociology (Economic Sociology), MSc Political Sociology and MSc Biomedicine, Bioscience and Society. The course will be available as an outside option where regulations permit.

Course content: This course introduces social studies on mechanisms through which markets and the economy are created. Specifically, this course engages with different explanations of how economic life is carefully constructed through the multiple interactions of humans, institutions and materialities. This course covers four broad themes. First, the mechanisms through which entities (objects, spaces and relations) are made economic; second, the political rationale behind different forms of economization; third, the forms of cognition and classification that support economic interactions; and fourth, the role of materialities in economic life.

Teaching: 10 one-hour lectures and 10 one-hour seminars in the Lent Term.

Formative coursework: 1 x 1500 word essay is required.

Indicative reading: Recommended texts: Callon, M. (1998). *The laws of the markets*. Blackwell Publishers: Oxford; Knorr-Cetina, K., & Preda, A. (2006). *The sociology of financial markets*. Oxford University Press: Oxford; MacKenzie, D. A., Muniesa, F., & Siu, L. (2007). *Do economists make markets?* Princeton University Press: Princeton; Pinch, T., & Swedberg, R. (2008). *Living in a material world: economic sociology meets science and technology studies*. The MIT Press: Cambridge MA.

Assessment: One 5,000 word essay (100%). Two hard copies of the essay should be submitted to the Sociology Administration Office, S219a, no later than 4.30pm on the second Wednesday of ST; a third copy to be posted on Moodle.

SO499 Dissertation

This information is for the 2011/12 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 Sociology (Economic Sociology), MSc Sociology (Contemporary Social Thought), MSc Political Sociology, MSc Culture and Society, MSc Human Rights, 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, including your name not your candidate number) no later than Monday, week 8 of LT. This should be sent electronically to the MSc Sociology Administrator. Please note you must also submit the Research Ethics Review Checklist along with the Abstract. 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.

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 and no more than 10,000 words, must be word-processed and be fully referenced using a recognised citation system.

ST405 Half Unit Multivariate Methods

This information is for the 2011/12 session.

Teacher responsible: Dr. Irini Moustaki COL 6.05 & Dr. Sally Stares COL 8.09.

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*; K.V. Mardia, J.T. Kent and J.M. Bibby, *Multivariate Analysis*.

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

ST409 Half Unit Stochastic Processes

This information is for the 2011/12 session.

Teacher responsible: Dr. Umut Cetin COL 6.08

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. Seminars: 10 MT. Help sessions: 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 Generalized Linear Modelling and Survival Analysis

This information is for the 2011/12 session.

Teacher responsible: Dr. Matteo Barigozzi COL 6.02

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: Generalized linear modelling with an emphasis on diagnostics and the exponential family. Survival analysis.

One variable and multiple regression. Factorial design. Variable selection and model building. Deletion diagnostics. Analysis of variance. Transformation of the response, constructed variables. Maximum likelihood estimation. Exponential family and generalized linear models. Binary variables and logistic regressions. Log-linear models, contingency tables. Exploratory analysis of survivor distributions and hazard rates. Regression modelling of survival data. The use of R for data analysis.

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). D. W. Hosmer & S. Lemeshow & S. May, *Applied Survival Analysis, Regression Modeling of Time-to-Event Data*.

Assessment: Two-hour written examination in the ST.

ST415 Half Unit Not available in 2011/12 Research Design for Experimental and Observational Studies

This information is for the 2011/12 session.

Teacher responsible: Dr Sara Geneletti, COL. B702

Availability: Primarily for MSc Statistics, MSc Statistics (Research) and MSc Management Science (Operational Research).

Pre-requisites: 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 and Longitudinal Modelling

This information is for the 2011/12 session.

Teacher responsible: Dr. Irini Moustaki COL 6.05

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 (e.g., 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 (e.g., 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 2011/12 session.

Teacher responsible: Prof. Lenny Smith COL 7.07

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 analysis of actual time series observations of real-world processes. The course casts both modern nonlinear methods and more traditional linear methods in a geometric approach. It introduces the properties of nonlinear mathematical models, covers chaos and the dynamics of uncertainty, and demonstrates the fundamental limitations in applied analysis which arise from model inadequacy. The student will leave with a toolkit for the analysis and modelling of real data, with insights into how to evaluate which methods to employ (linear/non-linear, deterministic/stochastic) in a given problem, how to interpret the results in context, and how to avoid over interpreting nice theorems in practical circumstances. Concrete applications in economics (price time series, electricity demand, energy futures) and environment (weather, climate) as well as

analytically tractable illustration from mathematics are considered.

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%.

ST421 Half Unit Developments in Statistical Methods

This information is for the 2011/12 session.

Teacher responsible: Dr. Wicher Bergsma COL 6.06

Availability: Primarily for MSc Statistics, MSc Statistics (Research) also available as an option to MSc Econometrics and Mathematical Economics students.

Pre-requisites: Statistical Inference to the level of ST425. It is useful to take ST411 Regression, Diagnostics and Generalized Linear Modelling 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 2011/12 session.

Teacher responsible: Dr. Clifford Lam COL 6.09

Availability: Primarily for MSc Statistics, MSc Statistics (Research), MSc Management Science (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; ARCH and GARCH models for financial time series; trend removal and seasonal adjustment; invertibility; spectral analysis; estimation; forecasting. If time permits, we will also discuss nonstationarity and 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.

ST425 Statistical Inference: Principles, Methods and Computation

This information is for the 2011/12 session.

Teacher responsible: Prof. Qiwei Yao COL 5.02

Availability: Compulsory for MSc Statistics and MSc Statistics (Research). Optional on MSc Social Research Methods. Available as an outside option where regulations permit and with the permission of the teacher responsible. Also open to General course students.

Course content: The course will provide a comprehensive coverage on some fundamental aspects of probability and statistics methods and principles. It also covers linear regression analysis. Data illustration using statistical package R constitutes an integral part throughout the course, therefore provides the hands-on experience in simulation and data analysis.

Teaching: 40 hours of lectures. 10 hours of seminars and 10 hours of computer workshops in the Michaelmas Term.

Formative coursework: Weekly assessed problem sheets.

Indicative reading: L. Wasserman, *All of Statistics*.

Y. Pawita, *In All Likelihood*

K. Knight, *Mathematical Statistics*

W. N. Venables and B. D. Ripley, *Modern Applied Statistics with S*
N. Venables et. al., *An Introduction to R* (<http://cran.r-project.org/doc/manuals/R-intro.pdf>)

Assessment: One three-hour exam in the ST (85%) and one group project (15%).

ST431 Insurance Mathematics

This information is for the 2011/12 session.

Teacher responsible: Prof. Ragnar Norberg COL 7.14 and Dr. Hao Xing COL 7.12

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 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 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: 30 Lectures in MT.

ST431.2: 30 Lectures in 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 2011/12 session.

Teachers responsible: Dr. Hao Xing COL 7.12 and Dr. Erik Baurdoux COL 6.04

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

Teaching: 30 lectures in the LT.

Indicative reading: T. Rheinlander, *Derivatives in Insurance and Finance*, lecture notes (2005); Selected papers from scientific journals.

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 2011/12 session.

Teacher responsible: Dr. Umut Cetin COL 6.08

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 lectures 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 Dieudonne, *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 2011/12 session.

Teachers responsible: Dr. Erik Baurdoux COL 6.04

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 Advanced Lectures on Special Topics in Statistics

This information is for the 2011/12 session.

Teacher responsible: TBA

Seminar series. Please refer to Departmental web page for details.

<http://www2.lse.ac.uk/statistics/home.aspx>

ST499 Dissertation

This information is for the 2011/12 session.

Teacher responsible: Professor Piotr Fryzlewicz, COL. B708

Availability: MSc Statistics (Research) only.

Course content: Independent project work on a subject chosen by the student.

Assessment: Dissertation to be submitted in mid-September (50 page limit).

Language Centre Courses

Language Centre Courses

Modern Foreign Language Certificate Courses LN701

Arabic: Level One (Standard)

This information is for the 2011/12 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:

- All courses follow the dates of the LSE teaching year.
- Please refer to the LSE timetable for course teaching arrangements.

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 Not available in 2011/12

Arabic: Level One (Fast Track for Learners Familiar with Spoken Arabic)

This information is for the 2011/12 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:

- All courses follow the dates of the LSE teaching year.
- Please refer to the LSE timetable for course teaching arrangements.

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 2011/12 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:

- All courses follow the dates of the LSE teaching year.
- Please refer to the LSE timetable for course teaching arrangements.

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 2011/12 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:

- All courses follow the dates of the LSE teaching year.
- Please refer to the LSE timetable for course teaching arrangements.

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 2011/12 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:

- All courses follow the dates of the LSE teaching year.
- Please refer to the LSE timetable for course teaching arrangements.

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 2011/12 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:

- All courses follow the dates of the LSE teaching year.
- Please refer to the LSE timetable for course teaching arrangements.

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.

LN709**Arabic: Level Five (Standard)**

This information is for the 2011/12 session.

Teacher responsible:

Lourdes Hernández-Martin

Pre-requisites:

Students who have previously learnt the 'Communicative Content' and 'Structural Content of Level 4 Standard (LN707), see Language Centre website.

Admission to the course upon completion of level test and tutor's approval.

Course content:

To further 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:

- All courses follow the dates of the LSE teaching year.
- Please refer to the LSE timetable for course teaching arrangements.

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 2011/12 session.

Teacher responsible:

Christophe Millart

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:

- All courses follow the dates of the LSE teaching year.
- Please refer to the LSE timetable for course teaching arrangements.

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 2011/12 session.

Teacher responsible:

Christophe Millart

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:

- All courses follow the dates of the LSE teaching year.
- Please refer to the LSE timetable for course teaching arrangements.

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 2011/12 session.

Teacher responsible:

Christophe Millart

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:

- All courses follow the dates of the LSE teaching year.
- Please refer to the LSE timetable for course teaching arrangements.

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 2011/12 session.

Teacher responsible:

Christophe Millart

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 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:

- All courses follow the dates of the LSE teaching year.
- Please refer to the LSE timetable for course teaching arrangements.

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 2011/12 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:

- All courses follow the dates of the LSE teaching year.
- Please refer to the LSE timetable for course teaching arrangements.

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 2011/12 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:

- All courses follow the dates of the LSE teaching year.
- Please refer to the LSE timetable for course teaching arrangements.

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 2011/12 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:

- All courses follow the dates of the LSE teaching year.
- Please refer to the LSE timetable for course teaching arrangements.

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 2011/12 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:

- All courses follow the dates of the LSE teaching year.
- Please refer to the LSE timetable for course teaching arrangements.

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 2011/12 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:

- All courses follow the dates of the LSE teaching year.
- Please refer to the LSE timetable for course teaching arrangements.

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 2011/12 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:

- All courses follow the dates of the LSE teaching year.
- Please refer to the LSE timetable for course teaching arrangements.

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 2011/12 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:

- All courses follow the dates of the LSE teaching year.
- Please refer to the LSE timetable for course teaching arrangements.

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 2011/12 session.

Teacher responsible:

Christophe Millart

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:

- All courses follow the dates of the LSE teaching year.
- Please refer to the LSE timetable for course teaching arrangements.

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 2011/12 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. 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:

- All courses follow the dates of the LSE teaching year.
- Please refer to the LSE timetable for course teaching arrangements.

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 2011/12 session.

Teacher responsible:

Christophe Millart

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:

- All courses follow the dates of the LSE teaching year.
- Please refer to the LSE timetable for course teaching arrangements.

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 2011/12 session.***Teacher responsible:**

Christophe Millart

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:

- All courses follow the dates of the LSE teaching year.

- Please refer to the LSE timetable for course teaching arrangements.

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 Not available in 2011/12**French: Level Five (Media)***This information is for the 2011/12 session.***Teacher responsible:**

Christophe Millart

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:

- All courses follow the dates of the LSE teaching year.

- Please refer to the LSE timetable for course teaching arrangements.

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 2011/12 session.***Teacher responsible:**

Christophe Millart

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:

- All courses follow the dates of the LSE teaching year.

- Please refer to the LSE timetable for course teaching arrangements.

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).

LN807**French: Level Five (CIA Courtauld Institute of Art) Not available in 2011/12***This information is for the 2011/12 session.***Teacher responsible:**

Christophe Millart

Pre-requisites:

This level is suitable for students from the Courtauld Institute of Art who have a good A-Level pass.

(1) This level can also be taken by GCSE students from LSE.

(2) 400 hours including self study (16+). Good A-Level pass. More than eight years at school level.

(3) 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) This is a proficiency course with a focus on current issues through a variety of media, especially visual.
- (2) To develop the ability to speak and interact confidently in French in a wide range of social contexts and situations and present clear, detailed descriptions of a wide range of subjects in the field of Art and Society, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion
- (3) To develop the necessary intercultural skills which are needed in multicultural environments
- (4) To develop transferable skills to interact in debates and meetings
- (5) To read articles and reports concerned with artistic issues in which the writers adopt particular stances or viewpoints and understand texts of a more generalist nature relating to relevant areas of art and culture
- (6) To understand more complex factual texts relating to History of Art, Artistic Culture and Practice and other associated areas
- (7) To follow TV programs and recorded material in MFL Certificate Course: Page 2 of 4 both general and subject specific areas To bring students to level C2 of CEFR

Teaching:

This is a 24 hour-course.

Please refer to the LSE timetable for course teaching arrangements..

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.

LN742

German: Level One (Standard)

This information is for the 2011/12 session.

Teacher responsible:

Dr Peter Skrandies

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:

- All courses follow the dates of the LSE teaching year.

- Please refer to the LSE timetable for course teaching arrangements.

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 2011/12 session.

Teacher responsible:

Dr Peter Skrandies

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:

- All courses follow the dates of the LSE teaching year.
- Please refer to the LSE timetable for course teaching arrangements.

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 Not available in 2011/12

German: Level One (Super Fast Track)

This information is for the 2011/12 session.

Teacher responsible:

Dr Peter Skrandies

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:

- All courses follow the dates of the LSE teaching year.
- Please refer to the LSE timetable for course teaching arrangements.

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 2011/12 session.

Teacher responsible:

Dr Peter Skrandies

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:

- All courses follow the dates of the LSE teaching year.
- Please refer to the LSE timetable for course teaching arrangements.

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 2011/12 session.

Teacher responsible:

Dr Peter Skrandies

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:

- All courses follow the dates of the LSE teaching year.
- Please refer to the LSE timetable for course teaching arrangements.

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 2011/12 session.

Teacher responsible:

Dr Peter Skrandies

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:

- All courses follow the dates of the LSE teaching year.
- Please refer to the LSE timetable for course teaching arrangements.

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 2011/12 session.

Teacher responsible:

Dr Peter Skrandies

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:

- All courses follow the dates of the LSE teaching year.
- Please refer to the LSE timetable for course teaching arrangements.

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 2011/12 session.

Teacher responsible:

Dr Peter Skrandies

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:

- All courses follow the dates of the LSE teaching year.
- Please refer to the LSE timetable for course teaching arrangements.

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 2011/12 session.***Teacher responsible:**

Dr Peter Skrandies

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:

- All courses follow the dates of the LSE teaching year.
- Please refer to the LSE timetable for course teaching arrangements.

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 2011/12 session.***Teacher responsible:**

Dr Peter Skrandies

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:

- All courses follow the dates of the LSE teaching year.
- Please refer to the LSE timetable for course teaching arrangements.

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 Not available 2011/12

German: Level Five (Cinema) -

*This information is for the 2011/12 session.***Teacher responsible:**

Dr Peter Skrandies

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:

- All courses follow the dates of the LSE teaching year.
- Please refer to the LSE timetable for course teaching arrangements.

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 Not available in 2011/12

Greek: Level One (Standard)

*This information is for the 2011/12 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:

- All courses follow the dates of the LSE teaching year.
- Please refer to the LSE timetable for course teaching arrangements.

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 2011/12 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:

- All courses follow the dates of the LSE teaching year.
- Please refer to the LSE timetable for course teaching arrangements.

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 2011/12 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:

- All courses follow the dates of the LSE teaching year.
- Please refer to the LSE timetable for course teaching arrangements.

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 2011/12 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:

- All courses follow the dates of the LSE teaching year.
- Please refer to the LSE timetable for course teaching arrangements.

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 2011/12 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:

- All courses follow the dates of the LSE teaching year.
- Please refer to the LSE timetable for course teaching arrangements.

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 2011/12 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:

- All courses follow the dates of the LSE teaching year.
- Please refer to the LSE timetable for course teaching arrangements.

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 2011/12 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:

- All courses follow the dates of the LSE teaching year.
- Please refer to the LSE timetable for course teaching arrangements.

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 2011/12 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:

- All courses follow the dates of the LSE teaching year.
- Please refer to the LSE timetable for course teaching arrangements.

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 2011/12 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:

- All courses follow the dates of the LSE teaching year.
- Please refer to the LSE timetable for course teaching arrangements.

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 2011/12 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:

- All courses follow the dates of the LSE teaching year.
- Please refer to the LSE timetable for course teaching arrangements.

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.

LN770**Japanese: Level Four (Fast track)**

This information is for the 2011/12 session.

Teacher responsible:

Hiromi Stewart

Pre-requisites:

Previous knowledge of Japanese required: 300 hours, including self-study and fluency in writing and reading Hiragana, Katakana and at least 350 Kanji.

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 Japanese effectively for purposes of practical communication and reading completion dealing with linguistically challenging tasks.
- (3) To establish the skills, language and attitudes required to promote and facilitate further study of Japanese.

Teaching:

This is a 40 hour-course.

Please refer to the LSE timetable for course teaching arrangements.

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 of the Summer Term.
- (3) Final Written Assessment (20%) to take place on weeks 9 or 10 of the Lent term.

LN711**Mandarin: Level One (Standard)**

This information is for the 2011/12 session.

Teacher responsible:

Dr Catherine Hua Xiang

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:

- All courses follow the dates of the LSE teaching year.
- Please refer to the LSE timetable for course teaching arrangements.

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 2011/12 session.

Teacher responsible:

Dr Catherine Hua Xiang

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:

- All courses follow the dates of the LSE teaching year.
- Please refer to the LSE timetable for course teaching arrangements.

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.

LN713**Mandarin: Level Two (Standard)**

This information is for the 2011/12 session.

Teacher responsible:

Dr Catherine Hua Xiang

Pre-requisites:

Some previous knowledge of Chinese required, i.e., about 300 vocabulary and 150 characters or to continue from LSE's Chinese Level I.

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 speaking and listening but does not neglect the reading and writing skills. Admission into the course after completing the online test and upon tutor's approval during the Needs Analysis Interview.

Course content:

(1) To further develop the ability to use Chinese in all four skills (speaking, listening, reading and writing) effectively for purposes of practical communication at survival level.

(2) To improve Chinese pronunciation.

(3) To deal with a range of predictable simple language tasks using a limited linguistic range to meet the needs of differing but familiar situations and topics.

(4) To establish the skills, language and attitudes required to promote and facilitate further study of Chinese.

(5) 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.

LN714**Mandarin: Level Two (Fast Track)**

This information is for the 2011/12 session.

Teacher responsible:

Dr Catherine Hua Xiang

Pre-requisites:

Some previous knowledge of Chinese required: i.e. about 300 words of vocabulary and 150 characters or to continue from LSE's Chinese Level 1.

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 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:

To follow the aim of fast-track courses and maximise the speed of individual student progression

(1) To further develop the ability to use Chinese in all four skills (speaking, listening, reading and writing) effectively for purposes of practical communication.

(2) To improve Chinese pronunciation.

(3) To deal with a range of predictable language tasks using a focused linguistic range to meet the needs of differing but familiar situations and topics.

(4) To build up the skills and language required to promote and facilitate further study of Chinese.

(5) To bring students to the equivalent of level of A2 CEFR.

Teaching:

This is a 20 hour-course.

Please refer to the LSE timetable for course

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 of the Summer Term.

(3) Final Written Assessment (20%) to take place on weeks 9 or 10 of the Lent term.

LN715**Mandarin: Level Three (Standard)**

This information is for the 2011/12 session.

Teacher responsible:

Dr Catherine Hua Xiang

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.

(6) To improve your transferable skills.

(7) To bring students to level A1, B1 CEFR.

Teaching:

• All courses follow the dates of the LSE teaching year.

• Please refer to the LSE timetable for course teaching arrangements.

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 2011/12 session.

Teacher responsible:

Dr Catherine Hua Xiang

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:

- All courses follow the dates of the LSE teaching year.

- Please refer to the LSE timetable for course teaching arrangements.

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.

LN717**Mandarin: Level Four (Standard)**

This information is for the 2011/12 session.

Teacher responsible:

Dr Catherine Hua Xiang

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:

- All courses follow the dates of the LSE teaching year.

- Please refer to the LSE timetable for course teaching arrangements.

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.

LN718**Mandarin: Level Four (Fast Track)**

This information is for the 2011/12 session.

Teacher responsible:

Dr Catherine Hua Xiang

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:

- All courses follow the dates of the LSE teaching year.

- Please refer to the LSE timetable for course teaching arrangements.

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 2011/12 session.

Teacher responsible:

Dr Catherine Hua Xiang

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:

- All courses follow the dates of the LSE teaching year.
- Please refer to the LSE timetable for course teaching arrangements.

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 Not available in 2011/12**Mandarin: Level Five (Pronunciation for Cantonese Speakers)**

This information is for the 2011/12 session.

Teacher responsible:

Dr Catherine Hua Xiang

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:

- All courses follow the dates of the LSE teaching year.
- Please refer to the LSE timetable for course teaching arrangements.

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 2011/12 session.

Teacher responsible:

Benvinda Alves

Pre-requisites:

No previous knowledge required:

All students welcome but they should:

- (1) demonstrate attendance but they should: 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:

- All courses follow the dates of the LSE teaching year.
- Please refer to the LSE timetable for course teaching arrangements.

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 2011/12 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:

- All courses follow the dates of the LSE teaching year.
- Please refer to the LSE timetable for course teaching arrangements.

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 2011/12 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:

- All courses follow the dates of the LSE teaching year.
- Please refer to the LSE timetable for course teaching arrangements.

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 2011/12 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:

- All courses follow the dates of the LSE teaching year.
- Please refer to the LSE timetable for course teaching arrangements.

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.

LN775**Russian: Level Three (Standard)**

This information is for the 2011/12 session.

Teacher responsible:

Dr Olga Sobolev

Pre-requisites:

150 hours including self-study (16+), four/five years at secondary school level (under 16), good pass in GCSE (grades A-B)

Course content:

- (1) To bring students' knowledge of written and spoken Russian up to intermediate/higher intermediate level (As-level).
- (2) To develop an ability to communicate effectively in Russian (using high-frequency vocabulary and structures) in a variety of 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 B1 of CEFR

Teaching:

- All courses follow the dates of the LSE teaching year.
- Please refer to the LSE timetable for course teaching arrangements.

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 2011/12 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:

- All courses follow the dates of the LSE teaching year.
- Please refer to the LSE timetable for course teaching arrangements.

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 2011/12 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:

- All courses follow the dates of the LSE teaching year.

- Please refer to the LSE timetable for course teaching arrangements.

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 2011/12 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:

- All courses follow the dates of the LSE teaching year.
- Please refer to the LSE timetable for course teaching arrangements.

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 2011/12 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:

- All courses follow the dates of the LSE teaching year.
- Please refer to the LSE timetable for course teaching arrangements.

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 2011/12 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:

- All courses follow the dates of the LSE teaching year.
- Please refer to the LSE timetable for course teaching arrangements.

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 2011/12 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:

- All courses follow the dates of the LSE teaching year.
- Please refer to the LSE timetable for course teaching arrangements.

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 2011/12 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:

- All courses follow the dates of the LSE teaching year.
- Please refer to the LSE timetable for course teaching arrangements.

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 2011/12 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:

- All courses follow the dates of the LSE teaching year.
- Please refer to the LSE timetable for course teaching arrangements.

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 2011/12 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:

- All courses follow the dates of the LSE teaching year.
- Please refer to the LSE timetable for course teaching arrangements.

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 2011/12 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:

- All courses follow the dates of the LSE teaching year.
- Please refer to the LSE timetable for course teaching arrangements.

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 2011/12 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:

- All courses follow the dates of the LSE teaching year.
- Please refer to the LSE timetable for course teaching arrangements.

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.

LN789**Spanish: Level Five (Culture and Society)**

This information is for the 2011/12 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 LN803, see Language Centre website. A very 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 mastery course with a focus on Spanish Culture and Society.

- (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 literary texts
- (5) To bring the 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 from week 1 in the Summer Term.
- (3) Final Written Assessment (20%) to take place in weeks 9 or 10 of the Lent Term.

LN790**Spanish: Level Five (Standard)**

This information is for the 2011/12 session.

Teacher responsible:

Rafael Peñas Cruz

Pre-requisites:

Students should have previously learnt and be confident using 'Communicative Content' of Level 4 Fast Track (LN803) 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 establish specific linguistic skills and strategies required to communicate about current issues in Spanish speaking countries
- (6) To bring the students to level C1 of CEFR

Teaching:

- All courses follow the dates of the LSE teaching year.
- Please refer to the LSE timetable for course teaching arrangements.

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 Not available in 2011/12**Spanish: Level Five (Management and Business SCC)**

This information is for the 2011/12 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:

- All courses follow the dates of the LSE teaching year.
- Please refer to the LSE timetable for course teaching arrangements.

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 Not available in 2011/12

Turkish: Level One (Standard)

This information is for the 2011/12 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:

- All courses follow the dates of the LSE teaching year.
- Please refer to the LSE timetable for course teaching arrangements.

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

LN900

Academic English for LSE100

This information is for the 2011/12 session.

Student Profile:

Undergraduate students for whom English is not a first language.

Course Aims:

- To develop students' ability to speak, read and listen more effectively for academic purposes.
- To develop students' ability to write more effectively for academic purposes.

Expected Learning Outcomes:

By the end of this course, students will have:

- explored and clarified style in academic texts
- developed their own written fluency, accuracy and style

Teaching:

Please refer to the LSE timetable for teaching arrangements.

LN961

Academic Communication Skills

This information is for the 2011/12 session.

Student Profile:

Students from the departments of Economics History, European Institute, Government, International History, International Relations who speak English as a foreign language and require support when giving presentations, taking part in seminars, reading academic texts or understanding academic lectures.

Course Aims:

To develop students' ability to speak, read and listen more effectively for academic purposes.

Expected Learning Outcomes:

By the end of the course, students will:

- be familiar with academic expectations and conventions
- have improved the accuracy, clarity and coherence of their spoken English
- have practised giving presentations and taking part in seminars
- have extended their range of lexical expression
- be able to read academic texts and follow academic lectures more fluently and confidently

Teaching:

Please refer to the LSE timetable for teaching arrangements.

LN962

Academic Communication Skills

This information is for the 2011/12 session.

Student Profile:

Students from the department of Law who speak English as a foreign language and require support when giving presentations, taking part in seminars, reading academic texts or understanding academic lectures.

Course Aims:

To develop students' ability to speak, read and listen more effectively for academic purposes.

Expected Learning Outcomes:

By the end of the course, students will:

- be familiar with academic expectations and conventions
- have improved the accuracy, clarity and coherence of their spoken English
- have practised giving presentations and taking part in seminars
- have extended their range of lexical expression
- be able to read academic texts and follow academic lectures more fluently and confidently

Teaching:

Please refer to the LSE timetable for teaching arrangements.

LN963

Academic Communication Skills

This information is for the 2011/12 session.

Student Profile:

Students from the departments of Accounting, Economics, Finance, Mathematics and Statistics who speak English as a foreign language and require support when giving presentations, taking part in seminars, reading academic texts or understanding academic lectures.

Course Aims:

To develop students' ability to speak, read and listen more effectively for academic purposes.

Expected Learning Outcomes:

By the end of the course, students will:

- be familiar with academic expectations and conventions
- have improved the accuracy, clarity and coherence of their spoken English
- have practised giving presentations and taking part in seminars
- have extended their range of lexical expression
- be able to read academic texts and follow academic lectures more fluently and confidently

Teaching:

Please refer to the LSE timetable for teaching arrangements.

LN964**Academic Communication Skills***This information is for the 2011/12 session.***Student Profile:**

Students from the departments of Media & Communications and Social Psychology who speak English as a foreign language and require support when giving presentations, taking part in seminars, reading academic texts or understanding academic lectures.

Course Aims:

To develop students' ability to speak, read and listen more effectively for academic purposes.

Expected Learning Outcomes:

By the end of the course, students will:

- be familiar with academic expectations and conventions
- have improved the accuracy, clarity and coherence of their spoken English
- have practised giving presentations and taking part in seminars
- have extended their range of lexical expression
- be able to read academic texts and follow academic lectures more fluently and confidently

Teaching:

Please refer to the LSE timetable for teaching arrangements.

LN965**Academic Communication Skills***This information is for the 2011/12 session.***Student Profile:**

Students from the departments of Geography & Environment, International Development and Philosophy, Logic & Scientific Method who speak English as a foreign language and require support when giving presentations, taking part in seminars, reading academic texts or understanding academic lectures.

Course Aims:

To develop students' ability to speak, read and listen more effectively for academic purposes.

Expected Learning Outcomes:

By the end of the course, students will:

- be familiar with academic expectations and conventions
- have improved the accuracy, clarity and coherence of their spoken English
- have practised giving presentations and taking part in seminars
- have extended their range of lexical expression
- be able to read academic texts and follow academic lectures more fluently and confidently

Teaching:

Please refer to the LSE timetable for teaching arrangements.

LN966**Academic Communication Skills***This information is for the 2011/12 session.***Student Profile:**

Students from the departments of Anthropology, Gender Institute, Social Policy and Sociology who speak English as a foreign language and require support when giving presentations, taking part in seminars, reading academic texts or understanding academic lectures.

Course Aims:

To develop students' ability to speak, read and listen more effectively for academic purposes.

Expected Learning Outcomes:

By the end of the course, students will:

- be familiar with academic expectations and conventions
- have improved the accuracy, clarity and coherence of their spoken English
- have practised giving presentations and taking part in seminars
- have extended their range of lexical expression

- be able to read academic texts and follow academic lectures more fluently and confidently

Teaching:

Please refer to the LSE timetable for teaching arrangements.

LN967**Academic Communication Skills***This information is for the 2011/12 session.***Student Profile:**

Students from the department of Management (Employment Relations and Organisational Behaviour; Managerial Economics and Strategy) who speak English as a foreign language and require support when giving presentations, taking part in seminars, reading academic texts or understanding academic lectures.

Course Aims:

To develop students' ability to speak, read and listen more effectively for academic purposes.

Expected Learning Outcomes:

By the end of the course, students will:

- be familiar with academic expectations and conventions
- have improved the accuracy, clarity and coherence of their spoken English
- have practised giving presentations and taking part in seminars
- have extended their range of lexical expression
- be able to read academic texts and follow academic lectures more fluently and confidently

Teaching:

Please refer to the LSE timetable for teaching arrangements.

LN969**Academic Communication Skills***This information is for the 2011/12 session.***Student Profile:**

Students from the department of Management (Information Systems and Innovation; Management Science) and Methodology who speak English as a foreign language and require support when giving presentations, taking part in seminars, reading academic texts or understanding academic lectures.

Course Aims:

To develop students' ability to speak, read and listen more effectively for academic purposes.

Expected Learning Outcomes:

By the end of the course, students will:

- be familiar with academic expectations and conventions
- have improved the accuracy, clarity and coherence of their spoken English
- have practised giving presentations and taking part in seminars
- have extended their range of lexical expression
- be able to read academic texts and follow academic lectures more fluently and confidently

Teaching:

Please refer to the LSE timetable for teaching arrangements.

LN991**Academic Writing***This information is for the 2011/12 session.***Student Profile:**

Students from the departments of Economic History, European Institute, Government, International History, International Relations who speak English as a foreign language and require support when writing essays, exams and dissertations.

Course Aims:

To develop students' ability to write more effectively for academic purposes.

Expected Learning Outcomes:

By the end of the course, students will:

- be familiar with the conventions of academic writing
- have improved the accuracy, clarity and coherence of their written English
- have practised clear organisation of texts and appropriate paragraphing
- have extended their range of lexical expression
- be able to evaluate their own writing
- be able to write more fluently and confidently

Teaching:

Please refer to the LSE timetable for teaching arrangements.

LN992

Academic Writing

This information is for the 2011/12 session.

Student Profile:

Students from the department of Law who speak English as a foreign language and require support when writing essays, exams and dissertations.

Course Aims:

To develop students' ability to write more effectively for academic purposes.

Expected Learning Outcomes:

By the end of the course, students will:

- be familiar with the conventions of academic writing
- have improved the accuracy, clarity and coherence of their written English
- have practised clear organisation of texts and appropriate paragraphing
- have extended their range of lexical expression
- be able to evaluate their own writing
- be able to write more fluently and confidently

Teaching:

Please refer to the LSE timetable for teaching arrangements.

LN993

Academic Writing

This information is for the 2011/12 session.

Student Profile:

Students from the departments of Accounting, Economics, Finance, Mathematics and Statistics who speak English as a foreign language and require support when writing essays, exams and dissertations.

Course Aims:

To develop students' ability to write more effectively for academic purposes.

Expected Learning Outcomes:

By the end of the course, students will:

- be familiar with the conventions of academic writing
- have improved the accuracy, clarity and coherence of their written English
- have practised clear organisation of texts and appropriate paragraphing
- have extended their range of lexical expression
- be able to evaluate their own writing
- be able to write more fluently and confidently

Teaching:

Please refer to the LSE timetable for teaching arrangements.

LN994

Academic Writing

This information is for the 2011/12 session.

Student Profile:

Students from the departments of Media & Communications and Social Psychology who speak English as a foreign language and require support when writing essays, exams and dissertations.

Course Aims:

To develop students' ability to write more effectively for academic purposes.

Expected Learning Outcomes:

By the end of the course, students will:

- be familiar with the conventions of academic writing
- have improved the accuracy, clarity and coherence of their written English
- have practised clear organisation of texts and appropriate paragraphing
- have extended their range of lexical expression
- be able to evaluate their own writing
- be able to write more fluently and confidently

Teaching:

Please refer to the LSE timetable for teaching arrangements.

LN995

Academic Writing

This information is for the 2011/12 session.

Student Profile:

Students from the departments of Geography & Environment, International Development and Philosophy, Logic & Scientific Method who speak English as a foreign language and require support when writing essays, exams and dissertations.

Course Aims:

To develop students' ability to write more effectively for academic purposes.

Expected Learning Outcomes:

By the end of the course, students will:

- be familiar with the conventions of academic writing
- have improved the accuracy, clarity and coherence of their written English
- have practised clear organisation of texts and appropriate paragraphing
- have extended their range of lexical expression
- be able to evaluate their own writing
- be able to write more fluently and confidently

Teaching:

Please refer to the LSE timetable for teaching arrangements.

LN996

Academic Writing

This information is for the 2011/12 session.

Student Profile:

Students from the departments of Anthropology, Gender Institute, Social Policy and Sociology who speak English as a foreign language and require support when writing essays, exams and dissertations.

Course Aims:

To develop students' ability to write more effectively for academic purposes.

Expected Learning Outcomes:

By the end of the course, students will:

- be familiar with the conventions of academic writing
- have improved the accuracy, clarity and coherence of their written English
- have practised clear organisation of texts and appropriate paragraphing
- have extended their range of lexical expression
- be able to evaluate their own writing
- be able to write more fluently and confidently

Teaching:

Please refer to the LSE timetable for teaching arrangements.

LN997

Academic Writing

This information is for the 2011/12 session.

Student Profile:

Students from the department of Management (Employment Relations and Organisational Behaviour; Managerial Economics and Strategy) who speak English as a foreign language and require support when writing essays, exams and dissertations.

Course Aims:

To develop students' ability to write more effectively for academic purposes.

Expected Learning Outcomes:

By the end of the course, students will:

- be familiar with the conventions of academic writing
- have improved the accuracy, clarity and coherence of their written English
- have practised clear organisation of texts and appropriate paragraphing
- have extended their range of lexical expression
- be able to evaluate their own writing
- be able to write more fluently and confidently

Teaching:

Please refer to the LSE timetable for teaching arrangements.

LN999

Academic Writing

This information is for the 2011/12 session.

Student Profile:

Students from the department of Management (Information Systems and Innovation; Management Science) and Methodology who speak English as a foreign language and require support when writing essays, exams and dissertations.

Course Aims:

To develop students' ability to write more effectively for academic purposes.

Expected Learning Outcomes:

By the end of the course, students will:

- be familiar with the conventions of academic writing
- have improved the accuracy, clarity and coherence of their written English
- have practised clear organisation of texts and appropriate paragraphing
- have extended their range of lexical expression
- be able to evaluate their own writing
- be able to write more fluently and confidently

Teaching:

Please refer to the LSE timetable for teaching arrangements.

LN988

Thesis Writing

This information is for the 2011/12 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:

By the end of this course, students will have

- explored and clarified style in academic texts
- developed their own written fluency, accuracy and style

Teaching:

Please refer to the LSE timetable for teaching arrangements.

LN989

Examination Writing Skills

This information is for the 2011/12 session.

Student Profile:

Students who have received Academic Writing Departmental specific support in the Michaelmas and Lent Terms.

Course Aims:

To develop an appropriate written style for examinations.

Expected Learning Outcomes:

By the end of this course, students will have

- developed their own written fluency, accuracy and style for examination purposes.

Teaching:

Please refer to the LSE timetable for teaching arrangements.

Registration will be through the LSE Training System in the Summer Term www.lse.ac.uk/training.

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 11/12) means not available in the 2011/12 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. MY4M1 **Foundations of Social Research 1** and MY4M2 **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

For students starting in or after the 2010/11 session

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 dictate the sequence and duration of the coursework.

Track 1 is aimed at students graduating with a first class undergraduate degree in economics from a reputable university institution. Track 2 is for students who have completed a graduate degree in economics from a reputable university institution and who have demonstrated exceptional performance in it. The decision on which track students are registered is a matter of academic judgement of the selectors for the programme.

The School's regulations for Taught Masters Degrees apply to Track 1 course components 1. - 6. and Track 2 course components 1. - 5., except where the regulations below supersede the School's degree regulations.

Track 1

1A. Programme Structure

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.

First year of Track 1

Students are required to take the following MRes core courses:

1. EC441 Microeconomics for MRes Students
2. EC442 Macroeconomics for MRes Students
3. EC443 Econometrics for MRes Students or EC484 Econometric Analysis*

* 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.

Second year of Track 1

Students are required to take:

4. EC599 Research Paper in Economics (5,000 - 10,000 words in length)
5. One from the Field Selection List below

Students who obtain at least two marks of 60% or more and one mark of 50% or more in the core courses 1. - 3. will be allowed to take their second (PhD qualifying) field during year 2 (paper 6).

In addition, students attend:

- A. SS501 Authoring a PhD and Developing as a Researcher: Getting Started
- B. EC501 Work in Progress Seminars
- C. The weekly departmental seminar series closest to their major field.

Third and further years of Track 1

Students who have not completed paper 6 (PhD qualifying field course) will be required to take:

6. One from the Field Selection List below but different from paper 5. In addition, students attend:
- D. SS502 Authoring a PhD and Developing as a Researcher: The Middle Years
- E. SS503 Authoring a PhD and Developing as a Researcher: The Endgame
- F. EC501 Work in Progress Seminars, where they present their research
- G. The weekly departmental seminar series closest to their major field

Students are required to work on their research and to write a PhD thesis.

1B. Progression and Degree Requirements

Progression to year 2 of MRes in Economics

In order to progress unconditionally from the first to the second year of MRes registration, students are required to achieve pass marks of 50% or higher in papers 1, 2 and 3. Students who do not attain this standard may proceed to the second year with up to two resit papers, only with the permission of the MRes Programme Director, with the restriction that they can sit a maximum of four exams (including resits and EC599) in year 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 five-unit Taught Masters Degree. Students are required to achieve a pass mark of 50% in papers 1, 2, 3, 4 and 5. One failed paper (but not a bad fail of 29% or less) can be compensated by a mark of 55% or higher in another paper.

Progression to PhD registration

For PhD registration students are required to achieve three marks of 60% or higher and two marks of 50% or higher in MRes papers 1, 2, 3, 4 and 5. Two marks of 60% or higher are required from the MRes core papers 1, 2, and 3. A mark between 55 - 59% in one of these core papers can be condoned by a mark of +70% in another core paper and/or a mark between 50 - 59% in one of these core papers can be condoned by a mark of +70% in the EC599 research paper. Students missing the overall progression requirement by one paper are permitted to progress to PhD registration, but will subsequently need to re-sit and pass the paper to the necessary standard to continue their PhD registration. Students will also need to pass their PhD-qualifying field course (paper 6), which is taken in the first year of PhD registration, with 50% or higher.

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. In exceptional circumstances, the Graduate Studies Sub-committee can grant permission to a candidate to resit a

paper in a subsequent year. Students can resit each paper only 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 this standard at re-sit. A student can appeal against the Department's decision on progression to PhD according to the appeal's procedures against decisions on upgrading to PhD in the School's Regulations for Research Degrees.

Award of the PhD in Economics

Award of the PhD is contingent on meeting the progression requirements for the PhD, passing the PhD qualifying field with a mark of 50% or higher, and on the completion and defence of an original research thesis, in accordance with LSE regulations.

Track 2

2A. Programme Structure

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:

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 (5,000 - 10,000 words in length)

* Permission must be obtained to sit EC484: it is intended for students with a strong econometrics background and an interest in pursuing a PhD with econometrics as the primary field. Students who have completed EC484 to the required standard as part of their MSc do not have to take the course again and will have their MSc mark carried forward. These students are permitted to take their PhD qualifying field course (paper 5) in place of paper 3.

In addition, students attend

- A. SS501 Authoring a PhD and Developing as a Researcher
- B. EC501 Work in Progress Seminars
- C. The weekly departmental seminar series closest to their major field.

Subsequent years of Track 2 (if upgraded to PhD):

Students are required to take:

5. One from the Field Selection List below (PhD qualifying field course).

Students who are permitted to take a PhD qualifying field in year 1 are waived this additional requirement.

In addition, students attend:

- A. SS501 Authoring a PhD and Developing as a Researcher: Getting Started
- B. SS502 Authoring a PhD and Developing as a Researcher: The Middle Years
- C. SS503 Authoring a PhD and Developing as a Researcher: The Endgame
- D. EC501 Work in Progress Seminars, where they present their research
- E. The weekly departmental seminar series closest to their major field.

Students are required to work on their research and to write a PhD thesis.

2B. Progression and Degree Requirements

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 and 4. One failed paper (but not a bad fail of 29% or less) can be compensated by a mark of 55% or higher in another paper.

Progression to PhD registration

For PhD registration students are required to achieve two marks of 60% or higher and two marks of 50% or higher in MRes papers 1, 2, 3 and 4. Two marks of 60% or higher are required from the MRes core papers 1, 2, and 3. A mark between 55 - 59% in one of these core papers can be condoned by a mark of +70% in another core paper and/or a mark between 50 - 59% in one of these core papers can be condoned by a mark of +70% in the EC599 research paper. Students missing the overall progression requirement by one paper are permitted to progress to PhD registration, but will subsequently need to re-sit and pass the paper to the necessary standard to continue their PhD registration. Students will also need to pass their PhD-qualifying field course (paper 5), which is taken in the first year of PhD registration, with 50% or higher.

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. In exceptional circumstances, the Graduate Studies Sub-committee can grant permission to a candidate to resit a paper in a subsequent year. Students can resit each paper only 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 this standard at re-sit.

A student can appeal against the Department's decision on progression to PhD according to the appeal's procedures against decisions on upgrading to PhD in the School's Regulations for Research Degrees.

Award of the PhD in Economics

Award of the PhD is contingent on meeting the progression requirements for the PhD, passing the PhD qualifying field with a mark of 50% or higher, and on the completion and defence of an original research thesis, in accordance with 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 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 Programme Director, 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 Economics

For students starting before the 2010/11 session

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.

Programme Structure

Track 1: (5 MRes Papers + 1 PhD-qualifying paper)

Track 1 Students are required to attend EC400 Introductory Course in Mathematics and Statistics before commencing the MRes/PhD programme.

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.

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 TLC training course '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. SS501 Authoring a PhD and Developing as a Researcher: Getting Started (formerly MI5A1)
- 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. SS502 Authoring a PhD and Developing as a Researcher: The Middle Years (formerly MI5A2)
- E. SS503 Authoring a PhD and Developing as a Researcher: The Endgame (formerly MI5A3)
- * 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 Sub-committee can grant permission to a candidate to resit a paper in a subsequent year in exceptional circumstances. Each paper can only be re-sat 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 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: (4 MRes Papers + 1 PhD-qualifying paper)

Track 2 Students may be required to attend EC400 Introductory Course in Mathematics and Statistics 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 courses (non-examinable)

- A. SS501 Authoring a PhD and Developing as a Researcher: Getting Started (formerly MI5A1)
- 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 courses (non-examinable)

- D. SS502 Authoring a PhD and Developing as a Researcher: The Middle Years (formerly MI5A2)
- E. SS503 Authoring a PhD and Developing as a Researcher: The Endgame (formerly MI5A3)
- + 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 Sub-committee can grant permission to a candidate to resit a paper in a subsequent year in exceptional circumstances. Each paper can only be re-sat 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 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 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.

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 MY452 Applied Regression Analysis (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 MY451 Introduction to Quantitative Analysis (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

Upgrade 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 MPhil/PhD Regulations

(H) means a half-unit course
(C) means this course is capped
(n/a 11/12) means not available in the 2011/12 academic year
(M) means Michaelmas Term
(L) means Lent Term
(S) means Summer Term

MPhil/PhD Accounting

In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Year One

Training courses Compulsory (not examined):

AC500 Accounting, Organisations and Society

Compulsory (examined):

AC502 Foundations in Accounting, Organisations and Institutions (H)
Two of the following (to the value of 1.5 course units) normally to be taken in the first year (one course may need to be taken in Year Two):

AC410 Management Accounting, Strategy and Organisational Control

AC411 Accounting, Strategy and Control (H)

AC420 Financial Reporting in Capital Markets

AC444 Valuation and Security Analysis (H)

AC470 Accounting in the Global Economy (H)

EH463 The Long-Run Analysis of Firms and Industries (H) (n/a 11/12)

EH487 International Economic Institutions since World War I (H)

GV478 Political Science and Public Policy

GV481 Political Science and Political Economy (H)

GV488 Law and Politics of Regulation

GV4E4 Public Budgeting and Financial Management (n/a 11/12)

GY420 Environmental Regulation: Implementing Policy

GY423 Environment and Development

GY455 Economic Appraisal and Valuation (H)

LL406 Introduction to Regulation (H)

LL425 European Monetary and Financial Services Law

LL435 Corporate Governance

LL440 Corporate Accountability: Topics in Legal and Accounting Regulation

LL484 Regulation of Financial Markets

LL4C9 Project Finance and Public Private Partnerships

LL4D5 Legal Risk in the Financial Markets (H)

SO425 Risk, Regulation and Economic Life (n/a 11/12)

SO430 Economic Sociology (H)

Any other graduate-level course available in the School with permission from the PhD Programme Director.

Optional (examined):

At least one methodology course, including courses offered by the Methodology Institute, either in their first and/or second year of the programme.

Transferable skills courses

Compulsory (not examined):

AC501 Seminar in Accounting Research Methods

Optional (not examined):

Relevant seminars in related areas elsewhere in the School.
Appropriate international workshops and colloquia

Year Two

Training courses

Compulsory (not examined):

AC500 Accounting, Organisations and Society

Compulsory (examined):

Students who have completed less than 2 graduate-level course units in Year One will take additional courses.

Optional (examined):

As needed students may take course(s) or research training session(s) offered by the Methodology Institute.

Transferable skills courses

Compulsory (not examined):

Department of Accounting research seminars

Optional (not examined):

Relevant seminars in related areas offered elsewhere in the School.
Appropriate international workshops and colloquia

Year Three

Training courses

Compulsory (not examined):

AC500 Accounting, Organisations and Society

Optional (examined):

As needed, students may take course(s) or research training session(s) offered by the Methodology Institute.

Transferable skills courses

Compulsory (not examined):

Department of Accounting research seminars

Optional (not examined):

Relevant seminars in related areas offered elsewhere in the School.
Appropriate international workshops and colloquia

Year Four

Training courses

Compulsory (not examined):

AC500 Accounting, Organisations and Society

Optional (examined):

As needed, students may take course(s) or research training session(s) offered by the Methodology Institute.

Transferable skills courses

Compulsory (not examined):

Department of Accounting research seminars

Optional (not examined):

Relevant seminars in related areas offered elsewhere in the School.
Appropriate international workshops and colloquia

Progression and upgrade requirements:

To proceed from Year One to Year Two, students must pass all course examinations normally with high Merit or Distinction marks.

Examinations:

All MPhil/PhD Accounting students are required to achieve a pass mark of at least 65% in their examined courses. The examiners may, in exceptional circumstances, condone a lower pass mark if there is strength elsewhere. Students failing a paper can, at the discretion of the departmental Postgraduate Assessment Review Committee, and taking into account overall performance, re-sit that paper on one occasion only. The departmental Postgraduate Assessment Review

Committee may also decide to substitute a make-up assignment, such as a 5,000-word essay, to redress any mark deficiencies.

Seminar presentations:

Students are required to make a seminar presentation in each year of their programme.

Upgrade:

Students will initially be registered for the MPhil. In order to progress to PhD registration, students must have achieved a pass mark of at least 65% in their taught course exams, and have made satisfactory progress in their research, which normally is understood to mean a solid draft of one complete chapter, plus a detailed outline for the rest of the dissertation with abstracts for each proposed chapter. The departmental 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.

Teaching Experience:

Students are offered the opportunity to gain teaching experience with appropriate training, and are encouraged to take presentation skills and other training offered by the Teaching and Learning Centre.

MPhil/PhD Anthropology

In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Years One and Two: Pre-fieldwork

Training courses

Compulsory (not-examined):

AN500 Seminar on Anthropological Research

Compulsory (examined):

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 MY452 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 (1): Production and Exchange (H),

AN457 Anthropology of Economy (2): Development, 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).

Transferable skills courses Optional (not examined):

Students are encouraged to attend SS501 Authoring a PhD and Developing as a Researcher: Getting Started

Years Two-Three: fieldwork

Fieldwork normally lasts approximately fifteen to eighteen months.

Years Three-Four: Post-fieldwork

Training courses

Compulsory (not examined):

After fieldwork 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.

Presentation requirements:

In the year following their return from the field, students are required to present a chapter to the rest of their cohort in the Thesis Writing Seminar (AN503). In the final year, students are normally expected to present a paper in the Departmental Seminar on Anthropological Research (AN500).

Transferable skills courses

Optional (not examined):

Students are encouraged to attend SS502 Authoring a PhD and Developing as a Researcher: The Middle Years and SS503 Authoring a PhD and Developing as a Researcher: The Endgame

Progression and upgrade requirements:

In the first year of the programme, AN449 and AN455 will be examined in the Summer Term. Together these count for 25% of the total mark of the year. 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. Essays for the additional course are submitted at the end of Lent Term. If a mark of 60% is not achieved essays must be resubmitted within four weeks. The research proposal, worth 75% of the total mark for the year, will be examined, and must be passed before a student is upgraded to the PhD and allowed to begin fieldwork.

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 One

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 (1): Production and Exchange (H)
AN457 Anthropology of Economy (2): Development, 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) (n/a 11/12)
AN420 The Anthropology of South-East Asia (H)
AN421 The Anthropology of Industrialisation and Industrial Life (H)
AN424 The Anthropology of Melanesia (H) (n/a 11/12)
AN429 The Anthropology of Southern Africa (H) (n/a 11/12)
AN436 The Anthropology of Development (H) (n/a 11/12)
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 11/12)
AN444 Investigating the Philippines- New Approaches and |

Ethnographic Contexts (H) (n/a 11/12)
 AN447 China in Comparative Perspective
 AN453 The Anthropology of India (H) (n/a 11/12)
 AN458 Children and Youth in Contemporary Ethnography (H) (n/a 11/12)
 AN459 Anthropology and Media (H)
 AN461 Anthropological Approaches to Questions of Being (H) (n/a 11/12)
 AN462 The Anthropology of Post-Soviet Eurasia (H)
 AN463 The Anthropology of Borders and Boundaries (H) (n/a 11/12)
 AN464 Ethnography of a Selected Region (H) (n/a 11/12)
 AN465 Medical Anthropology (H) (n/a 11/12)
 AN467 The Anthropology of South Asia (H) (n/a 11/12)
 AN468 The Anthropology of Schooling (H)
 AN499 Dissertation

4

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 One**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 Two

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:
<http://www.lse.ac.uk/resources/calendar/programmeRegulations/mPhilPhD/anthropology.htm>

Years Three to Five

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

In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Year One**Training courses****Optional (not examined)**

If not already taken previously:
 SA451 Social Policy Research
 MY451 Introduction to Quantitative Analysis (H)
 MY400 Fundamentals of Social Science Research Design (H)
 MY421 Qualitative Research Methods (H)
 Students will discuss with their supervisors any other methodological training that may be relevant for the successful completion of the MPhil/PhD programme.

Transferable skills courses**Compulsory (not examined):**

SA550 Research Student Seminar

Optional (not examined):

Relevant courses provided by the Library, Teaching and Learning

Centre and Methodology Institute

Year Two**Training courses****Optional (not examined):**

MY452 Applied Regression Analysis (H)
 MY455 Multivariate Analysis and Measurement (H)

Transferable skills courses**Optional (not examined):**

SA550 Research Student Seminar

Year Three**Transferable skills courses****Optional (not examined):**

SA550 Research Student Seminar

Year Four**Transferable skills courses****Optional (not examined):**

SA550 Research Student Seminar

Progression and Upgrade requirements

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 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 prior to the submission of their major review document and to address issues raised by the Research Students' Programme Director(s).

MPhil/PhD Development Studies

In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Year One**Training courses Compulsory (examined)**

All students will be required to take either a full or two half unit courses in research methods in the School's Methodology Institute. The precise courses taken will be decided in consultation with the student's primary supervisor.

Compulsory (not examined)

DV500 Research Seminar in Development Studies
 Students who have not received their MSc Development Studies from the LSE will be required to attend the lectures for the core course DV400 Development: History, Theory and Policy. All first year students are required to attend a special seminar for research students.

Optional (not examined)

Further appropriate graduate level courses in the Department of International Development and agreed with supervisor.

Transferable skills courses Compulsory (not examined)

SS501 Authoring a PhD and Developing as a Researcher: Getting Started

Optional (not examined)

MPhil/PhD students will find it advantageous to attend the weekly Visiting lecture Series in Development Studies in Michaelmas Term.

Year Two**Transferable skills courses****Compulsory (not examined)**

SS502 Authoring a PhD and Developing as a Researcher: The Middle Years

Year Three**Transferable skills courses Compulsory (not examined)**

SS503 Authoring a PhD and Developing as a Researcher: The Endgame

Year Four

Students are expected to have completed their research.

Progression and Upgrade requirements

Students will be required to achieve a minimum mark of 65% in the Methodology courses. Failure to do so may mean that you are unable to progress onto the PhD programme and will remain at MPhil until you have either completed a further methodology course or achieved an improved grade.

All students will be interviewed during the Michaelmas term of their second year by the Graduate Review Committee. Continued 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. By the end of ST of the second year students should have finished all fieldwork (where applicable). By the end of the third year students should be able to complete their dissertation.

MPhil/PhD Economic History

In addition to progressing with their research, students are expected to take the listed training and transferable skills courses.

Students may take courses in addition to those listed, and should discuss this with their supervisor.

Year One

Training courses**Compulsory (examined)**

EH520 Approaches to Economic and Social History EH401 and EH402 (unless already taken as part of the Master's degree, and, where appropriate, a pre-sessional statistics course)

Optional (not examined)

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.

Transferable skills courses

Compulsory (not examined)

EH590 Thesis Workshop in Economic History

SS501 Authoring a PhD and Developing as a Researcher: Getting Started

Year Two**Training courses****Compulsory (not examined)**

EH590 Thesis Workshop in Economic History

Transferable skills courses

Compulsory (not examined)

SS502 Authoring a PhD and Developing as a Researcher: The Middle Years

Year Three**Training courses****Compulsory (not examined)**

EH590 Thesis Workshop in Economic History

Transferable skills courses**Compulsory (not examined)**

SS503 Authoring a PhD and Developing as a Researcher: The Endgame

Year Four**Training courses****Compulsory (not examined)**

EH590 Thesis Workshop in Economic History

Progression and upgrade requirements

At the end of the Lent Term of the first year, students are required to present their work to the Thesis Workshop in Economic History. By the start of the Summer Term 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 examination 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 Summer Term. The Committee will interview all students during the Summer Term, and re-registration for a second year will be conditional on the work presented being of a satisfactory standard. All students 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.

By the Summer Term 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.

MPhil/PhD Economics

In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Students may be taking the MRes/PhD Economics (Track 1 or Track 2) and should refer to the regulations at: <http://www.lse.ac.uk/resources/calendar/programmeRegulations/mResPhD/mResPhDinEconomics.htm>

Year One**Training courses****Compulsory (examined)**

EC502 Topics in Economic Analysis (now withdrawn)

One 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.

Transferable skills courses**Compulsory (not examined)**

EC500 Seminar in Research Strategy (now withdrawn)

Presentation requirements

Students are required to make short presentations of their proposed research in the weekly Seminar in Research Strategy

Year Two**Transferable skills courses****Compulsory (not examined)**

EC501 Work in Progress Seminar

Year Three**Transferable skills courses****Compulsory (not examined)**

EC501 Work in Progress Seminar

Year Four**Transferable skills courses****Compulsory (not examined)**

EC501 Work in Progress Seminar

Progression and upgrade requirements

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. Every student is expected to produce one substantial piece of written work in the first year.

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.

In the second and subsequent years all students attend their relevant Work in Progress Seminar where significant chapters of thesis 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. 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.

MPhil/PhD European Studies

In addition to progressing with their research, students are expected to take the listed training and transferable skills courses.

Students may take courses in addition to those listed, and should discuss this with their supervisor.

Year One**Training courses****Compulsory (not examined)**

EU554 Research Methods and Design in European Studies

Optional (examined)

MY452 Applied Regression Analysis (H)

Further training courses provided by the Methodology Institute and agreed with the supervisor

Transferable skills courses**Optional (not examined)**

SS501 Authoring a PhD and Developing as a Researcher: Getting Started

Year Two**Training courses****Compulsory (not examined)**

EU550 Research Workshop in European Studies

Students expected to take relevant course(s) in the Methodology Institute or in other Departments as agreed with their supervisor

Optional (not examined)

EU553 European Political Economy Research Seminar

EU555/GV555/IR555 Political Economy and Public Policy Workshop

Transferable skills courses**Compulsory (not examined)**

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.

Optional (not examined)

SS502 Authoring a PhD and Developing as a Researcher: The Middle Years

Year Three**Training courses****Compulsory (not examined)**

EU550 Research Workshop in European Studies

Optional (not examined)

EU553 European Political Economy Research Seminar

If not taken in Year Two:

EU555/GV555/IR555 Political Economy and Public Policy Workshop

Transferable skills courses**Optional (not examined)**

SS503 Authoring a PhD and Developing as a Researcher: The Endgame

Year Four**Transferable skills courses****Optional (not examined)**

EU550 Research Workshop in European Studies

Progress Reviews and Upgrading to PhD

By the end of the first year all students must submit the following: 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.

By the end of the second year all students must submit: 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. This material is considered with a view to upgrading to PhD status; such decisions are taken by 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.

By the end of the third year, all students must submit: two copies of the abstract, introduction + core chapter(s) of their thesis, and an annotated table of contents (including a timetable for expected completion of chapters) in preparation for their Third Year Progress Review. Students are expected to present the submitted material to staff at the Third Year Review Workshop.

MPhil/PhD Finance

In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Students will take either Route 1 or Route 2 (depending on their previous Masters qualification) as detailed below.

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 One

Training courses

Compulsory (examined)

FM404 Forecasting Financial Time Series (H)

FM437 Financial Econometrics

FM502 Theories of Finance

EC441 Microeconomics for MRes Students

Transferable skills courses

Compulsory (not examined)

Capital Markets Workshop

FM505 PhD Seminar in Finance

Optional (not examined)

Any relevant seminars in related areas

SS501 Authoring a PhD and Developing as a Researcher: Getting Started

MI512 Information Literacy Tools for Research

Year Two

Training courses

Compulsory (examined)

FM503 Empirical Finance

And one full unit equivalent optional course from:

EC442 Macroeconomics for MRes Students

EC443 Econometrics for MRes Students

EC518 Topics in Advanced Econometrics for Research Students

EC537 Microeconomic Theory for Research Students

EC539 Macroeconomic Theory for Research Students

Or any other course approved by the Programme Director

Transferable skills courses

Compulsory (not examined)

Capital Markets Workshop

FM505 PhD Seminar in Finance

Optional (not examined)

SS502 Authoring a PhD and Developing as a Researcher: The Middle Years

Any relevant seminars in related areas

Presentation requirements:

Students are required to do a seminar presentation in the second year.

Years three and four

Students spend the remainder of their PhD registration period carrying out research and thesis writing. They should also attend the following courses:

Transferable skills courses

Compulsory (not examined)

Capital Markets Workshop

FM505 PhD Seminar in Finance

Optional (not examined)

SS503 Authoring a PhD and Developing as a Researcher: The Endgame

Other seminars closest to student's field of study.

Progression and upgrade requirements

All students are required to achieve a mark of at least 65% in their examined courses, with the exception of EC441 where the required mark is 50%. The examiners may decide under certain conditions to condone a lower mark if there is strength elsewhere. Students failing to satisfy a progression requirement in a paper can, at the examiner's discretion, taking into account overall performance, re-sit that paper on one occasion only.

Students are initially registered for an MPhil. In order to progress

to PhD registration, students must have achieved a mark of at least 65% in the taught course exams, with the exception of EC441 where the required mark is 50%, and have made satisfactory progress in their research. Route 1 students will also be required to submit and defend a thesis proposal to a small Committee. The proposal builds on the 10,000 word essay completed for FM505 and should be submitted at the latest by the beginning of Summer Term of the second year of registration. The thesis proposal defence will be scheduled upon the satisfactory conclusion of all examined courses and completion of the FM505 paper and presentation. 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.

Route 2:

Students who have taken the MSc Finance and Economics or MSc Finance and Economics (Research) programmes at LSE or equivalent from another institution may enter onto Route 2 of the programme (this will have been subject to the approval of the Programme Director).

Year One

Training courses

Compulsory (examined):

FM502 Theories of Finance

FM503 Empirical Finance

FM505 PhD Seminar in Finance

EC441 Microeconomics for MRes Students

Students who have already taken EC441 as part of the MSc Finance and Economics should instead choose one full unit equivalent optional course from:

EC442 Macroeconomics for MRes Students

EC443 Econometrics for MRes Students

EC518 Topics in Advanced Econometrics for Research Students

EC537 Microeconomic Theory for Research Students

EC539 Macroeconomic Theory for Research Students

Or any other course approved by the Programme Director

Transferable skills courses

Compulsory (not examined):

Capital Markets Workshop FM505 PhD Seminar in Finance

Optional (not examined):

SS501 Authoring a PhD and Developing as a Researcher: Getting Started

Years Two to Four

You will spend the remainder of your PhD registration period carrying out research and thesis writing.

Transferable skills courses

Compulsory (not examined):

Capital Markets Workshop

FM505 PhD Seminar in Finance

Optional (not examined):

SS502 Authoring a PhD and Developing as a Researcher: The Middle Years

SS503 Authoring a PhD and Developing as a Researcher: The Endgame

Any other seminars closest to your field of study

Presentation requirements:

Students are required to do a seminar presentation in the second year.

Progression and upgrade requirements

All students are required to achieve a mark of at least 65% in their examined courses, with the exception of EC441 where the required mark is 50%. The examiners may decide under certain conditions to condone a lower mark if there is strength elsewhere. Students

failing to satisfy a progression requirement in a paper can, at the examiner's discretion, taking into account overall performance, re-sit that paper on one occasion only.

Students are initially registered for an MPhil. In order to progress to PhD registration, students must have achieved a mark of at least 65% in the taught course exams, with the exception of EC441 where the required mark is 50%, and have made satisfactory progress in their research. Route 2 students will also be required to submit and defend a thesis proposal to a small Committee. The proposal builds on the 10,000 word essay completed for FM505 and should be submitted at the latest by the beginning of Lent Term of the second year of registration. The thesis proposal defence will be scheduled upon the satisfactory conclusion of all examined courses and completion of the FM505 paper and presentation. 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.

MPhil/PhD Gender

In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Year One

Training courses

Compulsory (examined)

Aims and Methods (first year programme)

Compulsory (not examined)

GI400 Gender Theories in the Modern World: An Interdisciplinary Approach (lectures only)

GI402 Gender, Knowledge and Research Practice (lectures, seminars and workshops)

Optional (not examined)

GI499 Dissertation Methodologies in Interdisciplinary Perspective

MY530 Advanced Qualitative Analysis

Quantitative and/or qualitative training courses provided in the Methodology Institute, as agreed with supervisor.

Audit any course from the Gender Institute menu:

GI403 Gender and Media Representation

GI405 Globalising Sexualities

GI406 Feminist Political Theory

GI407 Globalisation, Gender and Development

GI408 Cultural Constructions of the Body

GI409 Gender, Globalisation and Development: An Introduction

GI410 Screening the Present: contemporary cinema and cultural critique

GI411 Gender, Postcolonialism, Development: Critical Perspectives and New Directions

GI412 Narratives of the Modern

GI413 Gender and Militarisation

GI499 Dissertation

Audit of relevant courses on other Masters programmes with agreement of the supervisor

Transferable skills courses

Compulsory (not examined)

GI500 Doctoral Workshop

Optional (not examined)

SS501 Authoring a PhD and Developing as a Researcher: Getting Started

Year Two

Training courses

Optional (students should agree with their supervisor

whether the courses taken will also be examined)

Quantitative and/or qualitative training courses provided in the Methodology Institute as agreed with supervisor.

Audit any course from the Gender Institute menu as above.

Audit of relevant courses on other Masters programmes with agreement of the supervisor

Transferable skills courses

Compulsory (not examined)

GI500 Doctoral Workshop

Optional (not examined)

SS502 Authoring a PhD and Developing as a Researcher: The Middle Years

Year Three

Training courses

Optional (students should agree with their supervisor

whether the courses taken will also be examined)

Quantitative and/or qualitative training courses provided in the Methodology Institute and/or Gender Institute, as agreed with supervisor.

Audit any course from the Gender Institute menu as above.

Audit of relevant courses on other Masters programmes with agreement of the supervisor.

Transferable skills courses

Compulsory (not examined)

GI500 Doctoral Workshop

Optional (not examined)

SS503 Authoring a PhD and Developing as a Researcher: The Endgame

Year Four

Training courses

Optional (examined/not examined):

Quantitative and/or qualitative training courses provided in the Methodology Institute, as agreed with supervisor.

Audit any course from the Gender Institute menu as above.

Audit of relevant courses on other Masters programmes with agreement of the supervisor.

Transferable skills courses

Compulsory (not examined)

GI500 Doctoral Workshop

Progression and upgrade requirements

In the first year students will go through their Aims and Methods examination. This is held in the summer term and materials should be submitted by the end of the second week of summer term. Students submit a draft chapter and a research proposal for consideration by a panel of their supervisor and advisor (and occasionally one other person with appropriate expertise). The research proposal follows a specific template and includes research objectives, the methodology and short research rationale. The nature of the chapter should be agreed with the supervisor. Both parts of the assessment focus on the student's own research and draw on material and debates engaged in GI400 and GI402 where relevant. Students must pass Aims and Methods before progressing to their second year. If unsuccessful at first sit, students have the opportunity to retake Aims and Methods once more at the end of September. Research students make the transition from MPhil to PhD (Upgrading) by the end of the MT of their second year. In order to upgrade, students must have passed Aims and Methods. For Upgrade, students submit a detailed outline for their thesis (including the anticipated division into chapters), two substantive draft chapters (usually a literature review, methodology or introductory chapter, in discussion with supervisor), and a timetable for completion. The Upgrade is examined in a viva and the committee consists of the main and advisory supervisors and one other person who is not familiar with the student's work. Part-time

student submissions are calculated pro-rata for both Aims and Methods and Upgrading.

Expectations for successful Aims and Methods and Upgrading:

- Satisfactory completion of materials for submission and appropriate academic presentation of the same
- Completion of compulsory courses, attendance and contribution to Doctoral Workshop
- Development of appropriate LSE courses in discussion with supervisor

Having successfully Upgraded you will have an annual review with your supervisor and advisor to ensure satisfactory progress.

MPhil/PhD Geography

In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Year One

Training courses

Compulsory (not examined)

GY502 Staff/Research Students Seminars

Compulsory (examined)

Students without a recognised research training MSc will be required to take:

Either MY4M1 Foundations of Social Research 1

or MY4M2 Foundations of Social Research 2, or another relevant course (to be approved by supervisor and the Director of Postgraduate Studies)

One specialist subject course approved by the supervisor and the Director of the Postgraduate Studies. This can be GY403 Contemporary Debates in Human Geography or another relevant course.

Optional (examined/not examined)

One relevant advanced research methods course and one advanced specialist subject course by agreement with the supervisor.

Transferable skills courses

Compulsory (not examined)

GY500 Geographical Project Seminar

MI512: Information Literacy: tools for research

SS501 Authoring a PhD and Developing as a Researcher: Getting Started

Year Two

Training courses

Compulsory (not examined)

GY502: Staff/Research Students Seminars

Transferable skills courses

Compulsory (not examined)

GY500 Geographical Project Seminar

SS502 Authoring a PhD and Developing as a Researcher: The Middle Years

Optional (examined/not examined)

Students may attend additional courses, as deemed relevant by their supervisor.

Year three

Training courses

Compulsory (not examined)

GY502: Staff/Research Students Seminars

Optional (examined/not examined)

Students may attend additional courses, as deemed relevant by their supervisor.

Transferable skills courses

Compulsory (not examined)

GY500 Geographical Project Seminar

SS503 Authoring a PhD and Developing as a Researcher: The Endgame

Year Four

Training courses

Optional (not examined)

GY502: Staff/Research Students Seminars

Transferable skills courses

Optional (not examined)

GY500 Geographical Project Seminar

Progression and Upgrade requirements

Students must achieve a pass (50% or over) in all examined elements (which includes the Methodological courses).

All students will be subject to an annual review of progress in every year of registration.

At the end of the first year, students must submit a written first year progress report for formal review, encompassing a revised detailed research proposal and a chapter/paper (which can be a literature review). More details about the required materials and review process are outlined in the programme orientation notes. All of the work carried out in the year, plus performance in specified courses, will also be taken into consideration in the annual review.

All students will initially register for an MPhil and will be required to pass through an upgrade process to register for the PhD. Upgrade from MPhil to PhD normally takes place in the second year of registration. Students must then submit a written upgrade report for formal examination, encompassing an extensive and detailed research proposal and two chapters/papers (one of which can be a literature review). More details about the required materials and upgrade process are outlined in the programme orientation notes. 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 Research Degrees Subcommittee, LSE.

MPhil/PhD Government

In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Year One

Training courses

Compulsory (not examined)

GV500 Doctoral Programme Seminar

Optional (not examined/examined)

Relevant course(s) provided in the Methodology Institute agreed with supervisor.

Transferable skills courses

Optional (not examined)

Students are strongly recommended to attend

SS501 Authoring a PhD and Developing as a Researcher: Getting Started

Year Two

Training courses

Compulsory (not examined)

At least one workshop from the following (workshop content varies 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):

GV501 Doctoral Workshop: Political Theory
 GV503 Political Philosophy Research Seminar
 GV505 Research Design in Political Science
 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.

Presentation requirements:

students are required to present at one of the workshops attended

Year Three

Training courses

Compulsory (not examined)

At least one workshop from the above (workshop content varies 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).

Year Four

Training courses

Compulsory (not examined)

At least one workshop from the above (workshop content varies 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).

Progression and upgrade requirements

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).

MPhil/PhD Information Systems

In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Year One

Training courses

Compulsory (examined)

IS592 Foundations of Social Research in Information Systems: Paradigms and Traditions (H)

IS581 Interpretations of Information (H)

Half unit course from Department of Management or other department, subject to approval from the supervisor and the Research Chair. The option would normally be an advanced level postgraduate course in an area that would contribute to their understanding or approach to the thesis topic.

MY452 Applied Regression Analysis (H)

MY400 Fundamentals of Social Science Research Design (H)

MY421 Qualitative Research Methods (H)

Transferable skills courses

Compulsory (not examined)

IS554 Information Systems PhD Seminar Series and Workshops (students are expected to attend each term and present at least once a year)

Optional (not examined)

PhD Seminar Series

Faculty Research Seminars

Year Two

Transferable skills courses

Compulsory (not examined)

IS554 Information Systems PhD Seminar Series and Workshops (students are expected to attend each term and present at least once a year)

Optional (not examined)

PhD Seminar Series

Faculty Research Seminars

Year Three Transferable skills courses

Compulsory (not examined)

IS554 Information Systems PhD Seminar Series and Workshops (students are expected to attend each term and present at least once a year)

Optional (not examined)

PhD Seminar Series

Faculty Research Seminars

Year Four

Transferable skills courses

Compulsory (not examined)

IS554 Information Systems PhD Seminar Series and Workshops (students are expected to attend each term and present at least once a year)

Optional (not examined)

PhD Seminar Series

Faculty Research Seminars

Progression and upgrade requirements

Students are expected to make a presentation once per year at IS554 Information Systems PhD Seminar Series and Workshops. Students are also expected to take an active part in the PhD Seminar Series. During the programme students are required to pass an MPhil/PhD upgrade examination. This involves a presentation at the IS554 Seminar series, submission of a research proposal for formal assessment by the faculty, response document to assessor feedback followed by an oral exam in the early Michaelmas term of year two, attended by a panel of faculty members and an external moderator. Students would normally be required to pass all six of their first year courses with Merit in order to be upgraded.

MPhil/PhD International History

In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Year One**Training courses****Compulsory (not examined)**

HY501 International History Research Student Workshop

Transferable skills courses**Compulsory (not examined)**

SS501 Authoring a PhD and Developing as a Researcher: Getting Started

Year Two**Training courses****Compulsory (not examined)**

HY509 International History Research Seminar

HY510 Cold War History Research Seminar

Transferable skills courses**Compulsory (not examined)**

SS502 Authoring a PhD and Developing as a Researcher: The Middle Years

Year Three**Training courses****Compulsory (not examined)**

HY509 International History Research Seminar

HY510 Cold War History Research Seminar

Transferable skills courses**Compulsory (not examined)**

SS503 Authoring a PhD and Developing as a Researcher: The Endgame

Year Four**Training courses****Compulsory (not examined)**

HY509 International History Research Seminar

HY510 Cold War History Research Seminar

Progression and upgrade requirements

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 3 hardcopies of their 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 three members of the Department, and students will be required to undergo a 20-30 minute viva. After the viva you will be informed of the outcome and will receive a joint report from the panel. If the Committee deems the dossier/viva 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 and viva 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.

MPhil/PhD International Relations

In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Year One**Training courses****Compulsory (not examined)**

IR500 International Relations Seminar for Staff and Research Students

IR501 International Relations Research Methods

IR509 International Relations Research Design Seminar

Year Two**Training courses compulsory (not examined)**

IR509 International Relations Research Design Seminar (second-year workshops)

Optional (examined/not examined)

The subject workshops offered by the International Relations Department include international relations theory; foreign policy analysis; security, conflict and peace studies; international institutions; political economy and public policy; European international politics; North-South relations, Asia-Pacific and the Middle East.

Relevant courses provided by the Methodology Institute and agreed with supervisor, including:

MY451 Introduction to Quantitative Analysis

MY452 Applied Regression Analysis

MY455 Multivariate Analysis and Measurement

MY400 Fundamentals of Social Science Research Design

MY421 Qualitative Research Methods

MI550 Methodology Institute Seminar

MY530 Advanced Qualitative Analysis Workshops

MY591 Computer Packages for Qualitative Analysis

MY459 Special Topics in Quantitative Analysis

Transferable skills courses

SS501 Authoring a PhD and Developing as a Researcher: Getting Started (Year 1)

MI512 Information Literacy: tools for research (Year 1)

SS502 Authoring a PhD and Developing as a Researcher: The Middle Years (Years 2 or 3)

SS503 Authoring a PhD and Developing as a Researcher: The Endgame (Years 3 or 4)

Progression and upgrade requirements

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 Seminar (IR509). 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.

MPhil/PhD Law

In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Year One**Training courses****Compulsory (not examined)**

MY400 Fundamentals of Social Science Research Design (H)

Transferable skills courses**Compulsory (not examined)**

LL500 Doctoral Research Seminar SS501 Authoring a PhD and Developing as a Researcher: Getting Started

Optional (not examined)

Staff Seminar Series

Year Two**Training courses****Compulsory (not examined)**

Minimum of three workshops of MY530 Advanced Qualitative Analysis Workshops

Optional (not examined)

Staff Seminar Series

Year Three**Training courses****Compulsory (not examined)**

PhD lunchtime seminar series

Optional (not examined)

Staff Seminar Series

Year Four**Transferable skills courses****Optional (not examined)**

Staff Seminar Series

Progression and upgrade requirements

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.

MPhil/PhD Management

In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Students registered for the MPhil/PhD Management (Managerial Economics and Strategy Group) should see the MPhil/PhD Management (MES Group) programme regulations.

Students will be registered for one of three tracks of this research programme and are required to take the courses as listed below.

Business Economics Track**Year One****Training courses****Compulsory (examined)**

EC441 Microeconomics for MRes Students

MG411 Firms and Markets (students who have already taken

MG411 should discuss alternatives with the programme director)

Full course unit Research Paper

Optional (examined)

1 of the below:

EC532 International Economics for Research Students

EC533 Labour Economics for Research Students

EC536 Economics of Industry for Research Students

EC537 Microeconomic Theory for Research Students

FM502 Theories of Finance

FM503 Empirical Finance

Transferable skills courses**Optional (not examined)**

Attendance and participation at Research Seminars held across the Department, details to be made available to students by email and on website.

Year Two**Transferable skills courses****Optional (not examined)**

Attendance and participation at Research Seminars held across the Department, details to be made available to students by email and on website.

Year Three**Transferable skills courses Optional (not examined)**

Attendance and participation at Research Seminars held across the Department, details to be made available to students by email and on website.

Year Four**Transferable skills courses****Optional (not examined)**

Attendance and participation at Research Seminars held across the Department, details to be made available to students by email and on website.

Progression and upgrade requirements

Students will normally be required to pass their first year modules with merit or above in order to progress to the second year.

Upgrade will occur subject to the submission of a quality research proposal 18 months into the programme.

Management Quantitative Track (Stream A, with prior statistics background)**Year One****Training courses****Compulsory (examined)** 2.5 units from the following:

MY452 Applied Regression Analysis (H)

MG461 Quantitative Analysis in Management (H)

MG462 Qualitative Analysis in Management (H)

Full Unit Research Paper

Optional (examined) 1.5 units from the following:

MG414 Public Management and Governance

MG415 Policy Analysis, Evaluation and Implementations

MG426 Organisations in the Economy and Society

Management optional course or optional course from another department as agreed with supervisor

Transferable skills courses**Optional (not examined)**

Attendance and participation at Research Seminars held across the Department, details to be made available to students by email and on website.

Year Two**Transferable skills courses****Optional (not examined)**

Attendance and participation at Research Seminars held across the Department, details to be made available to students by email and on website.

Year Three**Transferable skills courses****Optional (not examined)**

Attendance and participation at Research Seminars held across the Department, details to be made available to students by email and on website.

Year Four**Transferable skills courses****Optional (not examined)**

Attendance and participation at Research Seminars held across the Department, details to be made available to students by email and on website.

Progression and upgrade requirements

Students will normally be required to pass their first year modules with merit or above in order to progress to the second year. Upgrade will occur subject to the submission of a quality research proposal 18 months into the programme.

Management Quantitative Track (Stream B with no prior statistics background)

Year One

Training courses

Compulsory (examined)

2.5 units from the following:

MY451 Introduction to Quantitative Analysis (H)

MY452 Applied Regression Analysis (H)

Or MG461 Quantitative Analysis in Management (H)

MG462 Qualitative Analysis in Management (H)

Full Unit Research Paper

Optional (examined)

1.5 units from the following

MG414 Public Management and Governance

MG415 Policy Analysis, Evaluation and Implementations

MG426 Organisations in the Economy and Society

Management optional course or optional course from another department as agreed with supervisor

Transferable skills courses

Optional (not examined)

Attendance and participation at Research Seminars held across the Department, details to be made available to student by email and on website.

Year Two

Transferable skills courses

Optional (not examined)

Attendance and participation at Research Seminars held across the Department, details to be made available to student by email and on website.

Year Three

Transferable skills courses

Optional (not examined)

Attendance and participation at Research Seminars held across the Department, details to be made available to student by email and on website.

Year Four

Transferable skills courses

Optional (not examined)

Attendance and participation at Research Seminars held across the Department, details to be made available to student by email and on website.

Progression and upgrade requirements

Students will normally be required to pass their first year modules with merit or above in order to progress to the second year. Upgrade will occur subject to the submission of a quality research proposal 18 months into the programme.

Management Qualitative track

Year One

Training courses

Compulsory (examined)

2.5 units from the following:

MG461 Quantitative Analysis in Management (H)

MY400 Fundamentals of Social Science Research Design (H)

MY451 Introduction to Quantitative Analysis (H) or

MY421 Qualitative Research Methods (H) or

MG462 Qualitative Analysis in Management (H)

Full unit Research Paper

Optional (examined)

1.5 units from the following:

MG414 Public Management and Governance

MG415 Policy Analysis, Evaluation and Implementations

MG426 Organisations in the Economy and Society

Management optional course or optional course from another department as agreed with supervisor (H)

Transferable skills courses

Optional (not examined)

Attendance and participation at Research Seminars held across the Department, details to be made available to student by email and on website.

Year Two

Transferable skills courses

Optional (not examined)

Attendance and participation at Research Seminars held across the Department, details to be made available to student by email and on website.

Year Three

Transferable skills courses

Optional (not examined)

Attendance and participation at Research Seminars held across the Department, details to be made available to student by email and on website.

Year Four

Transferable skills courses

Optional (not examined)

Attendance and participation at Research Seminars held across the Department, details to be made available to student by email and on website.

Progression and upgrade requirements

Students will normally be required to pass their first year modules with merit or above in order to progress to the second year. Upgrade will occur subject to the submission of a quality research proposal 18 months into the programme.

MPhil/PhD Management (Managerial Economics and Strategy Group)

In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Students registered for the MPhil/PhD Management (Business Economics Track, Quantitative or Qualitative Tracks) should see the relevant regulations: MPhil/PhD Management

Year One

Training courses

Compulsory (not examined)

Information to follow

Compulsory (examined)

Two course units, chosen with relation to the intended area of research and agreed with the supervisor. One course should cover an aspect of research methodology.

Transferable skills courses

Compulsory (not examined)

MN500 Seminar for Research Students in Management

Optional (not examined)

Information to follow

Year Two

Training courses

Compulsory (not examined/examined)

Optional (not examined/examined)

Information to follow

Transferable skills courses

Compulsory (not examined)

Optional (not examined)

Information to follow

Year Three

Training courses

Compulsory (not examined/examined)

Optional (not examined/examined)

Information to follow

Transferable skills courses

Compulsory (not examined)

Optional (not examined)

Information to follow

Year Four

Training courses

Compulsory (not examined/examined)

Optional (not examined/examined)

Information to follow

Transferable skills courses

Compulsory (not examined)

Optional (not examined)

Information to follow

Progression and upgrade requirements

Students must achieve a mark of at least 60% in all examinations. 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 student cannot be readmitted to the third year and should leave, possibly with an MPhil degree.

MPhil/PhD Management Science (formerly MPhil/PhD Operational Research)

In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Training Courses and Seminars

There are no prescribed courses for all research students. Your supervisor will discuss with you your experience and background and will advise you or require you to take courses as appropriate. These would normally be taken in your first year of registration as a research student.

Students would be expected to be active participants in the Group's Research Seminar Series and, where appropriate to their research, with the Mathematical Programming Study Group Seminar Series held in conjunction with the Operational Research Society. Normally research students are expected, under the guidance of their supervisor, to present their work and findings to the whole Group every summer in a session devoted to that purpose. Students engaged in preparing the final draft of their thesis are exempted from this requirement.

Methodological Training

You will work closely with your principal supervisor, who will provide advice and guidance. You will also have the opportunity to take advantage of research methodology courses provided by the Methodology Institute and the academic and professional development programme offered by the Teaching and Learning Centre.

Upgrading to PhD

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.

Targets for Progress

Year 1 - Successful completion of any taught courses required

Year 2 - Upgrade to PhD

Year 3 - Completion of research and thesis

Year 4 - Completion of research and thesis

MPhil/PhD Mathematics

In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Year One

Training courses

Compulsory (not examined)

Courses designed for research students in Mathematics, chosen in consultation with their lead supervisor. Most students will attend four courses organized by the London Taught Course Centre (www.ltcc.ac.uk), but there are separate arrangements for students in Financial Mathematics, where courses are provided by the London Graduate School in Mathematical Finance (www.londonmathfinance.org.uk).

Transferable skills courses

Compulsory (not examined)

MA501 Research Student Seminar - students to attend and to make presentations.

Optional (not examined)

MA500 Mathematics Seminar - students advised to attend regularly.

Year Two

Training courses

Optional (not examined)

Students have the option of attending advanced courses organized by the London Taught Course Centre.

Transferable skills courses

Compulsory (not examined)

MA501 Research Student Seminar

Optional (not examined)

MA500 Mathematics Seminar

Year Three**Training courses****Optional (not examined)**

Students have the option of attending advanced courses organized by the London Taught Course Centre.

Transferable skills courses**Compulsory (not examined)**

MA501 Research Student Seminar

Optional (not examined)

MA500 Mathematics Seminar

Year Four**Training courses****Optional (not examined)**

Students have the option of attending advanced courses organized by the London Taught Course Centre.

Transferable skills courses**Compulsory (not examined)**

MA501 Research Student Seminar

Optional (not examined)

MA500 Mathematics Seminar

Teaching opportunities

All students are offered the opportunity to teach for the department, subject to a successful interview and language requirements.

Progression and upgrade requirements

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.

MPhil/PhD Media and Communications

In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Year One**Training courses****Compulsory (examined)**

MC408/418 Theories and Concepts in Media and Communications I and II (for students without the appropriate background)
MC4M2 Advanced Methods of Research in Media & Communications (includes MY451 Introduction to Quantitative Analysis and MY452 Applied Regression Analysis)

Optional (examined/not examined)

Other graduate courses relevant to research subject and agreed with supervisor.

Transferable skills courses**Compulsory (not examined)**

MC500 Research Seminar for Media, Communications and Culture
Annual Departmental PhD Symposium

Optional (not examined)

CLT04 Digital Literacy
SS501 Authoring a PhD and Developing as a Researcher: Getting Started
LN988 Thesis Writing course

Modern Foreign Language courses offered by the Language Centre
Other graduate seminars of relevance to research subject

Presentation requirements

At least one presentation annually at MC500 Research Seminar for Media, Communications and Culture

Year Two**Training courses****Optional (examined/not examined)**

Either MY530 Advanced Qualitative Analysis Workshops (H) or MY455 Multivariate Analysis and Measurement (H)
MY459 Special Topics in Quantitative Analysis (H)
ST416 Multilevel and Longitudinal Modelling (H)
Other graduate courses relevant to research subject and agreed with supervisor

Transferable skills courses**Compulsory (not examined)**

MC500 Research Seminar for Media, Communications and Culture
Annual Joint PhD Symposium for Second Years and above, at Goldsmiths, Westminster and City

Optional (not examined)

SS502 Authoring a PhD and Developing as a Researcher: The Middle Years
Other graduate seminars of relevance to research subject

Year Three**Transferable skills courses****Optional (not examined)**

MC500 Research Seminar for Media, Communications and Culture
SS503 Authoring a PhD and Developing as a Researcher: The Endgame

Year Four

Students are expected to complete their research

Progression and upgrade requirements

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 (MC4M2) 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.

MPhil/PhD Social Research Methods

In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Year One**Training courses****Optional (students should agree with their supervisor whether the courses taken will also be examined)**

A selection of:

MY400 Fundamentals of Social Science Research Design (H)
MY421 Qualitative Research Methods (H)
MY451 Introduction to Quantitative Analysis (H)
MY452 Applied Regression Analysis (H)
MY455 Multivariate Analysis and Measurement (H)
MY456 Survey Methodology (H) MY457 Causal Inference for Observational and Experimental Studies (H)
A typical selection would be to take MY400, MY421, MY452 and MY455 in the first year, but students may be excused from some

or all of them if they have previously taken graduate-level courses covering the same material. Students who use quantitative methods in their research, are also encouraged to take MY459 and/or ST415 in their first or second year. The courses they take may also include ones from other institutes or departments at LSE, dependent on their needs.

Transferable skills courses
Compulsory (not examined)

MI550 Methodology Institute Seminar

Optional (not examined)

SS501 Authoring a PhD and Developing as a Researcher: Getting Started

Year Two

Transferable skills courses
Compulsory (not examined)

MI550 Methodology Institute Seminar

Optional (not examined)

SS502 Authoring a PhD and Developing as a Researcher: The Middle Years

Year Three

Transferable skills courses
Compulsory (not examined)

MI550 Methodology Institute Seminar

Optional (not examined)

SS503 Authoring a PhD and Developing as a Researcher: The Endgame

Year Four

Transferable skills courses
Compulsory (not examined)

MI550 Methodology Institute Seminar

Progression and upgrade requirements

In the Summer Term of their first year, candidates will produce a 10,000 word 'first year review' that outlines the aims and methods of their thesis: this means summarising the key literature(s), motivating their specific research questions, and highlighting the planned contributions of their work. A first year review document typically includes a general introduction, a comprehensive literature review (covering relevant empirical and theoretical work), a motivation of the research questions and hypotheses, and an indication of the literature(s) that the candidate is seeking to contribute to (i.e. the gaps in knowledge that will be addressed). Candidates will also give an oral presentation of their proposal at the Methodology Institute PhD day.

Written and oral work will be assessed by two academics (not on the supervisory team), normally members of Methodology Institute staff. This work has to reach an acceptable standard to enable them to progress to the second year. It is particularly important that the first year review clearly states the objectives of the doctoral research and indicate how the empirical work will be carried out. If the panel deems the first year review to be not suitably clear, they can choose not to accept the submitted document and give the candidate up to a month to clarify. This decision will be taken maximum one week after the Methodology Institute PhD Day. Examples of unclear work might include (but not be limited to):

- A first year review that does not state clear research questions;
- A first year review that does not adequately review the specific literatures that the empirical work is contributing to;
- A first year review that does not give enough methodological detail, showing how the design will produce data that allows the candidate to address the theoretical issues at stake in a systematic and rigorous way.

After the first year candidates will spend more time on independent study under the guidance of their supervisor(s). This will involve the collection, organization and analysis of data, and writing up the results. During their second year of registration, they will typically

submit three (minimum) draft chapters of their thesis plus a short introduction and a detailed plan for its completion. The three draft chapters will typically include a detailed literature review, specification of research problem(s) and two empirical chapters. If candidates are pursuing a paper-based thesis, their upgrading documents will typically include a short introduction, a literature review and at least two empirical papers. Whether a traditional or paper-based thesis, the material will be evaluated by an upgrading committee (two academics, not necessarily of the MI or even the LSE) who will recommend transferral to PhD registration if their work is judged to be of sufficient quality and quantity. Throughout the MPhil/PhD and PhD, candidates will attend the Institute's research seminar and other specialist workshops and seminars related to their interests. The student must present at every Methodology Institute PhD day.

MPhil/PhD Philosophy, Logic and Scientific Method

In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor. All programmes of study should be agreed with the supervisor at the start of the year.

Year One

Training courses

Compulsory (examined/not examined)

PH501 Philosophical Problems Seminar

Students who have never taken a paper in formal logic at degree must take PH502 Reasoning and Logic (examined).

Students who have already taken a formal logic course should choose one further MSc course not already taken as part of an MSc degree. Students can either decide to be examined in this course or instead choose to write two assessed essays, one at the end of each of the first two terms. This with the exception of students who choose PH419 Set Theory and Further Logic, in which case the examination is compulsory.

Either a further MSc course (again one not taken as part of the MSc course) plus three term units of PhD level seminars. The seminars on offer are PH551 Research Seminar in Philosophy of Natural Sciences, PH555 Research Seminar in the Philosophy of Economics and Social Sciences or PH500 Research Methods in Philosophy. Taking three term units means that students can either take all three terms of one of these seminars or 'mix and match' by taking different seminars in different terms. Seminars must be taken with associated course work.

Or six term units of PhD level seminars with associated coursework. If students choose to take a further MSc course, they can either decide to be examined or instead choose to write two assessed essays, one at the end of each of the first two terms. PhD level seminars are not examined and assessment is solely based on essays.

Optional (not examined)

Transferable skills courses offered by the Teaching and Learning Centre or the Methodology Institute.

Year Two

Training courses

Optional (not examined)

PH551 Research Seminar in the Philosophy of Natural Sciences

PH555 Research Seminar in the Philosophy of Economics and Social Sciences

PH500 Research Methods in Philosophy

Optional (examined/not examined)

Transferable skills courses offered by the Teaching and Learning Centre or the Methodology Institute.

Year Three

Training courses

Optional (not examined)

PH551 Research Seminar in the Philosophy of Natural Sciences
 PH555 Research Seminar in the Philosophy of Economics and Social Sciences
 PH500 Research Methods in Philosophy

Optional (examined/not examined)

Transferable skills courses offered by the Teaching and Learning Centre or the Methodology Institute.

Year Four

Training courses

Optional (not examined)

PH551 Research Seminar in the Philosophy of Natural Sciences
 PH555 Research Seminar in the Philosophy of Economics and Social Sciences
 PH500 Research Methods in Philosophy

Optional (examined/not examined)

Transferable skills courses offered by the Teaching and Learning Centre or the Methodology Institute.

Progression and upgrade requirements

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. During the first year students must write a first chapter of the thesis as well as an outline (research plan) of the rest of the thesis. The chapter should be around 40 pages; the research plan around 10 pages. Both have to be handed in to the Departmental Office by 1 September. 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.

MPhil/PhD Regional and Urban Planning Studies

In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Year One

Training courses

Compulsory (not examined)

GY504 PhD Seminar in Regional and Urban Planning (there is a required essay for students in their first year)
 GY450 Planning Practice and Research or GY502 Staff/Research Students Seminar

Compulsory (examined)

MY4M1 Foundations of Social Research 1 (For those with no formal research methods training)

Optional (not examined)

Specialism courses - Courses to the value of 1 unit addressing a specialist subject related to their thesis topic

Optional (examined, for those who have previous research methods training)

MY400 Fundamentals of Social Science Research Design (H)
 MY421 Qualitative Research Methods (H)
 MY451 Introduction to Quantitative Analysis (H)
 MY452 Applied Regression Analysis (H)

Transferable skills courses

Compulsory (not examined)

GY450 Planning Practice and Research or GY502 Staff/Research Students Seminar
 GY500 Geographical Project Seminar

Optional (not examined)

SS501 Authoring a PhD and Developing as a Researcher: Getting Started

Year Two

Training courses

Compulsory (examined by course essay)

GY504 PhD Seminar in Regional and Urban Planning

Compulsory (not examined)

GY500 Geographical Project Seminar

Transferable skills courses

Compulsory (not examined)

GY450 Planning Practice and Research or GY502 Staff/Research Students Seminar

Optional (not examined)

SS502 Authoring a PhD and Developing as a Researcher: The Middle Years

Year Three

Training courses

Compulsory (examined by course essay)

GY504 PhD Seminar in Regional and Urban Planning

Compulsory (not examined)

GY500 Geographical Project Seminar

Transferable skills courses

Compulsory (not examined)

GY450 Planning Practice and Research or GY502 Staff/Research Students Seminar

Optional (not examined)

SS503 Authoring a PhD and Developing as a Researcher: The Endgame

Year Four

Training courses

Compulsory (examined by course essay)

GY504 PhD Seminar in Regional and Urban Planning

Compulsory (not examined)

GY500 Geographical Project Seminar

Transferable skills courses

Compulsory (not examined)

GY450 Planning Practice and Research or GY502 Staff/Research Students Seminar

Progression and upgrade requirements

Students must achieve a Pass (50% or above) in all examined elements, including Methodological courses. All students will be subject to an review of progress in every year of registration. At the end of the first year, students must submit a written first year progress report for formal review, encompassing a revised detailed research proposal and a chapter/paper (which can be literature review). More details about the required materials and review process are outlined in the programme orientation notes. All of the work carried out in the year, plus performance in specified courses will also be taken into consideration in the annual review. All students will initially register for the MPhil and be required to pass through an upgrade process to register for the PhD. Upgrade from MPhil to PhD normally takes place in the second year of registration. Students must then submit a written upgrade report for formal examination, encompassing an extensive and detailed research proposal and two chapters/papers (one of which can be a literature review). More details about the required materials and the upgrade process are outlined in the programme orientation notes. 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 Research Degrees Unit, LSE.

MPhil/PhD Social Policy

In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Year One

Training courses

Optional (not examined)

If not already taken previously:

SA451 Social Policy Research

MY400 Fundamentals of Social Science Research Design (H)

MY421 Qualitative Research Methods (H)

MY451 Introduction to Quantitative Analysis (H)

Students will discuss with their supervisors any other methodological training that may be relevant for the successful completion of the MPhil/PhD programme.

Transferable skills courses

Compulsory (not examined)

SA550 Research Student Seminar

Optional (not examined)

Relevant courses provided by the Library, Teaching and Learning Centre and Methodology Institute

Year Two Training courses

Optional (not examined)

MY452 Applied Regression Analysis (H)

MY455 Multivariate Analysis and Measurement (H)

Transferable skills courses

Optional (not examined)

SA550 Research Student Seminar

Year Three

Transferable skills courses

Optional (not examined)

SA550 Research Student Seminar

Year Four

Transferable skills courses

Optional (not examined)

SA550 Research Student Seminar

Progression and Upgrade requirements

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 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 prior to the submission of their major review document and to address issues raised by the Research Students' Programme Director(s).

MPhil/PhD Social Psychology

The MPhil/PhD programme includes taught courses on both methodology and theory. The precise courses students are required to attend varies and exemptions may apply depending on prior experience and qualifications. These matters should be discussed and agreed with the supervisor in the first formal supervision meeting.

Year One

Training courses

Compulsory (students should agree with their supervisor whether the courses taken will also be examined)

MY452 Applied Regression Analysis (H) or MY455 Multivariate Analysis and Measurement (H)

MY421 Qualitative Research Methods (H)

MY456 Survey Methodology (H)

PS400 Contemporary Social and Cultural Psychology or PS404 Organisational Social Psychology or PS429 The Social Psychology of Communication or PS461 Health, Community and Development. Half unit optional course.

Transferable skills courses

Compulsory (not examined)

PS950 Current Research in Social Psychology

Optional (examined/not examined) (students should agree with their supervisor whether the courses taken will also be examined)

Students can take further optional courses which they should discuss with their supervisor

Year Two

Training courses

Compulsory (students should agree with their supervisor whether the courses taken will also be examined):

Quantitative pathway

MY452 Applied Regression Analysis (H) (if MY451 taken in year 1)

MY455 Multivariate Analysis and Measurement (H) (if MY452 taken in year 1)

Qualitative pathway

MY455 Multivariate Analysis and Measurement (H)

Combined pathway

MY452 Applied Regression Analysis (H) (if MY451 taken in year 1)

MY455 Multivariate Analysis and Measurement (H) (if MY452 taken in year 1)

MY456 Survey Methodology (H) (if MY455 taken in year 1)

MY455 Multivariate Analysis and Measurement (H)

Optional (examined/not examined) (students should agree with their supervisor whether the courses taken will also be examined)

Students can take further optional courses which they should discuss with their supervisor

Transferable skills courses

Compulsory (not examined)

PS950 Current Research in Social Psychology

Optional (examined/not examined) (students should agree with their supervisor whether the courses taken will also be examined)

Students can take further optional courses which they should discuss with their supervisor

Year Three

Training courses

Compulsory (examined/not examined) (students should agree with their supervisor whether the courses taken will also be examined):

Optional (examined/not examined)

Students can take further compulsory courses which they should discuss with their supervisor
Selection of courses taken at more advanced level than those in years 1 and 2

Transferable skills courses

Compulsory (not examined)

PS950 Current Research in Social Psychology

Year Four

Training courses

Students can take further courses following discussion with their supervisor.

Transferable skills courses

Compulsory (not examined)

PS950 Current Research in Social Psychology

Optional (examined/not examined)

Students can take further optional courses which they should discuss with their supervisor

Progression and upgrade requirements

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.

Teaching experience

Graduates will usually gain some teaching experience and have had the opportunity to develop teaching skills.

MPhil/PhD Sociology

In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Year One

Training courses Compulsory (examined)

SO500 Research Class for 1st year MPhil Students

Students 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.

Optional (examined)

MY400 Fundamentals of Social Science Research Design (H)

MY421 Qualitative Research Methods (H)

MY451 Introduction to Quantitative Analysis (H)

MY452 Applied Regression Analysis (H)

Selection of additional courses, with agreement of supervisor, including:

Other courses from Sociology Masters programmes

Specialist research courses: SO502 Research Seminar on the Sociology of Crime Control and Globalisation (n/a 11/12), SO507

Theory and Methods in Qualitative Research, SO511 Research Seminar in Political Sociology, SO521 Research Seminar on Cities and Space and SO401 Social Research Methods

Transferable skills courses

Optional (not examined)

MY591 Computing Packages for Qualitative Analysis

MI512 Information Literacy sessions.

Year Two

Training courses

Optional (not examined)

SS501 Authoring a PhD and Developing as a Researcher: Getting Started

SO501 Research Students Seminar (this course is strongly recommended)

Year Three

Training courses

Optional (not examined)

SS502 Authoring a PhD and Developing as a Researcher: The Middle Years

Year Four

Training courses

Optional (not examined)

SS503 Authoring a PhD and Developing as a Researcher: The Endgame (This course is intended for students who are within a year to six months of completing the doctorate.)

Progression and upgrade requirements

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.

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. 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.

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.

MPhil/PhD Statistics

In addition to progressing with their research, students are expected to take the listed training and transferable skills courses. Students may take courses in addition to those listed, and should discuss this with their supervisor.

Year One

Training courses

Optional (not examined)

Courses offered by the London Graduate School in Mathematical Finance.

Courses offered by the London Taught Course Centre.

Optional (examined)

Masters level courses relevant to research and agreed by supervisor in department, the School or University of London College.

Transferable skills courses**Compulsory (not examined)**

Annual Research Presentation Event.

Optional (not examined)

Departmental Seminar Series.

Joint Econometrics and Statistics Workshops with the Department of Economics.

Risk and Stochastics Seminar/Workshop.

London Graduate School in Mathematical Finance Seminar Day.

Poster Presentations.

The department encourages students to attend and, where the opportunity arises, present a paper or poster at conferences during their PhD programme in relation to their particular research topic.

Optional (examined)

Courses provided by the Methodology Institute.

Year Two**Training courses****Optional (not examined)**

Courses offered by the London Graduate School in Mathematical Finance.

Courses offered by the London Taught Course Centre.

Optional (examined)

Masters level courses relevant to research and agreed by supervisor in department, the School or University of London College - particularly ST402, ST405, ST411, ST416, ST419 and ST421.

Transferable skills courses

Annual Research Presentation Event.

Optional (not examined)

Departmental Seminar Series.

Joint Econometrics and Statistics Workshops with the Department of Economics.

Risk and Stochastics Seminar/Workshop.

London Graduate School in Mathematical Finance Seminar Day.

Poster Presentations.

The department encourages students to attend and, where the opportunity arises, present a paper or poster at conferences during their PhD programme in relation to their particular research topic.

Optional (examined):

Courses provided by the Methodology Institute.

Year Three**Training courses****Optional (not examined)**

Courses offered by the London Graduate School in Mathematical Finance.

Courses offered by the London Taught Course Centre.

Optional (examined)

Masters level courses relevant to research and agreed by supervisor in department, the School or University of London College - particularly ST402, ST405, ST411, ST416, ST419 and ST421.

Transferable skills courses**Compulsory (not examined)**

Annual Research Presentation Event.

Optional (not examined)

Departmental Seminar Series.

Joint Econometrics and Statistics Workshops with the Department of Economics.

Risk and Stochastics Seminar/Workshop.

London Graduate School in Mathematical Finance Seminar Day.

Poster Presentations.

The department encourages students to attend and, where the opportunity arises, present a paper or poster at conferences during their PhD programme in relation to their particular research topic.

Optional (examined)

Courses provided by the Methodology Institute.

Year Four**Training courses****Optional (not examined)**

Courses offered by the London Graduate School in Mathematical Finance.

Courses offered by the London Taught Course Centre.

Optional (examined)

Masters level courses relevant to research and agreed by supervisor in department, the School or University of London College - particularly ST402, ST405, ST411, ST416, ST419 and ST421.

Transferable skills courses

Annual Research Presentation Event.

Optional (not examined)

Departmental Seminar Series.

Joint Econometrics and Statistics Workshops with the Department of Economics.

Risk and Stochastics Seminar/Workshop.

London Graduate School in Mathematical Finance Seminar Day.

Poster Presentations.

The department encourages students to attend and, where the opportunity arises, present a paper or poster at conferences during their PhD programme in relation to their particular research topic.

Optional (examined)

Courses provided by the Methodology Institute.

Progression and upgrade requirements

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.

Teaching opportunities

The department employs Graduate Teaching Assistants (GTAs) to teach a number of its undergraduate and postgraduate courses. In particular ST102, Elementary Statistical theory, and ST107, Quantitative Methods, are taught to a large number of students across the School and require a significant number of classes. Research students are encouraged to undertake some teaching from year two onwards. First year MPhil/PhD students are normally not permitted to teach, although some marking may be available during the year or for the external degree at the end of the year. A Postgraduate Certificate in Higher Education is offered to those who wish to pursue this.

Research Course Guides

Research Course Guides

AC500

Accounting, Organisations and Society

This information is for the 2011/12 session.

Teachers responsible: Professor M Power, KSW G314, and others.

Availability: Research students in the Department of Accounting, CARR staff, and other students with the permission of Professor Power.

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, regulation 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 2011/12 session.

Teachers responsible: Professor M Power, KSW G.312 and others.

Availability: Research students in the Department of Accounting, CARR staff, and other students with the permission of Professor Power 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).

AC502 Half Unit

Foundations of Accounting, Organizations and Institutions

This information is for the 2011/12 session.

Teacher responsible: Dr Matthew Hall, OLD 2.11.

Availability: The course is compulsory for students taking an MPhil/PhD in Accounting. This course is offered for students from other MPhil/PhD programmes, with the approval and written permission of the PhD in Accounting Programme Director.

Pre-requisites: There are no pre-requisites and the course does not require a background in accounting.

Teaching: Ten 2-hour lectures, ten 1-hour seminars in Michaelmas Term.

Formative coursework: Students will be required to produce two pieces of written work. This may take the form of either an essay, or the analysis of a case, and may also include in-class presentations and team-based work. This work will be assessed, but the grades will not count towards the overall course assessment.

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 emphasises 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 include:

Foundations of 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; Performance, Accountability Incentives; Accounting for Sustainability; Organisational Failure as a Process.

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).

Assessment: A long essay of 6,000 words (100%) due in early Summer Term (date to be confirmed). MPhil/PhD in Accounting students must successfully pass the course examination, normally with high Merit (at least 65%) or Distinction marks, to proceed to the next year of the programme.

AC550

Quantitative Methods in Accounting & Finance

This information is for the 2011/12 session.

Teachers responsible: Dr Stefano Cascino (OLD3.32), Dr Pascal Frantz (OLD3.07), Dr Ane Tamayo (OLD5.05) 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 objective of the course is to provide students with the necessary background required for core accounting and finance courses. The course is organized in three sections:

Section 1 - "Accounting: Disclosure Principles and Practice" provides an overview of fundamental accounting concepts, practices and the main financial statements. This section emphasizes users' perspective rather than preparers' perspective on financial reporting (e.g., for valuation purposes).

Section 2 - "Game Theory: Application to Capital Markets" introduces the game theoretical tools required to analyze issues in accounting and finance in settings in which economic agents interact strategically.

Section 3 - "Finance: Quantitative Methods" provides the basic quantitative tools needed for technical MSc courses. This section consists of an introduction to Basic Calculus, Probability and Statistics.

Teaching: Teaching takes place over a 9-day period 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 2011/12 session.

Teachers responsible: Dr Matthew Engelke, OLD 6.08 (MT), Dr Heonik Kwon, OLD 5.06 (LT), Dr Mukulika Banerjee, OLD 5.09 (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 2011/12 session.

Teacher responsible: Professor Deborah James, OLD 5.08

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.

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, ed. *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); K Hastrup, 'Getting it right: knowledge and evidence in anthropology'. *Anthropological Theory* 4 (4): 455-72; (2004); M Jackson, *Paths Towards a Clearing*, (Indiana UP 1989); L H Malkki and A Cerwonka *Improvising Theory: process and temporality in ethnographic fieldwork* (Chicago, 2007); G Marcus, *Ethnography Through Thick and Thin*, (Princeton, 1998); D Mosse *Cultivating development: an ethnography of aid policy and practice*, (London, 2005); 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 Scheper-Hughes, 'The Primacy of the Ethical. Propositions for a Militant Anthropology' *Current Anthropology* 36(3), 409-420, 1995; 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 the Research Proposal (AN443). The formal examination of the Proposal constitutes the assessment of the course.

AN503 Thesis Writing Seminar

This information is for the 2011/12 session.

Teachers responsible: Dr Catherine Allerton, OLD 6.08 (MT), Dr Mathijs Pelkmans, OLD 6.13 (LT), Professor Rita Astuti, OLD 6.11 (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 2011/12 session.

Teachers responsible: Dr Mukulika Banerjee, OLD 5.09 (MT), Dr Matthew Engleke, OLD 6.10 (LT), Dr Harry Walker, OLD 6.14 (ST).

Availability: This seminar is for 3rd and 4th year MPhil/PhD post-fieldwork students.

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 2011/12 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 2011/12 session.

Teacher responsible: Dr Diana Weinhold, H710.

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 DOID 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 2011/12 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 to PhD Finance students.

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 2011/12 session.

Teachers responsible: Professor J Hidalgo, STC. and Dr M Seo, STC. S580.

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 2011/12 session.

Teachers responsible: Dr S Tenreiro, S579, Dr G Benigno, R426, Dr K Jin, S586, Prof G Ottaviano, Dr S Dhingra and Dr T Sampson.

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 international business cycles, determinants of international capital flows, portfolio choice and risk sharing, 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 2011/12 session.

Teachers responsible: Prof S Pischke, LRB. R448, Prof L Garicano, NAB F5, 23, DR R Iyengar, LRB. R425, and Dr G Michaels, LRB. 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 2011/12 session.

Teachers responsible: Dr H Kleven, R518, Dr J Spinnewijn, Prof G Levy, S479 and Prof 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 2011/12 session.

Teachers responsible: Dr G Fischer, R537, Prof M Ghatak, R530, Dr G Padro i Miquel, R521, Dr G Bryan, R522, Prof R Burgess, R524, and Prof T Persson.

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 2011/12 session.****Teachers responsible:** Prof M Pesendorfer, S878, Prof M Schankerman, R516, Dr Pasquale Schiraldi, S876 and Prof J Sutton, R519.**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 2011/12 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.**Assessment:** A three-hour written examination in the ST**EC539****Macroeconomics for Research Students****This information is for the 2011/12 session.****Teachers responsible:** Dr K Sheedy, S682, Dr L Graham and Dr E Ilzetzki, S578.**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 2011/12 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 2011/12 session.****Teacher responsible:** Dr. Chris Minns, C319**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 2011/12 session.****Teacher responsible:** Dr. Chris Minns, C319**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 2011/12 session.****Teacher responsible:** Dr. Oliver Volckart, C215**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 2011/12 session.****Teachers responsible:** Dr Oliver Volckart, C215, Professor Stephen Broadberry, C320 and Dr. Leigh Gardner, C322**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 2011/12 session.

Teachers responsible: Dr S Glendinning, COW. J107 and Professor H Wallace, COW J210.

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 and progression, chapters and related work. Discussion of research design and methodology. Practice conference panel sessions. 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. All students are required: to present at least one substantial chapter/paper draft; to act as a discussant on another paper; and to make a contribution to a conference panel session.

EU553 Not available in 2011/12**European Political Economy Research Seminar**

This information is for the 2011/12 session.

Teachers responsible: Dr W Schelkle, COW. J210

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: Weekly 1.5 hour seminars in 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 2011/12 session.

Teachers responsible: Dr S Hagemann, COW. J105

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 and LT.

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**Political Economy and Public Policy Workshop**

This information is for the 2011/12 session.

Teacher responsible: Dr Jeff Chwieroth D512

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 and who have usually passed their first year. 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. Seminar presentations by outside speakers may be added.

Teaching: Ten 1.5 hour fortnightly meetings in MT and LT, commencing in week two of MT. A mini-conference in ST, organised by students themselves.

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 2011/12 session.

Teachers responsible: Dr Amil Dasgupta, OLD 3.45, Professor Dimitri Vayanos, OLD 3.14 and Professor Mike Burkart, OLD M2.17.

Availability: Doctoral students in the Departments of Finance and Economics and other students with the permission of Dr Amil Dasgupta.

Course content: Half of this course will focus on the theory of corporate finance, looking at the determinants of pledgeable income; the design of inside securities; the design of outside securities; financial intermediation and the macroeconomic implications of corporate finance imperfections. The other 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 books and journal articles including: Tirole, Jean, *The Theory of Corporate Finance 2006*, Princeton University Press and Freixas, X. and Rochet, J.C., *The Microeconomics of Banking*, 1997, MIT Press.

Assessment: Three-hour examination in ST (100%).

FM503**Empirical Finance**

This information is for the 2011/12 session.

Teachers responsible: Prof. M Chernov, OLD M3.08, Dr D Thesmar, OLD M2.17, Dr K Yuan, OLD M3.05, 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 2011/12 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 2011/12 session.

Teachers responsible: Dr Marsha Henry, B513

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 CV 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 GI400 (lectures only) and GI402 (full course). All students are expected to participate in Methodology Institute or other Gender Institute courses as advised by their supervisors. We also expect that research students will participate in research seminars and public lectures.

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 2011/12 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: Ten two-hour seminars in the MT and ten two-hour weekly seminars in the LT. 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 2011/12 session.

Teachers responsible: Dr Katrin Flikschuh, Dr James Gledhill and Dr Kai Spiekermann

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 2011/12 session.

Teacher responsible: Dr. Kai Spiekerman and Dr. James Gledhill

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 2011/12 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 2011/12 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 Nationalism and participate (subject to space) 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 2011/12 session.

Teacher responsible: Dr Vesselin Dimitrov.

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: the emergence of 'politics' as a distinct 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: William H. Sewell Jr, *Logics of History: Social Theory and Social Transformation* (2005) 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); Michael Martin and Lee C. McIntyre, eds, *Readings in the Philosophy of Social Science* (1994); Ian Shapiro, *The Flight From Reality in the Human Sciences* (2005); 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 2011/12 session.

Teachers responsible: Dr John Hutchinson and Dr Christel Koop

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.

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 Rueschmeyer, 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 Criterial 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 2011/12 session.

Teachers responsible: Dr John Chalcraft and Dr Steffen Hertog.

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.

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 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 2011/12 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 MRes and research students may also attend if they wish.

Course content: Research students will present papers that are either close to submission or are work in progress. Several sessions might 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 2011/12 session.

Teachers responsible: Professor Ed Page, Dr Martin Lodge and Dr Rory Costello.

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.

GV555

Political Economy and Public Policy Workshop

This information is for the 2011/12 session.

Teachers responsible: Dr J Chwieroth, D512, Dr W Schelkle, J106 and Ms Christel Koop

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 1.5 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 IR555

GY500

Geographical Project Seminar

This information is for the 2011/12 session.

Teacher responsible: Dr Simona Iammarino (S410) and Dr Carmen Marchiori (K102), 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: A series of workshops, running throughout the year, organised by each of the three research clusters in the Department of Geography & Environment (Economic Geography; Environmental Economics & Policy; Urban/Development).

Assessment: This course is not intended as preparation for any particular examination.

GY502

Staff / Research Students Seminars

This information is for the 2011/12 session.

Teacher responsible: Dr Olmo Silva, S506a, Dr Simon Dietz, W11.01C, Dr Sharad Chari, S418.

Availability: For all MPhil/PhD students registered in the Department of Geography and Environment and staff. Other interested students may attend.

Course content: Topical seminar series involving presentations by speakers from both inside and outside the Department on aspects of their own research.

Teaching: There are three different seminar series taking place regularly throughout the year, organised by each of the three research clusters in the Department of Geography & Environment. The Economic Geography cluster seminar series is organized in conjunction with the Spatial Economics Research Centre (SERC); the Environmental Economics & Policy cluster seminar series is organized together with the Grantham Research Institute on Climate Change and the Environment; and the Urban/Development seminar series is organized with the Urban Research Centre. The timing and length of each seminar series vary across research clusters.

Urban/Development Cluster: 10 x one-and-a-half hour seminars in MT and eight x one-and-a-half hour seminars in LT

Economics Cluster: 10 x one-and-a-half hour seminars in MT and 10 x one-and-a-half hour seminars in LT

Environmental Economics and Policy Cluster: a 'brown-bag' seminar

series involving speakers from the cluster, meeting up to 5 times in each of the MT and LT, and 3 seminars with external speakers in each of the MT and 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 2011/12 session.

Teacher responsible: Dr. Nancy Holman, STC514 and Dr. Alan Mace, STC509

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 the Michaelmas and Lent Terms.

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 2011/12 session.

Teachers responsible: Dr A Best.

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.

HY509

International History Research Seminar

This information is for the 2011/12 session.

Teacher responsible: Dr Roham Alvandi, Room E310

Availability: Compulsory for second, third and fourth year PhD students.

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 2011/12 session.

Teacher responsible: Dr. Piers Ludlow, E502

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 2011/12 session.

Teachers responsible: Dr. Jonathan Booth, Dr. David Henderson and Dr. Fei Qin

Availability: For research students in Employment Relations & Organisational Behaviour Group.

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 behaviour, and in particular to present their own developing ideas in a sympathetic environment. The seminar is a formal component of the PhD programme. All PhD students are required to participate. 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 PhD 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.

IR501

International Relations Research Methods

This information is for the 2011/12 session.

Teachers responsible: Dr. Mathias Koenig-Archibugi, CON 4.08

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 19 seminars in MT and LT (IR501). Details of individual meetings and detailed readings will be provided at the beginning of the course. In addition, all students must participate in the Research Design Workshop (IR509), 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.

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 2011/12 session.

Teachers responsible: Dr K Ainley, CLM 7.07 and Dr G Lawson, COL 2.03

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: 16-18 weekly seminars, each of one-and-a-half hour's duration, commencing around week five of MT.

IR504

Foreign Policy Workshop

This information is for the 2011/12 session.

Teacher responsible: Dr C Alden, CLM 6.06 and Dr C Emery, CLM 5.08

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.

Teaching: Seven meetings: weeks 3 and 5 and 9 of MT, and weeks 3, 5, 7 and 9 LT.

IR505

European International Politics Workshop

This information is for the 2011/12 session.

Teacher responsible: Professor K Smith, CLM 4.09

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 organizer 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 2011/12 session.

Teacher responsible: Dr J C Alden, CLM 6.06

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 2011/12 session.

Teacher responsible: Dr J Meierhenrich, CLM 6.07

Availability: Course intended primarily for academic staff and research students.

Course content: This research workshop serves as an intellectual forum for faculty and graduate students interested in the theory, history, or practice of international institutions. The workshop's principal objective is to foster intellectual exchange across disciplinary boundaries. It seeks to revitalize the study of international institutions by showcasing new and innovative work from leading and emerging scholars. The focus is on international institutions, broadly defined, with a particular emphasis on international law.

Teaching: 10 meetings, each of two hours' duration.

IR509

International Relations Research Design Seminar

This information is for the 2011/12 session.

Teachers responsible: Professor M Cox (for first year research students), COL 2.05a

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 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 participate in at least one of the Department's other research workshops

IR512 Research Workshop: Security, Conflict & Peace Studies

This information is for the 2011/12 session.

Teacher responsible: Mr M Hoffman, OLD 2.02

Availability: Course is open only to research 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, war and violence; peacemaking, peace-building, state-building and reconciliation.

Teaching: Up to 17 seminars of one-and-a-half hours, meeting throughout the session, commencing in week four of MT.

IR514 Middle East workshop for PhD students

This information is for the 2011/12 session.

Teacher responsible: Professor Fawaz Gerges, CLM 4.06

Availability: Course is open to those 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.

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.

IR516 Half Unit Not available in 2011/12 Asia-Pacific Research Workshop

This information is for the 2011/12 session.

Teacher responsible: Dr J Haacke, CLM 7.09 and Professor C Hughes, CLM 5.07

Availability: Available to research students with an interest in the international relations of the Asia Pacific.

Teaching: 3 meetings in the Michaelmas term - weeks 3, 6 and 10 and 4 meetings in the Lent term - weeks 2, 4, 6 and 8

Course content: Students and other speakers present work in progress and obtain feedback.

Assessment: This course is not assessed.

IR555 Political Economy and Public Policy Workshop

This information is for the 2011/12 session.

Teachers responsible: Dr J Chwieroth, D512, Ms. C Koop (Government Department), and Dr W Schelkle (European Institute)

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 1.5 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.

IS554 Information Systems PhD Seminar Series and Workshops

This information is for the 2011/12 session.

Teacher responsible: Dr Will Venters

Availability: This course consists of a series of seminars and workshops at which PhD students present their work in progress.

Teaching: For 2011/12 this will consist of a weekly, two hour, student-led seminar in weeks 2-9 of the Michaelmas and Lent Terms. There will also be one full-day PhD workshop with a guest speaker each term. Details of these workshops are listed on the ISIG News and Events page and emailed to students and staff as they are arranged. <http://www.lse.ac.uk/collections/informationSystems/newsAndEvents/Default.htm>.

Assessment: There is no formal assessment but all students are expected to attend the one day workshops and must email the course teacher to explain any absences. Attendance at the weekly seminars is more flexible but students should make an effort to attend as many as possible and to be involved in the organisation of at least one per year.

IS581 Half Unit Interpretations of Information

This information is for the 2011/12 session.

Teachers responsible: Professor Jannis Kallinikos, NAB3.24.

Availability: Compulsory for MPhil/PhD Information Systems students in their first year. Optional for MSc Media and Communications, MSc Media and Communications (Media and Communication Governance), MSc Media and Communications (Research) and MSc Management, Information Systems and Innovation. Other MSc students may follow this course but a good

knowledge of information technology is required.

Course content: The course explores the theoretical foundations of information and the technological and institutional processes by which information is increasingly becoming a pervading and crucial element of organizational and economic life. A central theme of the course is how information and the technologies by which it is produced and disseminated are involved in the constitution and coordination of organizational operations and the control of professional practices and organizational outcomes.

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.

Kallinikos, J. (2010), *Governing Through Technology: Information Artefacts and Social Practice*, Palgrave; Orlikowski, W. J. (2007) 'Sociomaterial Practices: Exploring Technology at Work', *Organization Studies*, 28/9: 1435-1448; Pinch, T. (2008) 'Technology and Institutions: Living in a Material World', *Theory & Society*, 37: 461-483; Pollock, N. and Williams, R. (2009), *Software and Organizations*, Routledge; Rajao, R. and Hayes, N. (2009). 'Conceptions of control and IT Artefacts: An Institutional Account of the Amazon Rainforest Monitoring System.' *Journal of Information Technology*, 24/4: 320-331; Runde, J. et al. (2009), 'On Technological Objects and the Adoption of Technological Product Innovations', *Cambridge, Journal of Economics*, 33/1: 1-24, Weinberger, D. (2007) *Everything is Miscellaneous: The Power of the New Digital Disorder*, Times Books.

Assessment: An essay of between 5,000-7,000 (100%).

IS592 Half Unit Foundations of Social Research in Information Systems: Paradigms and Traditions

This information is for the 2011/12 session.

Teacher responsible: Professor Jannis Kallinikos (NAB 3.24).

Availability: Compulsory for MPhil/PhD Informations Systems and Innovation students in their first year. Students from related PhD programmes who are interested in epistemological paradigms may be able to join the course with the teacher's permission.

Teaching: One 2-hour lecture in week 1 of the MT, one 1-hour lecture each week for the rest of the term. One 1-hour seminar a week during weeks 2-10 of the MT.

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

Assessment: An essay of between 5,000-7,000 words to be submitted by the end of March.

IS593 Half Unit Not available in 2011/12 Qualitative Research Methods in Information Systems

This information is for the 2011/12 session.

Teacher responsible: Dr Susan Scott (NAB 3.12).

Availability: Compulsory for MSc Information Systems and Organisations (Research).

Pre-requisites: IS492 Foundations of Social Research in Information Systems: Paradigms and Traditions.

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.

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.

Assessment: A 6000 word essay submitted week 8, Lent Term.

LL500 Doctoral Research Seminar

This information is for the 2011/12 session.

Teacher responsible: Professor Linda Mulcahy

Availability: For MPhil and PhD research students.

Course content: This course aims to equip students with the skills required to undertake advanced legal research. Topics covered include unpacking the idea of originality, legal methodologies, advanced writing skills, giving presentations, managing the supervisory relationship, use of archives and libraries, preparing for upgrade and the viva and time management in academia.

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 is compulsory for first year research students and research students in other years are encouraged to attend.

MA500 Mathematics Seminar

This information is for the 2011/12 session.

Teachers responsible: Professor Bernhard von Stengel, B412, Professor Olivier Gossner, B309, 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, financial mathematics, and game theory. See http://www2.lse.ac.uk/maths/Seminars/Research_Seminars.aspx

Teaching: 30 meetings throughout the MT, LT and ST.

MA501

Research Student Seminar

This information is for the 2011/12 session.

Teachers responsible: Dr Konrad Swanepoel, B307, Dr Pavel Gapeev, B410, 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, 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 http://www2.lse.ac.uk/maths/Seminars/Lunchtime_Seminar.aspx There will also be additional reading groups aimed at students working in financial mathematics. These will be compulsory for students working in this area but other students on the MPhil/PhD in Mathematics are welcome to attend.

See http://www2.lse.ac.uk/maths/Seminars/Financial_Mathematics_Reading_Group.aspx

Teaching: Approximately 70-80 meetings throughout the MT, LT and ST, dependent on speakers. See http://www2.lse.ac.uk/maths/Seminars/Research_Seminars.aspx for schedule and more details.

MC500

Research Seminar for Media, Communications & Culture

This information is for the 2011/12 session.

Teachers responsible: Professor Lillie Chouliaraki (S102).

Availability: For Research Students. The course is compulsory for students in the first and second years of the Doctoral Programmes in Media and Communications and in New Media, Innovation and Literacy. 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 the interdisciplinary field of media and communications research and to develop students skills with respect to theory building, research design and implementation.

The course focuses, in particular, on the key conceptual issues and analytical strategies required in media and communication research, with special reference to the study of the changing environment of media production, dissemination and consumption, under conditions of globalization and digitization of information

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: Manuel Castells, *Communication Power*, OUP, 2009; Lillie Chouliaraki, *The Spectatorship of Suffering*, Sage, 2006; Peter Dahlgren, *Media and civic engagement: citizens, political communication, and democracy* Cambridge 2008; Klaus B. Jensen (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 2011/12 session.

Teachers responsible: Rowena Macrae-Gibson (Course Convenor), Assistant Librarian, Library, Dr Jane Secker, CLT Librarian, Centre for Learning Technology, 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 building 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. They will receive feedback on resources for their individual research topics.

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 and citation 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: Learn how to keep up to date with new research and new publications by using RSS feeds, email alerts and email discussion lists. Learn how to keep in touch with other researchers using a range of social software. 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.

Enquiries@lse.ac.uk. A Moodle class for this programme is available.

Assessment: This course is non-examinable.

MI550**Methodology Institute Seminar**

This information is for the 2011/12 session.

Teacher responsible: Dr Jen Tarr, B806.

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.

MN500**Seminar for Research Students in Management**

This information is for the 2011/12 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.

MY526 Half Unit**Doing Qualitative Fieldwork**

This information is for the 2011/12 session.

Teacher responsible: Dr Flora Cornish

Availability: This course is available to all research students.

Pre-requisites: A postgraduate qualitative research methods course, such as MY421, as pre- or co-requisite. Familiarity with notions of research design in the social sciences, to the level of MY400 or equivalent.

Course content: Participant observation and ethnography enable us to examine how social order is produced as people go about their everyday interactions. Multiple sources of naturally-occurring data are used to understand how communities, organisations and institutions work, informally as well as formally. Contemporary conditions of globalisation, individualisation, bureaucratisation and digitisation introduce new challenges for such fieldwork. This interdisciplinary course equips students with a practical understanding of qualitative fieldwork. Core conceptual, ethical and methodological debates are introduced through in-depth engagement with book-length exemplars, and through students' experience of fieldwork. A field visit to a local public institution (a museum or train station) provides students with experience of data collection, and this data then provides the basis for a workshop on data analysis. Methodological concerns regarding case selection, establishing rigour, reflexivity, representing others, and ethical issues are addressed in detail. Practical issues addressed include access to study sites, studying elite and marginalised groups, innovative sources of data, and writing field notes.

Teaching: 8 x two-hour lectures and 8 x one-hour seminars in the LT, 2 x three-hour fieldwork workshops in LT.

Formative coursework: An excerpt of field-notes from the field visit undertaken as part of the course (up to 2,500 words). Field-notes should record rich details of observations (the data) and brief interpretations of the significance of these observations. Written feedback will be provided.

Indicative reading: De Laine, M. (2000). *Fieldwork, participation and practice: Ethics and dilemmas in qualitative research*. Sage Publications Ltd.

DeWalt, K. M., & DeWalt, B. R. (2002). *Participant observation: A guide for fieldworkers*. AltaMira Press.

Emerson, R. M., Fretz, R. I., & Shaw, L. L. (1995). *Writing*

ethnographic fieldnotes. University of Chicago Press.

Assessment: One 4,000 word essay (100%).

MY529 Half Unit**Special Topics in Qualitative Research Methods**

This information is for the 2011/12 session.

Teachers responsible: Professor Martin W Bauer (B804) and others.

Availability: The course is available to all research students.

Pre-requisites: The course will assume good knowledge of qualitative research methods as covered in MY421 and MY530, and familiarity with software tools taught in MY591.

Course content: The aim of the course is to provide understanding and competence to students in advanced qualitative research methods used in leading-edge social research

The content of the course will change from year to year. Possible topics include forms of textual analysis such rhetorical and argumentation analysis, computerised text analysis, biographical research methods, diary methods, experience sampling and bemetology, qualitative evaluation research etc, Details of the content for any one year will be available from the Methodology Institute office.

Teaching: 10 x one-hour lectures and 10 x one-hour seminars in the LT.

Formative coursework: One piece of non-assessed coursework; writing up an analytic exercise provided by the course convenor, max 2500 words.

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: A combination of coursework (regular exercises and/or a written project) up to 50% of the course grade, and an exam of no less than 50% of the course grade, with exact details to depend on the nature of the specific course topic offered in a given year.

MY556 Half Unit**Survey Methodology**

This information is for the 2011/12 session.

Teachers responsible: Dr Jonathan Jackson, COL.B812 and Dr Jouni Kuha, COL.B802.

Availability: This course is available to all Research students.

Pre-requisites: Knowledge of basic descriptive and inferential statistics, to the level of MY451 (Mi451) or equivalent. Familiarity with notions of research design in the social sciences, to the level of MY400 (Mi453) or equivalent.

Course content: This course provides an introduction to the methodology of the design and analysis of social surveys. It is intended both for students who plan to design and collect their own surveys, and for those who need to understand and use data from existing large-scale surveys. Topics covered include basic ideas of target populations, survey estimation and inference, sampling error and nonsampling error; sample design and sampling theory; methods of data collection; survey interviewing; cognitive processes in answering survey questions; design and evaluation of survey questions; nonresponse error and imputation for item nonresponse; survey weights; analysis of data from complex surveys; accessing, preparing and working with secondary data from existing social surveys. The course includes computer classes, using the statistical computer package Stata; no previous knowledge of Stata is required.

Teaching: 10 x two-hour lectures in LT. 5 x two-hour seminars (including 2 x computer classes) in LT.

Formative coursework: Exercises from some of the seminars and computer classes are submitted for feedback.

Indicative reading: Groves, R M, Fowler, F J, Couper, M P, Lepkowski, J M, Singer, E, and Tourangeau, R (2009). *Survey*

Methodology (2nd ed.). Wiley.

Assessment: A two-hour examination in the ST (50%) and a written project (50%). The project is a report of approximately 20 to 30 pages, including tables and figures, or approximately 2,500 words, reporting the data analysis of a given research question and data set.

MY557 Half Unit Causal Inference for Observational and Experimental Studies

This information is for the 2011/12 session.

Teacher responsible: Dr Dominik Hangartner

Availability: Available to all research students.

Pre-requisites: Knowledge of multiple linear regression and some familiarity with generalised linear models, to the level of MY552 (MI452) or equivalent. Familiarity with notions of research design in the social sciences, to the level of MY400 (MI453) or equivalent.

Course content: This course provides an introduction to statistical methods used for causal inference in the social sciences. Using the potential outcomes framework of causality, topics covered include research designs such as randomized experiments and observational studies. We explore the impact of noncompliance in randomized experiments, as well as nonignorable treatment assignment in observational studies. To analyze these research designs, the methods covered include matching, instrumental variables, difference-in-difference, and regression discontinuity. Examples are drawn from different social sciences. The course includes computer classes, where standard statistical computer packages (Stata or R) are used for computation.

Teaching: 10 x two-hour lectures in LT and 5 x two-hour computer classes in the LT.

Formative coursework: Exercises from the computer classes are submitted for feedback.

Indicative reading: Morgan, S. L. and Winship, C. (2007). *Counterfactuals and Causal Inference*. CUP.

Angrist, J. D. and Pischke, J.-S. (2009). *Mostly Harmless Econometrics*. Princeton University Press.

Assessment: A two-hour examination in the ST (50%) and a written project (50%). The project is a report of approximately 20 to 30 pages, including tables and figures, or approximately 2,500 words, reporting the data analysis of a given research question and data set.

MY530 Advanced Qualitative Analysis Workshops

This information is for the 2011/12 session.

Teacher responsible: Professor Martin W Bauer, B804, and others.

Availability: Research Students only, who have taken or are taking in parallel MI453 and MI454, and are undertaking projects using qualitative methods.

Course content: MI554 offers a series of workshop modules, that provide hands-on, in-depth and advanced training for specific qualitative methodologies and techniques of analysis. Research students can sign up to as many workshops as they need for their research. The programme includes topics such as critical discourse analysis, forms of discourse analysis, in-depth interviewing, focus group interviewing, ethnographic approaches, narrative interviewing and analysis, analysis visuals, corpus construction, classical content analysis, participant observation, experience sampling techniques, social interaction analysis, participatory research, grounded theory analysis, rhetorical analysis etc. Each workshop consists of two sessions (2-3 hours each) with one or two weeks' interval in between, during which participants will conduct a hands-on exercise. In the 2nd session, participants will present and discuss the results of their exercise.

Teaching: Sessions to be held all through the year; MT, LT and ST, on Wednesday am or pm. Participants will sign up via MOODLE.

Indicative reading: M Bauer and G Gaskell, (Sage, 2000); Becker

HS (1998), Chicago, CUP. No particular publication will cover the entire programme; each session will provide specific readings.

Assessment: This course is non-examinable.

MY591 Computing Packages for Qualitative Analysis

This information is for the 2011/12 session.

Teacher responsible: Dr Ilna Singh B803

Availability: For MSc Social Research Methods and research students who intend to use qualitative and textanalysis computer packages in their research. Students should be attending MI454 or MI554 in parallel.

Course content: It is intended to provide research students with an appreciation of various computer packages for qualitative and text analysis through introduction and hands-on training in the use of these tools.

Teaching: Half-day introductory training courses on computer packages such as NUD*ist, Nvivo, TEXTSMART, ATLAS/ti and ALCESTE during the LT and ST. Participants will sign up via MOODLE.

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); Roberts CW (1997) *Textanalysis for the Social Sciences*, Mahwah, Lawrence Erlbaum Ass.; Popping, R (2000) *Computer-assisted Text Analysis*, London, Sage, E A Weitzman & M B Miles, *Computer Programs for Qualitative Data Analysis* (Sage, 1995).

Assessment: This course is non-examinable.

PH500 Research Methods in Philosophy

This information is for the 2011/12 session.

Teacher responsible: Professor Luc Bovens.

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.

In the first term (specifically, its first four weeks, total ten hours), Prof David Makinson will lead on "Topics in Philosophical Logic", with required reading John Burgess *Philosophical Logic* (Princeton 2009), the corresponding chapters of Lou Goble (ed) *The Blackwell Guide to Philosophical Logic* (Blackwell 2001), and relevant articles from Stanford Encyclopedia of Philosophy. A more detailed syllabus will be posted on the module moodle page. Each student will be required to commit at time of registration to at least one presentation topic, informing the instructor at david.makinson@gmail.com.

Assessment: This course is non-examinable.

PH501 Philosophical Problems Seminar

This information is for the 2011/12 session.

Teacher responsible: Foad Dizadji-Bahmani

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.

Course content: The idea of the course is to read and carefully discuss together a range of classic papers in contemporary analytic philosophy which might not otherwise be covered in LSE Philosophy

Department courses. Topics are selected from philosophy of logic, language and metaphysics. Authors covered will include Frege, Russell, Wittgenstein, Carnap, Quine, Putnam, Kripke and Lewis. This list is illustrative.

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 2011/12 session.

Teacher responsible: Dr George Zouros.

Availability: Purely for first year MPhil/PhD students in the Department of Philosophy, Logic and Scientific Method.

Course 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: usually PH502 x 20 (MT and LT); Lectures: PH101 x 30 (MT and LT). The exact timetable will be worked out with the individual students on the course at the start of term.

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 2011/12 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 (<http://www.thebsps.org/> and <http://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 2011/12 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.

Teaching: Seminars PH555 15 x two-hours (MT, LT, ST).

PS940 Psychology (Seminar)

This information is for the 2011/12 session.

Teachers responsible: Prof Sandra Jovchelovitch, STC. S310.

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 2011/12 session.

Teachers responsible: Professor Saadi Lahlou, S303 and Dr Bradley Franks (S307)

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.

Assessment: Non-examinable.

PS960**Classical Texts in Social Psychology****This information is for the 2011/12 session.****Teachers responsible:** Prof Martin Bauer, B804, and Prof Sandra Jovchelovitch, S310, 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 2011/12 session.****Teachers responsible:** Professor J Lewis, Old 1.18 and Professor A West, Old 1.16**Availability:** For all MPhil/PhD students in the Department of Social Policy.**Course content:** This course provides background sessions for MPhil/PhD students in their first year of study. It also provides the forum in which first year full-time and second year part-time MPhil/PhD students must present their work in advance of submitting their major review documents.**Teaching:** MT, LT and ST.**SO500****Research Class for MPhil Students****This information is for the 2011/12 session.****Teachers responsible:** Professor Bridget Hutter S217**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 first Friday in 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 2011/12 session.****Teacher responsible:** Dr Don Slater, S218a**Availability:** For Sociology research students - generally in their second year - who have passed SO500 but have not yet upgraded.**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 2011/12 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.**SO509 Not available in 2011/12
Research Seminar on Modern Theory****This information is for the 2011/12 session.****Teacher responsible:** Professor Ulrich Beck, S220**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 2011/12 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 seeks to provide a small, friendly forum in which research students can discuss important recent publications and debates in this field. It often spends a number of weeks reading recent prize-winning books and articles in the field, and sometimes examines a topical theme for part of a term. There are also occasional guest lectures. Last year, for example, there were lectures by Jeff Goodwin (New York University) on the legacy of the revolutions of 1989, and Michael Mann (UCLA) on the rise and fall of neo-liberalism. The seminar also provides an opportunity to develop individual research projects. In each seminar, a twenty or thirty minute presentation is 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 could 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 2011/12 session.

Teachers responsible: Dr Fran Tonkiss, STC 219

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.

Assessment: This course is not assessed

SS501

Authoring a PhD and Developing as a Researcher: Getting Started

This information is for the 2011/12 session.

Teachers responsible: Dr Sarabajaya Kumar, with Professor Patrick Dunleavy and other colleagues.

Availability: This course is aimed at first-year students registered for the MPhil/PhD. It offers you the opportunity to extend your networks with students in other departments and reflect on your research plans in a series of thematic workshops, suitable for students across all disciplines and covering key topics arising in the early stages of your work.

Pre-requisites: Booking is essential for each individual workshop that you wish to attend, and should be done online via lse.ac.uk/lse/training

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 before attending the session. There are multiple copies in the Library's Course Collection.

Assessment: This course is non-examinable.

SS502

Authoring a PhD and Developing as a Researcher: The Middle Years

This information is for the 2011/12 session.

Teachers responsible: Dr Sarabajaya Kumar, with Professor Patrick Dunleavy and other colleagues.

Availability: This course is intended for second- and third-year students registered for the PhD and embarking on the main body of their research. The thematic workshops are suitable for students in all disciplines across the School.

Pre-requisites: Booking is essential for each individual workshop that you wish to attend, and should be done online via lse.ac.uk/lse/training

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 before attending the session. There are multiple copies in the Library's Course Collection.

Assessment: This course is non-examinable.

SS503

Authoring a PhD and Developing as a Researcher: The Endgame

This information is for the 2011/12 session.

Teachers responsible: Dr Sarabajaya Kumar, with Professor Patrick Dunleavy and other colleagues.

Availability: This course is intended for students who are within a year to six months of completing their doctorate. The thematic workshops 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 lse.ac.uk/lse/training

Indicative reading: 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 before attending the session. There are multiple copies in the Library's Course Collection. Also Rowena Murray, *How to Survive your Viva* (Open University Press, 2003).

Assessment: This course is non-examinable.

Teaching and Learning Centre courses

Teaching and Learning Centre courses

Key to TLC course guides

(H) means a half-unit course

(C) means this course is capped

(n/a 11/12) means not available in the 2011/12 academic year

(M) means Michaelmas Term

(L) means Lent Term

(S) means Summer Term

Teaching and Learning Centre courses

Study skills and personal development for undergraduate and MSc students

This information is for the 2011/12 session

Teacher responsible: Teaching and Learning Centre staff

Pre-requisites: No previous knowledge required. All students are welcome, but booking for each event is required.

Course content: This is a year-long series of lectures and workshops designed to complement students' academic learning, with specialist provision for undergraduate and taught Masters students. Topics include:

- Introduction to study at LSE
- Essay writing
- Effective reading strategies
- Structuring MSc dissertations
- Exam preparation
- Stress management
- LSE GROUPS

Teaching: All events follow the dates of the LSE teaching year. Further details, and links to booking pages, can be found at lse.ac.uk/tlc/training

Assessment: No formal assessment undertaken.

Academic and professional development for PhD students (see also SS501, SS502 and SS503)

This information is for the 2011/12 session

Teacher responsible: Dr Sarabajaya Kumar (Teaching and Learning Centre), with LSE colleagues and external consultants

Pre-requisites: All PhD students are welcome, but booking for each event is required. For some events, students are requested to bring along current work and/or to be prepared to participate actively. **Course content:** This is a year-long series of workshops designed both to support the writing and completion of theses and to develop students' understanding of how their research can be communicated within and beyond academia. Workshops are divided into three strands to cover the various stages of thesis progression (see SS501, SS502 and SS503 in Research Course Guides) with subjects including:

- Thinking creatively about your research
- How to approach, apply for and manage grant-funded research
- Developing as an academic writer
- How to succeed in academic interviews
- Purposeful networking
- Writing compelling abstracts, pitching for conferences and journals

Teaching: All events follow the dates of the LSE teaching year. Further details, and links to booking pages, can be found at lse.ac.uk/tlc/training

Assessment: No formal assessment undertaken.

Academic and professional development for research staff

This information is for the 2011/12 session

Teacher responsible: Dr Sarabajaya Kumar (Teaching and Learning Centre), with LSE colleagues and external consultants

Pre-requisites: All LSE research staff are welcome, but booking for each event is required. For some events, participants are requested to bring along current work and/or to be prepared to participate actively.

Course content: This year-long series of workshops is designed to encourage career researchers to communicate their work effectively beyond academia, with a particular emphasis on media outlets, and to support them generally in planning for their futures. Workshop subjects include:

- Writing for policy-makers
- Understanding narrative craft
- Talk your way into radio
- Perfecting the one-page pitch
- Leadership development

Teaching: All events follow the dates of the LSE teaching year. Further details, and links to booking pages, can be found at lse.ac.uk/tlc/training

Assessment: No formal assessment undertaken.

Postgraduate Certificate in Higher Education course: Associate Level

This information is for the 2011/12 session

Teacher responsible: Neil McLean (Teaching and Learning Centre)

Pre-requisites: Most participants are likely to be graduate teaching assistants in their first year of teaching, or experienced teachers returning after a break.

Course content: The course is based on three core modules:

- Developing teaching practice
- Student learning and student support
- Course evaluation and quality framework

Each of these requires course work, delivered after the Christmas and Easter breaks, in the form of either a practical assignment or an essay and accompanied by a rationale of around 1,500 words explaining the candidate's thinking and showing how it has been informed by reading relevant literature on higher education. A series of workshop-style training events runs throughout the year to support progression through the course.

Teaching: All courses follow the dates of the LSE teaching year. Further details (and links for booking training events) can be found at lse.ac.uk/tlc/training and at the Teaching and Learning Centre's PG CertHE Moodle site.

Assessment: Participants are required to submit a portfolio of evidence in either June or November which will be assessed. Successful candidates will be granted Associate Level of the PG CertHE and are eligible to become Associate Members of the HEA.

Postgraduate Certificate in Higher Education course: Full Level

This information is for the 2011/12 session

Teacher responsible: Neil McLean (Teaching and Learning Centre)

Pre-requisites: Participants move directly to this course from the Associate Level (see above) and are therefore likely to be graduate teaching assistants in their second year of teaching, or experienced teachers returning after a break.

Course content: The course is based on three core modules:

- Lecturing

- Assessing student learning
- Course design and development

Each of these requires course work, delivered after the Christmas and Easter breaks, in the form of either a practical assignment or an essay and accompanied by a rationale of around 1,500 words explaining the candidate's thinking and showing how it has been informed by reading relevant literature on higher education. A series of workshop-style training events runs throughout the year to support progression through the course.

Teaching: All courses follow the dates of the LSE teaching year. Further details (and links for booking training events) can be found at lse.ac.uk/tlc/training and at the Teaching and Learning Centre's PGCertHE Moodle site.

Assessment: Participants are required to submit a portfolio of evidence in either June or November which will be assessed. Successful candidates will be granted the full PGCertHE and are eligible to become Fellows of the HEA.

Postgraduate Certificate in Higher Education course: Career Track

This information is for the 2011/12 session

Teacher responsible: Dr Jane Pritchard (Teaching and Learning Centre)

Pre-requisites: New career track members of faculty with fewer than three years' teaching experience in higher education have been required since 2009 to take the Associate Level Postgraduate Certificate in Higher Education before passing Major Review.

Course content: The Career Track option is a part-time, one-year course designed around offering an extended orientation to teaching and learning at LSE for academic staff. It focuses on the tasks new faculty are often asked to perform, in particular lecturing, seminar teaching and the proposal of new courses, and provides insight into the LSE system, feedback on teaching and ideas on how course-design and teaching issues are addressed across the School.

Teaching: In addition to the New Academic Induction Programme in September, there will be a small number of working lunches during which teaching and course-work completion will be discussed. There is also a series of optional workshop-style training events (see lse.ac.uk/tlc/training) that may support progression through the course.

Assessment: Participants are required to submit a portfolio in June made up of the following items:

- Module 1: Developing Teaching Practice - End of first term reflection on teaching, based on teaching observation by Teaching and Learning Centre staff, readings on teaching within the discipline and reflecting on students' learning
- Module 5: Course design - New course proposal, using LSE pro-forma, with rationale for the proposal. (The proposal will have been presented to senior academics on the Under- or Graduate Studies Sub-committee, the bodies that approve new course proposals.)
- Teaching observation reports and student survey results
- End of course reflection on the year's teaching, observation of teaching and future plans

Building the portfolio is done throughout the year, with deadlines following the Christmas and Easter breaks.

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 2011). 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.

