

Leverhulme Doctoral Scholarships at the LSE on ‘The Challenge of Escalating Inequalities’

LSE is offering five prestigious Leverhulme Doctoral Scholarships for PhD study in any Department whose research addresses ‘The Challenge of Escalating Inequalities’. Students will apply to specific Departments and will also be affiliated to LSE’s International Inequalities Institute which is opening in May 2015. . You will be part of a dynamic research culture exploring the links between the economic dimensions of inequalities with their social, cultural and political aspects to systematically assess whether and how inequalities might be hardening in mutually reinforcing ways. As well as being supervised by experts in your home Departments, you will also be actively mentored by a group of seven leading scholars who all have outstanding records of research on escalating inequalities.

The Leverhulme Doctoral Studentships will pay full UK/EU fees and a stipend equivalent to ESRC rates for three years. You will be the first of three cohorts to be funded by the Leverhulme

Topics may cover any aspect of economic, social, cultural and political aspect of inequality, in any part of the world, addressing whether, why and how such inequalities are intensifying. Students may propose to use quantitative, qualitative or mixed methods. Please see Notes for Applicants for more details

Please see notes for applicants below for further information

Deadline: to be considered for these studentships you must apply to LSE by February 23rd. Applicants who apply through normal LSE procedures will also be considered.

Notes for applicants

These notes will outline:

1. The general rationale for this programme
2. The three themes which you will need to link your research interests to.
3. The organization of the programme
4. The application process
5. The key LSE staff involved in this programme
6. The wider resources that doctoral students at the LSE will be able to access.

1: Rationale: LSE as the Centre for Inequalities Research

Escalating inequalities between and within nations have been recognized by academics and political commentators alike as posing fundamental challenges to well-being, solidarity, social cohesion, and sustainable growth. The World Economic Forum has recently highlighted income disparity as one of its principal risks to economic and political security as well as the widely discussed book by Thomas Piketty, *Capital in the 21st century*. Contributions such as these have transformed concerns with poverty, disadvantage and exclusion, characteristic of policy and analytical discourse during the 1990s and 2000s, into the awareness that it is the relationship between all social groups, including the beneficiaries of economic change, which need to be subject to critical analysis.

This is the challenge which is paramount to many social scientists across the LSE. In 2012-13, as part of its Strategic Review, all academic staff at the LSE were asked, 'which three big issues facing the world do you think the School should seek to solve?' The topic of inequalities was placed first, ahead of climate change (with the inequalities related topic of 'poverty' coming third). Accordingly, the LSE established a working group to develop an initiative on inequalities formed with representatives from the departments of Anthropology; Economics; Gender; Geography and Environment; Law; Media and Communications; Sociology; Social Policy; and Statistics. This generated closer connections between ongoing research clusters working within Departments, and launched a number of new initiatives, the most important of which are a cross-departmental MSc in Inequalities and Social Science which will admit its first cohort of students in 2015, and the creation of a new International Inequalities Institute (III), to be opened in May 2015.

Our doctoral programme will therefore start its work within a very dynamic environment. The overarching aim of this doctoral programme is to redress the lack of an account of the mechanisms that link the economic dimensions of change with their social, cultural and political dimensions at the global level. This is a key challenge which Piketty leaves hanging: if we are seeing a return to the economic inequalities of the early 20th century 'belle epoque', are we also seeing the resurgence of a new kind of social and cultural elite which has affinities to the aristocracy? A major problem in addressing this issue is the current lack of engagement between research in economics and in other social science disciplines, a stand-off which is attributable to the different methodological specialisms and theoretical

trajectories of these disciplines and which disables effective debate and syntheses.

We will therefore support research on the social processes and social relations that are generating contemporary economic inequalities, whether they are significantly different to those of the past, and what implications they hold for the future. We will consider whether the intensification of economic inequalities in many parts of the globe is also translating into a process of wider social closure, or whether by contrast it is associated with the potential for more meritocratic and inclusive forms of social, geographical and cultural mobility. We will assess what the wider implications of inequality might be for a range of outcomes and what kinds of political interventions might affect it. We will explore how changing policy and political regimes are related – if at all – to the heightening of inequality, how technical change, and the proliferation of cultural and educational capital might be associated with economic differentials.

We will support research on whether the rise of the ‘super wealthy’ has also seen the development of a new closed ‘elite’ class and how economic inequalities are associated with inequalities of class, gender, race, ethnicity and age. We will examine how accumulation in certain parts of the world might also be associated with global labour regimes based on the exploitation of workers in the South that produces new forms of marginalization and generates intractable clusters of poverty at the bottom tiers of society.

Our programme therefore lays the platform for a new distinctive inter-disciplinary approach to the challenge of inequality. Part of our distinctive approach at the LSE will be to question established Euro-American paradigms, often narrowly defined in orientation, by bringing experiences and perspectives from across the globe to bear.

We focus our concerns into three related themes: firstly, the need to bring new philosophical, theoretical and methodological approaches to inequality based on research conducted all over the world, to bear on measurement and analysis; secondly, the need to bring forms of economic modelling further into debates with political economy; and finally to develop research on the intergenerational reproduction of inequality which writers such as Pierre Bourdieu and Thomas Piketty have made central. We place all these challenges within a systematic framework which places national specificity in a wider comparative frame and institutes genuine collaboration and dialogue between sociologists, geographers, anthropologists, economists, historians, media researchers, political scientists and lawyers.

2: Research themes.

We focus our concerns into three themes, each of which will have two joint conveners who will be responsible for directing themed activities and will mentor the students selected for this theme. The two conveners have been deliberately chosen to combine experts on Euro-America with those with expertise in other parts of the world. This will facilitate comparative analysis and global reach. However, the seven named faculty have cross cutting interests across themes and will get involved in all themes to ensure team working across the doctoral programme as a whole.

Faculty and students in each of these themes will interact in seminars and workshops so that there is a process of mutual learning and exchange. We expect these themes to infuse the activities of the III more generally so that the students – as well as their supervisors and mentors – can place their research on a wider canvass

The three themes are:

a) Ideas of inequality (convened by Prof Nicola Lacey and Dr Alpa Shah)

Much existing research on inequality relies on formal modelling of standard inequality ‘variables’. We aim to encourage deeper scrutiny of the underpinnings of such analysis by encouraging enquiry into the intellectual and conceptual underpinnings of measures of inequalities, in their historical, cultural and geographical contexts. These inquiries will then assist innovative research using improved measures. Key issues include:

- What role different social actors and groups (from political elites and the media to social movements) have played in generating knowledge of, or silencing attention towards, different kinds of inequality, including contestations over its very nature and meaning.
- How and why ideas about the measurement of inequality have developed (for instance, statistical measures of inequality, their regional, national and international dimensions and the development of debates over them).
- How different methodologies (from statistical modeling to ethnographic research) for the study of inequality have emerged, what their limitations in specific contexts might be, and new strategies for their development.

b) The political economy of inequality (convened by Prof David Soskice and Prof Gareth Jones)

A major challenge is to link forms of economic analysis, based in technically sophisticated econometric modelling, with a fuller understanding of the political systems more generally. We will therefore seek to explore how political institutions shape the way in which democracy affects inequality (for better or worse); and what kinds of political interventions shape and challenge forms of inequality across time and space, with emphasis on both redistribution and predistribution. We will explore the role of macro and micro economics, as well as that of finance, at local and national level, and via the global economy. The specific themes will be

- How and why international, governmental and non-governmental social institutions, create, perpetuate or mitigate inequality.
- The role of technological progress as well as globalisation in shaping the operation of labour markets within and outside companies; the interaction of these processes with the development of education and training; the rapidly changing role of gender; and the political frameworks pushing and constraining these forces and their effects on inequality.
- The changing role of social movements, religious movements, and revolutionary struggles in challenging or reproducing inequality.
- The role of welfare regimes, education and health provision; tax arrangements; minimum wage provisions; labour laws; international human rights and gender norms;

antidiscrimination laws, battles over media resources; and utopian egalitarian communities in addressing and undermining inequality.

c] The reproduction of inequality (convened by Prof John Hills and Dr Laura Bear)

Our final theme will focus on how accumulation and inheritance of inequality operate over time and across space, and how these might generate escalating inequalities (as Piketty suggests). Using rigorous quantitative data, as well as ethnographic and qualitative perspectives, we will place centre-stage novel explorations of the social relations that reproduce inequality. Research in this theme will examine

- The forms and drivers of intergenerational links in advantage and disadvantage, including in economic positions between generations, through both economic and non-economic transfers.
- The role of different social classes in reproducing inequality (both elites but also the poor), cultural ideas and processes of political capture and opportunity hoarding as they play out across time and space, and the role of the media in generating exclusion.
- The relationship between inequality and poverty and processes of exploitation, oppression, social exclusion, stigma and discrimination
- The development of new qualitative measures of inequality that focus on the degrees of insecurity experienced across classes and how this effects decision making during the life-course.

In addressing these themes we will build a collective competence and critical engagement on the use of economic models, other statistical perspectives, and qualitative methods. This will be a major part of building a collective ethos around the implications of serious interdisciplinary social science research for our understanding of the conditions under which, and the means by which, inequality is reinforced or reduced. We will equip the students to reflect on the virtues and pitfalls of the multitude of ways in which this question has been addressed in different places in the past and projecting possibilities for the future, including an understanding of the roles of policy, legislation, and politics in supporting or reducing inequality. Students will critically examine a range of interventions including: economic policy in production and redistribution such as taxation, income support and social security measures; educational, social care, health and welfare policy; the structure of political institutions, and the re-distributive opportunities, incentives and constraints which they create; equalities and anti-discrimination law; challenges to inadequate media representations of specific inequalities; and social movements and revolutionary struggles.

3: The organisation of the Leverhulme Doctoral programme

The programme will be co-ordinated by Mike Savage, in association with the six theme conveners listed below. Each student will be allocated a mentor drawn from this group, in addition to his or her departmental supervisor/s. The mentor, who will need to be from a different Department to the student, will develop a programme of engagement in workshops and seminars linked to the themes in negotiation with the students and their

supervisors. At the end of each year mentors will conduct an appraisal of the student's engagement in the programme of inter-disciplinary activity which will feed into a review of the arrangements more generally. Students will have (as a minimum) a termly review meeting with their Supervisory Panel Mentor.

Teaching will have three components: a core cross-cohort interdisciplinary seminar run by one of the six theme conveners for the Leverhulme students (and a small group of other doctoral students with funding from other sources who also working in this area); the discipline-based doctoral training provided by each student's home department; and bespoke provision in specialist areas coordinated by the student's Panel mentor, in consultation with his or her departmental supervisor, drawing on the disciplines which most effectively contribute to analysis of the student's research questions.

In order to build a collaborative, cross-disciplinary experience for students, the Leverhulme Doctoral Scholarship students will also:

- Be encouraged to audit the MSc Inequalities and Social Science's core course to cover aspects of inequality from cross-disciplinary perspectives (if they had not already taken the MSc itself, in the case of later cohorts).
- Take part in regular workshops in later years (in addition to their commitments in their 'home' Departments).
- Organise a Master Class on inequalities in which they discuss the work presented by various academics involved in this initiative as well as with invited external guests.
- Organise an annual Inequalities Conference in which they would present their research to each other and to academic staff with the aim of forging further cross-disciplinary discussions.

Students who receive these scholarships will also be invited to take part in the activities of the PhD Academy which is being launched in October 2015. The Academy will be responsible for overseeing interdisciplinary programmes for PhD students, running student led interdisciplinary initiatives and offering professional development and careers advice to doctoral candidates. The Academy will be based in a dedicated suite of rooms in the LSE library where students will have access to staff who help to manage the PhD programmes, teaching space and social space.

4: The application process

You should apply through normal LSE channels to specific departments, and indicate that you wish to be considered for a Leverhulme Doctoral Scholarship and which of the three themes above that your proposal addresses. Departments will apply their normal admissions criteria and allocate potential supervisors (who will if appropriate be from more than one department). All Departments will be eligible to put forward students for the Leverhulme awards if their proposals address any of the three themes. You will also be considered for other sources of funding unless you indicate that you only wish to be considered for a Leverhulme Doctoral Scholarship.

If selected by Departments to go forward for consideration for a Leverhulme award, you will be asked to submit a further personal statement in which you lay out their capacity to address the specific theme, indicate your interest in working in an interdisciplinary environment, and, if you wish, provide details of personal financial hardship they might face in studying for a Phd. This will be sent, alongside your proposals, with a letter of departmental support for the candidate, and information on their financial background to a panel chaired by the Principal Applicant (Prof Mike Savage), and comprised of the six theme conveners.

Departments will only be allowed to submit one main and one reserve candidate in any one year to ensure that each cohort will contain a genuine inter-disciplinary mix. Criteria which the panel will use to select students include:

- Endorsement from a department that they meet the normal admission criteria.
- An assessment that the research proposal addresses one of the three themes identified above in an original way and that the candidate will work well within an interdisciplinary framework.
- Each theme to have at least one, but no more than three, of the studentships in any one year. At least three of the scholarships each year will be awarded to students with proposals to study beyond Euro-America.

Although decisions will not be made on the basis of financial hardship alone, such factors might be used by the panel as contextual information to assess the overall merit of the applicant.

5: Key academic staff

The Principal Applicant is Mike Savage, FBA, Martin White Professor of Sociology, <http://www.lse.ac.uk/sociology/whoswho/academic/savage.aspx>. He has been chosen because he is Head of Department of Sociology (which currently administers the MSc) and will become a leading figure in the new III. Mike currently supervises three students, and has supervised 23 students to completion, including academics at Edinburgh, Manchester, Stirling, Institute of Education (London), Oxford, Porto, Washington (Seattle), Diego Portales (Santiago de Chile), Hong Kong, Shanghai and Tehran. He offers supervision on inequality in the UK, especially its cultural and social aspects, and in urban inequality across the world. Mike was founding Director of the ESRC Centre for Research on Socio-Cultural Change at the University of Manchester from 2004 to 2010 where he led research showing how cultural differences in Britain are embedded strongly in class divisions. He has an outstanding record of inter-disciplinary research, having co-authored papers in leading journals with anthropologists, historians, geographers, business researchers, political economists, statisticians, and cultural studies researchers. He is currently completing an ESRC Professorial Fellowship which will lead to a major book on rethinking social inequality.

The conveners of the themes have been chosen across several contributing Departments. As well as being mentors they may also supervise students from their own Department

Dr. Laura Bear, Associate Professor, Department of Anthropology, <http://www.lse.ac.uk/anthropology/people/bear.aspx>. Laura currently supervises eight students and has supervised seven students to completion, who now work at places such as UCL, Kent, Max Planck Institute and UNDP. She offers guidance on projects that address transformations in state and corporate institutions and their effects on inequality. From her leadership of a three year ESRC funded research network on time and globalisation she also would supervise on projects that focused on developing qualitative measures of the ability to be secure and the various effects of insecurity on decision making during the life-course. Her expertise on the ethnography of global capitalism has developed from twenty years of archival research and ethnographic fieldwork in India, especially West Bengal (funded by the American Institute of Indian Studies, Wenner-Gren Foundation and the Economic and Social Research Council).

Gareth Jones, Professor of Urban Geography, <http://www.lse.ac.uk/geographyandenvironment/whoswho/profiles/gajones@lse.ac.uk>. Gareth has applied political economic approaches to urban change, violence and insecurity, and youth identities in Latin America and to elite lifestyles in Southern Africa. He is presently supervisor to 4 students and has supervised 17 students to completion and is currently working on an ESRC-NWO-DfG grant on urban poverty and violence in the Americas.

Sir John Hills FBA, Professor of Social Policy and Director of the Centre for Analysis of Social Exclusion <http://www.lse.ac.uk/researchAndexpertise/experts/profile.aspx?KeyValue=j.hills%40lse.ac.uk>. John currently supervises three students and has successfully supervised ten doctoral students and offers supervision in areas including the evaluation of social policies in different countries including social security, pensions, social care, housing, and redistribution, and on the measurement of inequalities and their development in economic and non-economic dimensions. He chaired the UK government's National Equality Panel (2008-2010). His recently completed ESRC Professorial Fellowship led to his contributions to *Wealth in the UK: Distribution, accumulation and policy* (Oxford, 2013) and to *Good Times, Bad Times: The welfare myth of them and us* (Policy Press, November 2014)

Nicola Lacey FBA, School Professor of Law, Gender and Social Policy, co-director of the Gender Institute's Commission on Gender, Inequality and Power (2014-5); <http://www.lse.ac.uk/collections/law/staff/nicola-lacey.htm>. Nicola is an expert on crime, punishment and inequality; legal and political conceptions of equality; law and gender). She has supervised 16 doctoral students to completion, several of them working across departments including law, history, sociology, social policy, the European Institute and the Gender Institute, and her former doctoral students include academics at the Universities of Bogota, Durham, Haifa, Leeds, Sydney, City University, Goldsmith College and the School of Oriental and African Studies. She had a Leverhulme Major Research Fellowship from 2006-9.

Dr Alpa Shah, Associate Professor (Reader) in Anthropology, Director of Inequality and Poverty Department Research Unit. <http://www.lse.ac.uk/anthropology/people/shah.aspx>.

Alpa is currently supervising five doctoral students. She has conducted long term ethnographic field research in India and Nepal on indigenous rights, labour and livelihoods, the developmental state and the Maoist revolutionary struggle. She offers supervision on the social processes of inequality and poverty; the informal economy; the intersection of class, caste, race and gender; and on ordinary people's attempts to challenge inequality through social movements, religious movements and everyday acts of resistance. She currently has major research grants from the ERC and ESRC to explore these issues further.

David Soskice FBA, School Professor of Political Science and Economics, <http://www.lse.ac.uk/government/whosWho/profiles/dwsoskice@lse.ac.uk/Home.aspx>

David is an expert in the political economy of advanced capitalist societies; offering training in economics in general and the economics of inequality in particular for students not trained in economics. He has supervised more than 20 doctoral students to completion at LSE, at Oxford University, and at Duke University. In addition, in conjunction with Professor Peter Hall (Harvard, Centennial Professor at LSE), he informally supervised 10 Harvard/MIT students in a cross-disciplinary PhD programme on the Varieties of Capitalism in the research unit which he directed at the Wissenschaftszentrum zu Berlin, and co-funded by Harvard.

The following academics are all very enthusiastic to supervise students from their home Departments under this scheme (this list is not comprehensive):

Christine Chinkin FBA, (Professor of International Law); Nick Couldry, (Professor of Media, Communications and Social Theory); Frank Cowell, (Director of the Public Economics Programme); Ellen Helsper (Associate Professor of Media and Communications); Stephen Jenkins, FBA, (Social Policy); Diane Perrons (Professor of Economic Geography and Gender Studies, Director of the Gender Institute; Co-director of the Commission on Gender, Inequality, and Power 2014-15); Anne Phillips FBA, (Graham Wallas Professor of Political Science, Government Department); Lucinda Platt, (Professor of Social Policy and Sociology); Max Schulze (Professor of Economic History); Fiona Steele, FBA, (Professor of Statistics); Fran Tonkiss (Professor at LSE Cities and Sociology); Anne West (Professor of Social Policy).

5: Resources for doctoral training at the LSE.

You will benefit more generally from the School's outstanding research environment. There is a well-developed infrastructure of training and provision for research students at School level, provided by the Academic and Professional Development Division (APDD) and for research methods and skills training by the Methodology Department. Within APDD the Teaching and Learning Centre (TLC) provides the core transferable skills for all research students including: time management, research skills, ethics, academic publishing, writing a research grant proposal, research project management, writing for the media, managing supervisors, viva preparation. TLC has also developed its own Higher Education Academy

accredited Postgraduate Teaching Certificate; in recent years some 70 research students a year have enrolled on this course. The Language Centre offers a range of foreign language courses at different levels, specifically designed for the social sciences and language support in English for Academic Purposes. The LSE Careers Service has a dedicated PhD Careers Advisor, and offers specially-designed lunchtime sessions on converting PhDs into commercial activity, one-to-one advice sessions and tailored sessions for students in specific disciplines. The Centre for Learning Technology and Innovation provides further skills training for PhD students in new technologies for research purposes,

The research environment is enhanced by the outstanding resource of the LSE Library – the British Library of Political and Economic Science – which HEFCE designated in 2008 as one of only five National Research Libraries in England. The Library holds over 4 million items covering the social sciences; it has an extensive government publications collection, unique collections of statistical publications of national governments and intergovernmental organisations throughout the world. The Archives Division holds a rare book collection and over 1400 archive collections supporting research across the social sciences. The acquisition of the Women's Library in 2013 significantly enhances the library's relevance for inequalities research. The Doctoral Academy would embrace the doctoral student support currently provided by the Teaching and Learning Centre (TLC) and the Careers Service, to offering academic and professional development training, developed in line with Vitae's national Research Development Framework, and facilitating the Post-Graduate Certificate in Higher Education. Leverhulme students would benefit from the sponsored international exchange programmes that the LSE runs for its PhD students organized as part of the School's alliances and joint ventures with key overseas partners, including 'institutional partnerships' with Sciences Po in Paris, Columbia University in New York, Peking University in Beijing, the University of Cape Town and the National University of Singapore.

The School supports individual programme structures for research students designed to fully support them in achieving a PhD. This is predicated on a foundation of required core training in research skills, methods training and transferable skills development most appropriate to the social sciences. Training includes emphases on quantitative and qualitative skills complemented by subject-specific courses at basic and advanced level. The majority of core training is provided in the first (up to two) year(s) of PhD study; transferable skills development is embedded throughout the PhD programme from central provision and enhanced in departments. These facilities will all be available to Leverhulme students.

As one of the ESRC's 21 recognised doctoral training centres the LSE provides a range of advanced methodology training for its PhD students through the Methodology Department which is strongly involved in the plans for the III (through the presence of Fiona Steele on the working party). LSE has an extensive Postgraduate Travel Fund which provides support to students who are invited to present a paper at a conference – in the UK or elsewhere. The School fund can support 70% of the cost, up to an annual maximum for each student of £1,000. The School also has hardship funds in the event of an unexpected event affecting a student's financial situation – e.g. an accommodation crisis.