

MSc Social Research Methods

Programme handbook 2015-2016

LONDON SCHOOL OF ECONOMICS AND POLITICAL SCIENCE

INTRODUCTION

WELCOME TO THE METHODOLOGY DEPARTMENT AND TO THE MSC SOCIAL RESEARCH METHODS.

We hope that this booklet contains most of the information you need while studying for your MSc. Please hang on to this handbook because you will need to consult it from time to time during the year. We trust that the content is correct at the time of going to press (September 2015); however, we may have missed some errors, and circumstances may change during the year. The Department reserves the right to withdraw or alter particular courses and syllabuses and other details, but we hope to give you plenty of notice should this be necessary. The handbook should serve as a guide to the Department and to your MSc programme. Please read it carefully and if, over the year, you have any comments or suggestions about the contents do let us know.

In addition to the information in this handbook, you should familiarise yourself with the LSE regulations on taught Masters degrees. The up-to-date version of these can be found on the School's web site at

lse.ac.uk/resources/calendar/taughtMasters.htm

The regulations specify the general School rules and practices for most aspects of your study, including teaching, supervision, assessment and degree classification, as well as the basic reciprocal obligations and responsibilities of staff and students. It is very important that you read and understand these regulations.

We hope you will have a happy, stimulating and productive time in the Methodology Department. Please ask your personal academic adviser, the Programme Director or the Administrators if you have any questions or problems at any time.

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Who's Who in the Department

Professor Kenneth Benoit Professor of Political Research Methodology & Head of Department	COL8.11	020 7955 6812	k.r.benoit@lse.ac.uk
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Dr Flora Cornish Associate Professor	COL8.09	020 7955 6792	f.cornish@lse.ac.uk
Dr Simidele Dosekun LSE Fellow	COL7.07	020 7955 7642	TBA
Dr Elena Gonzalez-Polledo LSE Fellow	COL7.06	020 7955 6432	e.gonzalez-polledo@lse.ac.uk
Dr Dominik Hangartner Associate Professor	COL8.03	020 7955 6982	d.hangartner@lse.ac.uk
Professor Jonathan Jackson Professor of Research Methodology	COL8.05	020 7955 7652	j.p.jackson@lse.ac.uk
Dr Alasdair Jones Assistant Professor	COL8.12	020 7955 6924	a.jones@lse.ac.uk
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Dr Jen Tarr Assistant Professor	COL8.06	020 7955 6950	j.s.tarr@lse.ac.uk
Dr Ben Wilson LSE Fellow	COL7.07	020 7955 7642	b.m.wilson@lse.ac.uk
Gillian Urquhart Departmental Manager	COL8.07	020 7955 7639	g.urquhart@lse.ac.uk
Esther Heyhoe Graduate Teaching Administrator	COL8.07	020 7955 7639	e.heyhoe@lse.ac.uk

Term Dates 2015-16

Michaelmas Term

Thursday 24 September - Friday 11 December 2015 (*Teaching begins on Monday 28th September 2015*)

Lent Term

Monday 11 January – Thursday 24 March 2016

Summer Term

Monday 25 April - Friday 10 June 2016

The School will also be closed on English public holidays. In 2015/2016 these will be:

Christmas Closure	Wednesday 23 December – Friday 1 January 2016
Easter Closure	Friday 25 March – Thursday 31 March 2016
May Bank Holiday	Monday 2 May 2016
Spring Bank Holiday	Monday 30 May 2016
Summer Bank Holiday	Monday 29 August 2016

For those departments that operate them, including the Department of Methodology, School Reading Weeks are the weeks beginning Monday 2 November 2015 and Monday 15 February 2016.

In departments with courses that will be examined in January, examinations will be held in Week 0 (Monday 4 January – Friday 8 January). Department of Methodology courses will continue to be examined in Summer Term but you may be taking an outside option from one of the departments involved. More information can be found here: <http://www.lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/LentTermWeek0Exams.htm>

The Department of Methodology: History, aims and objectives

The Department of Methodology (hereafter the Department) was in large measure founded in response to the ESRC's concerns about the quality of methodological training for social scientists in Britain. This concern was first voiced in the early 1990s, and while the LSE took steps to ameliorate the so-called 'methodology gap' identified by the ESRC, worries about training in research methods in Britain as a whole have not been allayed, leading most recently to the introduction of the ESRC Doctoral Training Centres, one of which is the LSE.

The Department took shape under the leadership of Colm O'Muircheartaigh with the assistance of the co-director, George Gaskell. The Department's teaching evolved in five phases, as follows:

- Training in research methods for PhD students in various departments of the LSE (1992).
- Training in research methods for MSc programmes carrying the ESRC's RT weighting, i.e. for mode A entrance to PhD programmes (1993).
- Training for MSc programmes that required a skills component, in particular the Government Department (1994).
- An MSc in Social Research Methods combining a substantive focus in one of the LSE's academic disciplines (1994).
- An MPhil/PhD in Social Research Methods (2006).

Since there is not a well-established pedagogical tradition for the teaching of research methods in an interdisciplinary context, the following sections set out what lies behind the aims and objectives for our teaching. Research methodology is not an end in itself; it is a means to the end of supporting and improving the 'quality' of empirical research in substantive areas of the social sciences. To this extent the Department has always had an outward looking approach and actively sought to avoid the 'ghettoisation' of research methodology. Thus, for example, many of the members of the Department have held joint appointments in the Department and in one of the LSE's academic departments. None of the Department staff would define themselves as a methodologist. We are all social scientists of varying disciplinary enthusiasms whose claims about social phenomena are warranted on the basis of empirical evidence. Many of us are holders of joint appointments; all staff teach and conduct research in one of the social sciences and their research output is submitted to their academic department's contribution to the Research Assessment Exercise.

Our commitment to high quality teaching is more than rhetorical. Understanding research methodology is not merely the accumulation and critical evaluation of knowledge from library sources. To gain a practical and useful knowledge of research methods, what might be called a researcher's way of thinking, requires a combination of lecturing, worked examples, engagement in class activities and individual academic adviser support. The Department operates on the presumption that almost any committed student, including those with only basic mathematics, can master the subject matter providing that the teaching and support is appropriate. The Department has a continuing commitment to course evaluation and improvement.

The Department takes the view that social scientific research methods comprise what are generally known as the quantitative and qualitative approaches, and that a well-trained social scientist will be well versed in both traditions. This is exemplified in our MSc Social Research Methods, in which the compulsory courses cover both quantitative analysis and qualitative inquiry. While this catholic approach to research methods training and application may not appear, at first sight, to be particularly radical, it should be noted that many of the social sciences are organised around competing camps of mutually hostile quantitative and qualitative researchers. Our rejection of this bifurcation has been to the benefit of our students, and to that of the Department, which is increasingly recognised as a centre of high quality training in social scientific methods eschewing the unproductive epistemological posturing that typifies so much UK social science.

Communication within the Department

Personal LSE e-mail Account

You are expected to check your LSE e-mail account regularly, as both academics and administrators routinely use this medium in order to communicate with students. **Please use your LSE e-mail account for all communication with the School and the Department.** You can access e-mail off-campus using webmail and remote desktop or on the move, using e-mail clients for laptops and mobile phones. For instructions on how to access your e-mail off campus visit: lse.ac.uk/intranet/LSEServices/IMT/remote

Change of address

If you change your term-time address, you must inform the Student Services Centre. This change can be made by you, using LSE for You, located via the Apps tab on the home page of the LSE website. Your address is protected information and will not be disclosed to a third party without your permission unless it is for reasons of official School business. It is important that you keep the School informed of your private address (and telephone number).

Contacting Staff

Members of staff can be contacted without appointment during their office hours, or via appointments made directly with them. All staff are on voicemail and email and it is often more efficient to contact them by phone or email.

The Study Room (COL8.13)

The room and the equipment in it are for the exclusive use of students of the MSc Social Research Methods, when it is not in use for seminars, meetings and other Department events. It is a common room/study room, a useful place to meet fellow students and hold study groups. PCs within the room are equipped with software packages used in analytical research including statistical analysis packages, qualitative analysis software and tools for text analysis. The Study Room is accessed by a code (Esther Heyhoe and Gillian Urquhart will let you know). The room can also be booked out by MSc SRM students – please contact Esther and Gillian for further details.

Staff-Student Meeting

Staff-Student Liaison Committee or SSLC meets once per term. This will be an opportunity for a general discussion about how students are finding the course and where any issues of concern can be raised. It also enables discussion on issues which affect the student community as a whole. All students are invited to attend and to send in any comments or issues they would like raised anonymously to the Administrator.

The SSLC also elects one representative to attend the Taught Graduate Students' Forum. More information can be found here: lse.ac.uk/studentrepresentation

Departmental Administration

The Graduate Teaching Administrator (Esther Heyhoe) may be consulted if you cannot find answers to your queries from written information, the School website or Student Services. If you need a member of staff to write a reference or letter for you, please plan ahead so that the lecturer concerned has time to process your request.

The MSc Social Research Methods

The official degree regulations for MSc Social Research Methods can be found at

lse.ac.uk/resources/calendar/programmeRegulations/taughtMasters/2014_MScSocialResearchMethods.htm

and more detailed information on each course in the **course guides** at

lse.ac.uk/resources/calendar/courseGuides/graduate.htm

Central to the Department's activities is the MSc Social Research Methods programme which offers options in ten different specialties: Sociology, Social Policy, Social Psychology, Statistics, Philosophy, Management, Government, Decision and Policy Sciences, Population, and International Development. The MSc programme gives students the opportunity to develop sophistication in research design and quantitative and qualitative research while maintaining a focus in a social scientific discipline.

This one-year programme draws on the range of expertise available within the Department as well as related academic departments, in order to provide an advanced training in social research methodologies, combined with a focus on one of a number of specialist areas in the social science.

The syllabus for the MSc meets and goes somewhat beyond the ESRC's requirements for the first year of a 1+3 PhD programme, and it is designed to provide training for doctoral research and as a pre-professional training for careers in social research in the public and private sectors. The MSc may be taken full-time over a calendar year, or part-time over two years. Further details about the MSc programme and course guides are given further on.

Aims and Objectives:

The MSc aims to provide:

- the skills of 'practical scholarship' built on a thorough grounding in the principles of quantitative and qualitative social research
- a specialist training in one of the social sciences
- advanced training in both quantitative and qualitative research methodologies
- experience in the design, collection, analysis and reporting of empirical social research
- experience of computer analysis of both quantitative and qualitative data
- training as a precursor to doctoral research and/or for employment in social research in the public and private sectors.

The programme outcomes are:

- understanding of quantitative and qualitative research methodologies
- understanding of conceptual and methodological questions underlying quantitative and qualitative research
- ability to design, conduct, analyse and report a social research project

Course Content

All students will take core courses in (a) Quantitative Analysis, (b) Qualitative Research Methods, (c) Research design, (d) a course in a special field, and will (e) submit an MSc dissertation.

Quantitative Analysis

Different courses are offered according to students' previous knowledge. Those with little background in the field will take courses designed to equip them with a critical understanding of statistical material, and training in statistical methodology, for both interpretation and implementation. More advanced students will attend courses dealing with the application of multivariate methods. At all levels, the lectures will be accompanied by classes in which the methods are implemented using standard statistical software.

Whether to take MY451 & MY452 or MY452 & MY455?

The Department expects students reading for the MSc Social Research Methods to take MY452 & MY455. These are the standard courses for the degree and a decision to deviate from that norm (and take MY451 & MY452) must be approved by your supervisor. MY451 is designed for people who have no background in quantitative methods. If you fall into that category, then you may be given permission to take MY451 & MY452. Why, you may be thinking, shouldn't I take MY451 and MY452, even if I have some background in quantitative methods, and therefore maximise my marks on the 'quantitative' element of the degree? The answer is that you should be at the LSE to learn as much as you can. The time you spend in formal education is precious and should not be wasted by taking courses that do not challenge you. Taking the standard combination of MY452 and MY455 will also provide you with a competitive edge in the job market; potential employers are likely to expect that you are familiar with quantitative methods up to the level of MY455.

Fundamentals of Social Science Research Design (MY400)

This course will cover aspects of research design and methodology including: the nature of social causation; experimental and quasi-experimental designs, survey and questionnaire design; the concepts of internal and external validity; social and cultural indicators and other applications.

Qualitative Research Methods (MY421)

The Department expects students to take MY421 in the Michaelmas Term. The objective of this course is to introduce students to the range of qualitative research methods, and to give practical experience in data collection and analytic approaches. Data collection will include different types of interviewing, case studies, observational techniques and the use of archival and on-line data sources. Methods of analysis will include semiotics, discourse and traditional content analytic approaches, and experience in the use of computer aids such as NVivo and ALCESTE. The course follows a multi-media approach both for data collection and research output. Conceptual and philosophical questions, including reliability and relevance, underlying qualitative research will be discussed.

Specialist Fields

Students will also study a course from one of five specialist areas related to their substantial interests: **Statistics, Social Psychology, Social Policy, Sociology, Philosophy, Government, Management, Decision and Policy Sciences, Population or International Development.**

Personal academic advisers

All students on the MSc programme have a personal academic adviser. The academic adviser's role is to give advice, monitor progress, help sort out any problems that may crop up and to be available in the future to provide references etc. The academic adviser is normally the staff member who shares the student's academic department. Students should expect to meet with their academic advisers at least once a term. Students are invited to take the initiative in setting up the meetings. The MSc Programme Director sees all the students at the beginning of the year and acts as a quasi-academic adviser for all students.

How to select courses in the substantive discipline of the MSc

First of all students should consult the degree regulations which outline the courses normally available to students within a particular MSc Programme. Under the School's regulations it is possible to take 1 Unit outside those set out in the degree regulations. This should be discussed with your academic adviser. To take a course outside the regulations the approval of the academic adviser and the convenor of the particular course is necessary.

At the induction session students will meet the academic adviser of the different disciplinary streams for a discussion of course options.

You will need to choose all of your courses, including any compulsory ones and your dissertation, in LSE for You. Course choice opens for browsing during Welcome Week so that you can get used to the system however you will not be able to make any choices during this period. The system opens fully from **25 September 2015** but you will only be able to access the 'Graduate Course Choice' option in LSE for You when your admissions paperwork is completed. The deadline for course choices for postgraduate students is **12 October 2015**. The system will re-open at the beginning of Lent Term so you can make any changes that are needed for Lent Term.

To choose your courses first visit lse.ac.uk/coursechoice. You will find links to the programme regulations for which outline your available course choices and a course guide for each of them. You will also find tutorials on how to use the Graduate Course Choice system.

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

lse.ac.uk/intranet/students/registrationTimetablesAssessment/Registration/home.aspx

Dissertation supervisors and selecting a dissertation topic

The dissertation is a key component of the MSc programme. Here students bring what they have learned in the courses in the Department and in their substantive discipline to bear on a substantial piece of empirical research. The research may involve primary data collection or secondary analysis of existing data. More details of the dissertation and the dissertation seminars (which together come under the course code MY499) can be found on page 15.

The supervisor of your dissertation is normally the member of staff who is able to provide the best quality supervision for the student's particular research interests. The process of matching students to supervisors is a mixture of staff interests (some dissertation topics draw upon current staff research), student preferences, guidance from the Director and approximate equity in the number of dissertations per staff member.

Throughout the Lent and Summer terms the supervisor will be available, by appointment, for consultation on the various stages of the research. Supervision ends by July 1st 2016 at the latest – the exact date will be determined by the individual supervisor.

Auditing Courses

You may wish to audit some courses which are not part of your programme, and for which you will not gain credit. You may audit the lectures of any courses in the School in which you are interested subject with the approval of the teacher responsible, but you may not normally attend the associated seminars if you are not registered on the course. The exception to this are courses audited in the Department of Methodology where we allow auditors to attend both lectures and classes (where resources allow). Please contact Esther Heyhoe if you wish to audit any Methodology courses. It is courteous to introduce yourself to the teacher responsible for any course you intend to audit regularly.

Suggested Reading for MSc Social Research Methods

U Flick, *An introduction to qualitative research* (Sage, 1998)

M Bauer & G Gaskell, *Qualitative Researching with Text, Image and Sound* (Sage, 2000)

G King, RO Keohane & S Verba, *Designing Social Inquiry* (Princeton University Press, New Jersey, 1994)

AF Chalmers, *What is this Thing Called Science?* (3rd Ed., Open University Press, 1999)

SL Morgan and C Winship. *Counterfactuals and Causal Inference: Methods and Principles for Social Research* (Cambridge: Cambridge University Press, 2007).

A Gelman and J Hill. *Data Analysis Using Regression and Multilevel/Hierarchical Models* (Cambridge: Cambridge University Press, 2007).

DB Wright, *Understanding Statistics: An Introduction for the Social Sciences* (Sage, 1997)

N Gilbert, *Researching Social Life* (Sage, 1993)

W F Whyte, *Street Corner Society - The social structure of an Italian slum* (CUP, 1943)

G Hoinville & R Jowell, *Survey Research Practice* (Heinemann, 1978)

A Agresti & B Finlay, *Statistical Methods for the Social Sciences* (4th Ed., Pearson Prentice Hall, 2009)

H Brady & D Collier, *Rethinking Social Inquiry: Diverse Tools, Shared Standards* (Rowman & Littlefield, 2004)

P Alasuutari, L Bichman, J Brennan & J. Brannen, *Handbook of Social Research Methods* (SAGE, 2008)

B Geddes, *Paradigms and Sand Castles* (University of Michigan Press, 2003)

JD Angrist and J Pischke, *Mostly Harmless Econometrics: An Empiricist's Companion* (Princeton University Press, 2007)

Assessment

Formal assessment, which counts towards your final degree results (also known as *summative assessment*), can take several different forms. Most MSc courses are primarily assessed by an unseen written examination in the Summer term. A half unit course is usually assessed by a two-hour examination, and a full unit course by a three-hour examination.

Some courses also include assessed coursework as all or part of summative assessment. Please refer to the course guides on the LSE website to find out the assessment form for each course. When there is assessed coursework, the course convener will give you detailed instructions for it.

For the MSc Social Research Methods programme, one part of the assessment is a dissertation. This has the value of one unit. Further information on the dissertation is given on page 15.

Please note that we are unable to provide feedback on summative assessment.

Examination dates

All examinations take place in the Summer term, with the majority of graduate exams taking place in late May to June.

The provisional examination timetable is published on the LSE website no later than the last day of Lent Term, with the final timetable and students individual timetables published on the LSE for You website very early in the Summer term - further details of exactly when these become available will be circulated nearer the time.

Late submission of assessed coursework

According to the School regulations,

If a student fails to submit by the set deadline (or extended deadline as appropriate) the following penalty will apply:

Five marks out of 100 will be deducted for coursework submitted within the 24-hours of the deadline and a further five marks will be deducted for each subsequent 24-hour period (working days only) until the coursework is submitted. After five working days, coursework will only be accepted with the permission of the Chair of the Sub-Board of Examiners.

see:

lse.ac.uk/resources/calendar/academicRegulations/regulationsForTaughtMastersDegrees.htm

Plagiarism

Plagiarism is taking someone else's work or ideas and passing them off as your own (adapted from Concise Oxford Dictionary definition). This arises in course work as sections of text lifted from books or internet sources and submitted as the student's own work. It includes phrases or sentences taken from someone else work and mixed in with your own. Plagiarism is a very serious offence that is quite easy to detect.

School regulations state this as follows: *"All work for classes and seminars as well as scripts (which include, for example, essays, dissertations and any other work, including computer programs) must be the student's own work. Quotations must be placed properly within quotation marks or indented and must be cited fully. All paraphrased material must be acknowledged. Infringing this requirement, whether deliberately or not, or passing off the work of others as the work of the student, whether deliberately or not, is plagiarism."*

Any written work you produce (for classes, seminars, examination scripts, dissertations, essays, computer programmes and MPhil/PhD theses) must be solely your own. You must not employ a “ghost writer” to write parts or all of the work, whether in draft or as a final version, on your behalf.

Equally prohibited is self-plagiarism, which is explained in the regulations as follows: *“Students should also take care in the use of their own work. A piece of work may only be submitted for assessment once. Submitting the same piece of work twice will be regarded as an offence of ‘self-plagiarism’ and will be processed under these regulations. However, earlier essay work may be used as an element of a dissertation, provided that the amount of earlier work used is specified by the department and the work is properly referenced.”*

These paragraphs are included in the School regulations regarding plagiarism. You must make yourself familiar with these regulations. They can be found at

lse.ac.uk/resources/calendar/academicRegulations/RegulationsOnAssessmentOffences-Plagiarism.htm

The regulations also give information about the procedure which will be followed in cases of alleged plagiarism. Severe penalties are available to the Misconduct Panel if plagiarism is proved, including expulsion from the School.

You are strongly encouraged to read widely and assimilate ideas from as many sources as possible. However, when you use other people's work you must give a proper reference. Direct quotations from the published or unpublished work of others must always be clearly identified as such by being placed inside quotation marks and a full reference to their source must be provided in proper form. Passing off another student's work as your own is clearly a case of plagiarism.

A series of short quotations from several different sources, if not clearly identified as such, constitutes plagiarism just as much as does a single unacknowledged long quotation from a single source. Equally, if you summarise another person's ideas or judgements, you must refer to that person in your text and include the work referred to in your bibliography. If you are in any doubt about how this should be done, or are in any way uncertain about what might be considered plagiarism, please ask for advice from your personal academic adviser or course academic advisers.

Assessment Offences other than Plagiarism

Assessment is the means by which the standards that students achieve are made known to the School and beyond; it also provides students with detached and impartial feedback on their performance. It also forms a significant part of the process by which the School monitors its own standards of teaching and student support. It therefore follows that all work presented for assessment must be that of the student. When this is not the case, an “assessment offence” has been committed – in everyday terms, the student has cheated. A more formal definition of assessment offences and rules for handling cases of alleged offences are given in the School regulations at

lse.ac.uk/resources/calendar/academicRegulations/RegulationsOnAssessmentOffencesOtherThanPlagiarism.htm

You must make yourself familiar with these regulations. Please note again that the possible penalties for proven assessment offences are very severe.

Award of the MSc degree

The School's "Scheme for the award of a taught Masters degree" can be found at

lse.ac.uk/resources/calendar/academicRegulations/TaughtMastersDegreesFourUnits.htm

It is a set of rules which determine, based on the results of the examinations, when a student is eligible for the MSc degree and, if eligible, what the classification (Pass, Merit or Distinction) of the degree shall be. These general rules are supplemented by the following "local rules" used for the MSc Social Research Methods (the numbers refer to paragraphs of the general classification scheme):

1. Course critical to assessment:

For students entering from 2013/14 a Fail in either MY421 or MY452 shall result in a drop of one class in the overall award classification where a Distinction or Merit would otherwise have been awarded. It shall have no further impact where a Pass is to be awarded.

A Fail in courses to the value of 1.0 unit which includes a Fail in MY421 and/or MY452 cannot be compensated under rules 5.2.3(i) or 5.2.3(ii), and shall result in an overall Fail.

Where a student has substituted a more advanced course for MY452 and/or MY421, rule 1 shall apply to the substituted course(s) in place of the course(s) they replace. Any such substitution must be approved by both the MSc Programme Director and the Chair of the Sub-Board of Examiners.

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

Classification for students with mark profiles falling into this range will be determined according to an aggregate formula: Distinction if aggregate is 270 or higher.

3. Merit/Pass borderline (scheme paragraph 5.3.4):

Classification for students with mark profiles falling into this range will be determined according to an aggregate formula: Merit if aggregate is 240 or higher.

These are also found at

lse.ac.uk/resources/calendar/LocalRules/MScSocialResearchMethods.htm

The **bad fail** mark for Methodology Department courses is **29**.

Mitigating Circumstances

If you would like the School to consider any mitigating circumstances that may have affected your performance in any assessed course work or examination(s) during this session, you should submit a statement detailing them and their impact upon your studies. This statement should be accompanied by medical and/or other documented evidence. All material should be submitted to the Student Services Centre as soon as possible, and no later than seven days following your last scheduled examination or (for taught graduate students) dissertation / summer project. Further information can be found at:

lse.ac.uk/intranet/students/registrationTimetablesAssessment/examinationsAndResults/exceptionalCircumstances/illnessExceptionalCircumstances.aspx

The Dissertation: MY499

Your MSc dissertation will form an important part of your assessment. However, this is not something that you need to worry about immediately. Even if you think you know now what you would like to write on, our experience is that these 'pre-decisions' are very often changed by the experience of studying the courses.

Guidelines for the MSc Dissertation: MY499

Aim for the Report

To conduct an empirical investigation of an issue relevant to the programme content under the supervision of a member of staff.

Objectives of the Report

To construct a detailed plan of a research project

To review a specific literature on the selected issue.

To identify relevant research questions from the literature.

To turn general research questions into empirical questions.

To select and justify an appropriate research design.

To select and employ suitable methods/techniques to investigate the empirical questions.

To analyse social data.

To write a report covering a review of the relevant literature, the research questions, an explanation and justification of the design, a description of the conduct and analysis of the research, and a discussion of the findings in relating to the literature and methodological issues.

The supervisor

Following the submission of the first project plan a supervisor will be allocated to each student. Students can expect to see their supervisor four times per term and students are expected to take the initiative in making appointments with their supervisor. Please note that supervisory meetings cannot usually be arranged outside term time. The role of the supervisor is to advise on all aspects of the research project including:

- the topic area and relevant literature
- the feasibility of the topic
- the time scale of the research
- the specification of the research questions
- the design and adequacy of methods
- sources of data and access to fields of observation
- analysis and interpretation of results
- structure and style of reporting

The dissertation seminars

A series of dissertation seminars form a part of the dissertation process. The purpose of the seminars is to introduce various skills and resources that are important in the research process and preparation of the dissertation. The seminars are held in the Methodology Department. Instructions and a draft timetable will be provided early in the Michaelmas term. The seminars involve a number of fairly simple assignments which you need to complete and which form an official part of the MSc dissertation (course code MY499). The assignments are submitted around the end of Lent term or start of the Summer term via Moodle and are assessed on a pass/fail basis. This means that they will not be graded, but you must complete and submit them in order to be eligible to obtain a pass for the dissertation.

Project milestones

Michaelmas term: The dissertation seminars commence.

Lent Term:

In the first few weeks of the Lent term students should explore possible research topics and discuss these with their academic adviser and with relevant members of staff.

1st Project plan: 22nd January 2016

The project plan to a standard format comprises a summary of the proposed work, its rationale, objectives and likely methodology and a detailed plan for the time scale of the different components of the project.

Contents:

Project title, Date, Plan number; Key words: 2 on concepts, 2 on methods, 1 on the field of observation; Short summary/abstract (100 words); The field and how to gain access, contingency plan in case it fails; Methodology; A time schedule; Preferred supervisor and other members of staff with whom the project has been discussed;

Completed Research Ethics Checklist and, if necessary, the longer Research Ethics Review Questionnaire should be attached. Both can be found at

<http://www2.lse.ac.uk/intranet/researchAndDevelopment/researchPolicy/ethicsGuidanceAndForms.aspx>

A copy of the plan should be uploaded via Moodle. Project supervisors will be allocated and students should arrange an early meeting with their supervisor.

End of Easter vacation: Complete first draft of literature review, project design and prepare for project presentation seminar

The first draft of the literature review is, as suggested by the title, a first draft. It should not be written as your final statement on the topic. As the research progresses you are likely to acquire a more sophisticated and critical perspective and from this to revise your views on the structure, emphasis and interpretation of sources. But such modifications and developments are much easier if you have an outline text on which to work.

Early May 2016: Project presentation seminar (Col8.13)

All students will present a short account of the project's background addressing four issues: the research questions, the concepts, the proposed design and methodology, and field of observation. Attendance is compulsory on both days of the presentations. The presentations form an integral part of the dissertation process as they allow for feedback and comments on students' progress in a friendly and supportive environment. Details of how the presentation should be structured will be discussed in the seminar beforehand but students should aim to speak for around 5 - 10 minutes with no more than three slides. The rest of a student's allotted time will be given over to questions from the floor.

By early June 2016: Progress and strategic planning meeting, and the 2nd Project plan

Discuss with supervisor progress on data collection, analysis and the structure of the report. A revised and final version of the project plan should reflect the changes in the scope and substance of the research, and a revised timetable with particular emphasis on the organisation of the research through to completion in August. The plan should be discussed with the supervisor and then a copy submitted via Moodle. This constitutes the student's commitment to the final scope and substance of the project.

July 1st 2016: End of Supervision (at the latest; exact date to be determined by individual supervisors)

August 12th 2016: Submission of an electronic copy via Moodle.

It should be typewritten (A4 double spaced), of no more than 10,000 words and must include a full bibliography and an abstract. An appendix should include 'raw data' such as summary of interview transcripts, survey or content analysis code books etc. The appendix should not normally extend beyond 10 pages. The 10,000 word limit excludes tables, figures, bibliography and appendix.

Guidance notes on the writing of the MSc Dissertation

As in other forms of assessment it is the written text that is evaluated. However much time and effort has gone into the research work, the assessment stands or falls on the quality of the report. To this extent the structure and clarity of the report is crucial. There is no one right way to write a dissertation because each project is unique and a body of research results is polymeric, inviting a variety of different interpretations. That said there are ways and means of writing a good report and the following guidelines set out the broad structure and other considerations to be taken into account.

1. Introduction (Circa 3000 words)

The introduction sets the scene. Whether the research is inspired by a social issue or by a problem in the literature, it should be set in its broader conceptual context, and the potential contribution of the proposed research explained. The relevant research literature will be critically reviewed, leading to a specification of the research questions or hypotheses. Clearly in some 3000 words it is not possible to cover all the literature on almost any topic. A particular skill is to determine what the relevant literature is, and what is not so relevant. Thus a judicious selection must be made, highlighting the key findings and controversies that provide the justification for the research that is conducted.

2. Statement of research question and/or hypotheses (circa 300 words)

Here the objectives of the research are stated clearly and concisely. In this section the rationale for the research should be explained and its potential contribution outlined. In other words, what is the research focus, how will this research contribute to the social scientific literature on the selected phenomenon and go beyond what is already known?

3. Research design (circa 700 words)

Here the research strategy is outlined and a justification presented for the particular approach(es) selected to investigate the stated research questions. If an experimental design, or a content analysis, or qualitative interviewing is used this should be justified. On what criteria was the method used considered to be appropriate; why were other approaches rejected?

One can think in terms of the indication of the method in the same way that medical interventions are more or less well indicated for different illnesses. An aspirin is good for headaches but not so good for other ailments. Note however, that for a secondary analysis of an existing data set this section on design will be shorter and limited to a description of the data set, sample characteristics etc.

4. Methodology (circa 500 words)

While the research questions are normally of a general nature, in order to conduct empirical research these need to be made concrete and amenable to empirical investigation, the process of operationalisation. There are two issues here:

The sampling of respondents and corpus construction.

Whether the design involves an experiment, a survey or a set of qualitative interviews the issue of sampling/case selection needs to be discussed in detail. On what basis was the sample/case selected and why? For experiments and surveys this involves sampling respondents from some population, while for qualitative interviewing the issue may be one of sampling significant currents of opinion.

For corpus construction using media or documentary material the procedure for selection of materials from what is likely to be an unknown population should be described.

For an MSc project it may be helpful to outline the ideal strategy, that which one might employ without time/financial constraints, and then to state how the actual method was selected and what limitations in terms of data quality this more feasible and practicable strategy entails.

Design of instruments.

Instruments refer to questionnaires, topic guides for interviews, stimuli for experiments and coding frames for the analysis of a corpus. Whatever instrument is used, it should be fully documented and developmental/pilot work briefly reported. For a content analysis an inter-coder reliability test should be mentioned here.

5. Procedure (Circa 500 words)

The procedure is the recipe for conducting the research, after all the ingredients are assembled.

How were the interview conducted, were they recorded and later transcribed? Was an experiment carried out in a laboratory or in the field? Who carried out the coding of the corpus?

6. Results and interpretation (circa 4000 words)

There are different ways of presenting quantitative and qualitative findings.

a) Quantitative Research

Results

Here the main results in terms of summary statistics, appropriate graphics and significance tests should be reported. These will follow the research questions as specified in a previous section of the report and state whether the relevant hypotheses have been corroborated or not.

Discussion

Here what has been empirically observed is set in the context of the research objectives and design and in relation to the broader problem area. Hence in the discussion the findings are interpreted in the light of the hypotheses or research questions, and then discussed in the context of the literature reviewed in the introduction. Explanations for disconfirmed hypotheses should be offered, and reflective comments on the research design and methodology given. Given that this is within an MSc in Social Research Methods allow space for some reflective comments on the research design and methodology. Finally the implications should be discussed and further research outlined.

b) Qualitative Research using Interviews

In qualitative research the results and interpretation often go hand in hand, but in some cases it may be possible to offer a results and discussion separately. For the latter case one might present a summary of the key findings from a set of interviews in a 3 by N tabular form. Here the topic guide and other broad conceptual issues are the analytic headings for the first column (level 1=frames). The second column, describes the themes for each level 1 frames (level 2 = themes). Finally the third column presents exemplary quotations (Level 3=exemplars). This could be based on the outcome of a manual analytic procedure or taken from the output of one of the computer packages for textual analysis e.g. Nudist or Atlas.

Having completed this basic summary of the material the analysis stands back from the individual transcripts to identify and interpret the commonly occurring themes relevant to the broader research questions. This is presented in a prose account constructed to capture the insights achieved from the research. This is where the social scientific imagination is employed to go beyond what is said to the deeper level of meaning and interpretation. Selected quotations from the transcripts and tables might be used to illustrate key thematic elements. The reader can then refer back to the table of results to check the interpretation.

Where the results and the interpretation are reported simultaneously, as is often the case with qualitative research, it is advised to move directly to the commonly occurring themes, again

illustrating these with direct quotations from the transcripts. An explanation should be offered as to how the quotations were selected and the basis on which these are judged to be of importance.

Discussion

As with quantitative research the discussion will review the key findings and set these in the context of both the research questions and the literature outlined in the introduction. Surprising findings should be identified and explanations offered. Given that this is within an MSc in Social Research Methods allow space for some reflective comments on the research design and methodology. Finally the implications should be discussed and further research outlined.

7. Abstract (300 words)

Although the abstract is placed at the beginning of the report it should be revised on various occasions and finalised as the last piece of the report. The abstract will succinctly review the research questions, the design and methods and the key findings. In a final sentence the main conclusion of the research will be given.

8. References

All references in the text should be fully cited in alphabetical order. Consider using the "Endnote" bibliographic software available on the LSE network at an early stage in the project work.

9. Appendices

The appendices should include only data, statistical tables or a summary of other data that are judged to be essential in the evaluation of the main text. It is probably not necessary to provide raw data if summary statistics have been reported in the body of the report, but details of complex statistical procedures and relevant outputs, coding frames, code book, questionnaires and a summary of interview transcripts should be included. Note that the appendix should not exceed 10 pages.

10. Timescale

A GANTT diagram will be provided which presents a suggested task structure and timescale for the project. While the milestones are non-negotiable, inevitably there are variations across projects. Think of this task structure and time allocation as an "ideal type" and as you depart from it, by intention or by force of circumstances, discuss the changes with your supervisor and revise your project GANTT accordingly.

11. Presentation & submission

The final dissertation should be uploaded in PDF format to the MSc SRM Moodle page by the designated deadline (5pm, Friday August 12th 2016). Your name, candidate number and the name of your supervisor should be on the coversheet. The year of writing would also be useful. Double or one-and-a-half line spacing is preferred. No hard copies are required.

Research Ethics Policy

lse.ac.uk/intranet/researchAndDevelopment/researchPolicy/ethicsGuidanceAndForms.aspx

The School attaches considerable importance to the maintenance of high ethical standards in research undertaken by its research staff and students.

Examples of Dissertations by Recent Students

- Structure of bias in the reporting of Africa's civil conflicts in the UK press
- Sensitivity of conclusions from choosing latent class models in cross-national research
- Migrant fertility in England and Wales: Measuring fertility convergence
- Post-disaster migration patterns: Analysis of survey data from Myanmar
- Moving to the other side of the fence: An investigation into the association between management experience and socioeconomic attitudes
- Electoral systems and information processing by voters
- Complementary or contradictory dimensions of active ageing?
- Measuring the length of the Chancellor's foot: Quantifying how legal outcomes depend on the judges hearing the case and whether such variation can be explained by characteristics of the judges
- Ethnic language maintenance and American identity among second generation immigrants in the United States
- Social representations of the HIV infection amongst women
- Welfare typologies and attitudes to the welfare state: a comparative study of 11 countries
- British converts to Islam: Social psychological explanation
- Female labour force participation before and after the Indonesian financial crisis
- Unmet need for contraception in Cambodia – mixed methods research
- Confronting the right and the left: A content analysis of Figaro and Liberation
- Diverging perceptions? The division of household labour
- Approaching the Local Authority as a single homeless woman: a comparative study of the London Boroughs of Camden and Tower Hamlets
- Does mothers' literacy and schooling increase schooling and academic attainment of children?
- Voices of the People: Exploring the links between education and militancy in Pakistan
- Who blames the poor? Examining predictors of individual-oriented blame-based poverty attributions across the European Union
- Gender: Discourse analysis in and through comics
- Voting after the Crash: The Financial Crisis and the British General Election of 2010
- Roma lack of participation in the labour market: A mixed methods approach
- Are Tea Party supporters in Texas more supportive of education spending if undocumented immigrants are taken out of the equation?

Study Guidelines

Time Commitment

Students often ask: “How many days a week should I expect to attend?” The answer is somewhat complicated since the schedule varies between terms and across courses. A timetable of core courses for the MSc is included in this booklet, but other commitments will depend on your choice of courses in your other department and, if you are part time, which year you decide to take which course. There are also one-off workshops in computer packages and occasional seminars or short courses, by academic visitors for example, which you may wish to attend. These will not be scheduled until nearer the time but students will be notified by email and posters will announce dates and times.

Study at graduate level is different. It involves a transition from undergraduate study, where you were introduced to an established body of knowledge, to graduate studies where independent research and analysis is called for. Consequently, you are expected to be even more responsible for your own work, for managing your time and for independently researching essays and other coursework so that you can present your own analysis and evaluation, with strong supporting evidence, of issues and of established conceptual paradigms. **We therefore place a high value on originality** (eg: in applying new theories to familiar problems or critically evaluating established theoretical paradigms by applying them in novel contexts), consistency and incisiveness in argument, clarity of expression and the organization and marshalling of relevant empirical evidence.

Essay Writing

These guidelines are advisory only: every essay is different and several different approaches to the same essay question are acceptable.

While you should base your answers to essay questions on sources selected from the reading list you should also make use of the wide resources within the libraries to research your essay independently. When you have completed most of the reading for an essay, before you begin to write it, you should be able to draft an outline of your answer which indicates the main arguments you will make, the conclusions you will draw, and, probably also, the content of the major paragraphs.

The emphasis in the essay should be on analysis and criticism; avoid excessive description and narrative. In other words, do not make the essay a summary of your notes, but rather focus on your theoretical argument, drawing on your notes as the grounding but not the main substance of the essay.

It may be disappointing but it is true that you will fare better by avoiding a journalistic style and adopting an academic style which aims for accuracy, logic and analysis, rather than an exciting presentation.

Include an introductory paragraph in which you say how you will interpret the essay question and how your essay will provide an answer. You will need to define key concepts as you use them. Make sure that you refer back to the question so that the essay remains focused. It is generally helpful to provide some detailed examples of the issues discussed. Case studies are sometimes appropriate, but these should be carefully justified and should not dominate the essay. You should also consider alternative arguments or contradictory evidence which raise problems for your line of argument and indicate how you might resolve these problems.

You may include a methodological focus: e.g. what conceptual or empirical difficulties are involved in addressing this question? You may include a historical focus: how has this problem changed over time or how have people previously attempted to address this problem? Include a concluding section in which you sum up the arguments and issues discussed in the body of the

essay and link these back to the title of the essay. This conclusion may also refer forward to future developments in research and in society.

Include a complete bibliography at the end of the essay. The bibliography should follow a standard system of referencing so that the reader (who, at some future date is likely to be you!) can retrieve the texts cited. This means that author, title, date and place of publication, publisher and (in the case of journal articles) page and volume numbers must be cited correctly.

Essays should be uploaded to Moodle. Please anticipate occurrences such as 'flu, family visits, computer failure etc. and make sure you meet the deadlines – don't leave uploading essays until the last minute! Essays are retained by the Department as part of the examination procedure and so are not returned. Please ensure you keep your own copies if desired.

Exam Technique

Some of you may never have taken a three hour unseen examination before and, for others it may have been a long time since doing so. We set unseen exams to assess your knowledge and capabilities over a wide range of material and your ability to write speedily and concisely. They ensure that all students are examined on the basis of their own work. The best preparation for an unseen examination is to thoroughly review the whole course. You will then be able to answer any of the questions that appear on the paper. Cutting corners in preparation for an exam and trying to "spot" questions will restrict your choice in the examination hall. Observing some basic rules will help you perform well.

- Take up to ten minutes to read the questions and decide which you will answer.
- Read the exam requirements. Don't answer two (or four) questions if you are told to answer three.
- Read all questions. Don't just skim them! Make sure you understand what the question is really asking - not what you think it ought to ask!
- Make some very brief notes sketching how you would answer questions. Select the questions you can do best and start with the one you feel most confident about.
- Make sure you spend an equal time on each question. Remember, the last 20% of possible marks on a question are very much more difficult to get than the first 20% on another. The law of diminishing returns cuts in fast!
- Allow up to ten or fifteen minutes to read, and correct, your answers before the exam ends.

Past papers can be found online via the Library website: <http://www.lse.ac.uk/library/home.aspx>

Code of Practice for students with disabilities

The Department supports the QAA Code of Practice for students with disabilities and works with the relevant School authorities to ensure that the requirements of disabled students are met. The Programme Director, supported by the Administrator has the specific responsibility for liaison with disabled students. In this regard students are encouraged to bring any issues to the attention of the Programme Director.

Support and Guidance

Getting Started

Once you arrive at LSE it is tempting to start with a relaxed attitude and allow yourself a long settling-in period. You will find that, in fact, time is very short, so that it is important to dive into your work and take it seriously from day one. It is a good idea, for example, to start early on with background reading in preparation for classes and seminars because it is often hard to catch up.

You may find that the style of work required is very different from what you are used to. The best way of getting a hang of things is by trial and error: in particular, by doing the course work required of you and paying attention to the feedback you get from the seminar teacher (and possibly your peers as well).

If you feel that you need more help or help of a different kind, you can take advantage of the various types of support programmes run by the School.

Study Skills Support

The Teaching and Learning Centre (TLC) offers a popular series of lectures throughout the academic year on subjects such as essay writing, dissertation planning, time management and memory techniques. Usually on Wednesday afternoons, these sessions are geared towards undergraduate and MSc students in all departments. A full schedule of events is available on the Moodle course [Learning World \(LW\)](#). Students are encouraged to register for this course from the beginning of the academic year and to regularly check LSE Training (training.lse.ac.uk/) for full details of resources and courses to support their learning. TLC sessions are listed in the central [LSE timetable](#) under the course code SS (Study Skills) and posters are put up around the School to advertise events. A hard copy of the schedule is available from the TLC (5th Floor, 20 Kingsway) and the Students' Union (SU).

TLC also offers one-to-one study support concerning problem-solving, essay writing, reading skills, exam preparation, etc. Group sessions are available for some topics. Experienced and sympathetic advisers Dr Tony Whelan (quantitative) and Lynne Roberts (qualitative) offer confidential tutorial sessions independently of departments. Students are expected to contact the TLC with specific issues they need help with, having spoken with class teachers/lecturers first. The advisers can direct students to other professionals within the LSE should further assistance be required. The TLC is also pleased to offer one-to-one writing tutorials with Royal Literary Fund Fellow Marina Benjamin. Marina Benjamin can offer one-to-one sessions on all aspects of academic writing, from planning essay content and scope, structuring arguments, and writing essays and dissertations in a clear, reader-friendly way. If students have any difficulties expressing themselves in writing, then they may benefit from a session (or two).

To book an appointment with one of the advisers, email studentsupport@lse.ac.uk or call TLC reception on 020 7852 3627. Students are also welcome to come to the TLC reception (KSW 5.07, 20 Kingsway) in person. Please note that there is high demand for this service and there may be a wait for an appointment.

MSc Dissertation Week

There are five days of events at the end of Summer Term designed to help you plan, write and make the most of your dissertation: lse.ac.uk/tlc/dissertation

Personal Academic adviser support

At the start of term you will be assigned a personal academic adviser who is a member of the academic staff in the Department. Academic advisers take a personal interest in their students' welfare as well as in their academic studies and progress. Your Personal Academic adviser is your most important academic link with the Department and the School and will have at least one office hour a week when s/he will always be available to see students. Your Personal Academic adviser will advise you on which courses to take, on MSc regulations, and on administrative matters generally, e.g. on the prospects of proceeding to higher degrees such as

MPhil/PhD. You may expect your Personal Academic adviser to provide references for you when you apply to other institutions. Your Personal Academic adviser may be able to offer advice if your work is affected by illness, financial difficulties, or other crises, and you should keep him/her informed of any disruptions to your progress. It is most important that if you are ill, or have other personal crises, that your Personal Academic adviser is informed at the time and not later. This is particularly important if such crises affect the handing in of assessed work or the missing of exams. As well as contacting your academic advisor you should contact the Student Services Centre. The Student Services Centre will keep a record of documentation and will be able to direct you to an appropriate support service if required. Please note advice on school-wide matters is also available from the Graduate Teaching Administrator and Department manager should your Personal Academic adviser not be immediately available.

Your Personal Academic adviser will not necessarily be your Dissertation Supervisor. Your Dissertation Supervisor will be allocated once your topic has been agreed. All members of staff operate regular office hours during term time and you may approach any lecturer if you have any difficulties.

Codes of Good Practice: Teaching, Learning and Assessment

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

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

Student Services Centre (SSC)

The Student Services Centre is located on the ground floor of the Old Building. It provides advice and information on the following services

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

The SSC provides a counter service for students between 11am and 4pm every weekday.

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

International Student Immigration Service (ISIS)

ISIS provides detailed immigration advice for International Students on their website which is updated whenever the immigration rules change. They can advise you by e-mail (if you complete a web query form on the [ISIS website](https://www.lse.ac.uk/isis)) or at the drop-in service in the Student Services Centre reception. ISIS run workshops to advise students applying to extend their stay in the UK; and in complex cases, they will make individual appointments. For more information including drop in times and dates of workshops go to: [lse.ac.uk/isis](https://www.lse.ac.uk/isis)

Dean of Graduate Studies

The Dean, Dr Sunil Kumar, has a wide range of duties relating to the School's graduate community. He is available to any graduate student who wishes to discuss academic or personal issues. The Dean works closely with members of academic staff, including Supervisors, Programme Directors, Heads of Department, and with other support services across the School, such as the Disability and Wellbeing Service and the Teaching and Learning Centre, to help maximise graduates' learning potential and enhance the student experience.

To arrange an appointment with the Dean of Graduate Studies contact pg.dean@lse.ac.uk.

Student Union Student Advice and Counselling Centre

The Students' Union (SU) has a Student Advice Centre which offers a free, independent and confidential service offering advice, guidance and representation to all LSE students by a team of professional Student Advisers. It is located on the **3rd Floor** of the Saw Swee Hock Student Centre.

Opening times for telephone and e-mail enquiries: Mondays - Fridays 10:30-16:30.

Two drop-in sessions are held every day from 11.00-13.00. Students can drop in for up to half an hour with a Student Adviser. As the service can be very busy, it is best to contact the Advice Centre in advance to arrange an appointment. Phone: +44 (0)20 7955 7158, e-mail: su.advice@lse.ac.uk Outside of these hours students can see advisors by pre-arranged appointments.

Students should come to the LSESU Reception on the 3rd Floor of the Saw Swee Hock Student Centre to book an advice session or for a drop-in. If you have access requirements, please contact SU Reception so that an alternative interview room can be arranged.

LSE Faith Centre

The LSE Faith Centre, whilst having a definite Christian identity, is nevertheless here for all students regardless of religious or non-religious background. There is a full-time Anglican Chaplain and part-time Roman Catholic, Orthodox and Jewish Chaplains, all of whom are available for any student to see who would like to have a confidential conversation or some advice.

The Faith Centre provides opportunity for worship with a weekly Catholic Mass and Anglican Eucharist. It also hosts study groups and bible studies as well as a variety of social activities, which change from term to term.

The Faith Centre is also host to an Inter - Faith Forum which incorporates all of the faith communities present at LSE. This Forum is the basis for a great deal of inter-faith friendship, co-operation and mutual understanding. The Faith Centre can put you in touch with any of these communities.

Above all the chaplaincy is here to provide a warm welcome and hospitality to all who come through its doors.

The LSE Faith Centre can be found on the ground floor of the Saw Swee Hock Student Centre. Visit www.lse.ac.uk/chaplaincy or call 020 7955 7965.

Disability equality or students with long-term medical conditions, dyslexia and disabilities lse.ac.uk/disability

If you think you may need specific arrangements in order fully to access your programme of study at LSE, then do contact the Disability and Well-being Service, if you have not already done so and arrange to see one of the advisers.

Together, you can draft an 'Individual Student Support Agreement' which will set out what reasonable adjustments need to be put in place and by whom. This includes any alternative arrangements for exams and assessment, alternative resources for fire alarms, emergency evacuation of buildings, hearing support systems, rest rooms, study support and assistance in the library. Practical study and social support for students with disabilities can be provided through peer group support co-ordinated by LSE Circles Network.

Confidentiality: information regarding disabilities will not be shared without the explicit, signed permission of the student. You are urged to make an initial appointment with the Disability Office to discuss any disability-related concerns: you should note that it may not be possible to make reasonable adjustments for you unless key personnel are made aware of your situation, but every effort will be made to maintain anonymity and discretion.

The Disability and Diversity Consultative Forum meets termly to monitor and advise on disability-related issues as part of the LSE's commitment to working towards disability equality and fulfilling the duties required by public bodies in the disability discrimination legislation. (DDA, 2005). We are always interested to know how practice and provision can be improved for disabled students and staff, so please make your comments and suggestions known through your student representatives.

Further information can be found at: lse.ac.uk/collections/disabilityOffice/

Contact details:

email: disability-dyslexia@lse.ac.uk

Health and welfare services

lse.ac.uk/collections/medicalCentre/

- St Phillips Medical Centre

LSE has its own Student Health Service which provides facilities for general medical health. If you are a student at the LSE living within the LSE NHS catchment area, you can register at St Philips Health Centre. The Centre also provides dental facilities, an osteopath, an acupuncturist, and more general first aid, vaccination, travel and contraceptive advice. Register online at: www.spmc.info for NHS registration.

- LSE student counselling service

lse.ac.uk/collections/studentCounsellingService/

There are counselling and psychotherapy services available to all students, including an emergency drop-in service. Further information can be found under 'counselling' on the A-Z of Services on the Centre's web page. Full details are available on registration.

The Health Centre also runs Examination Stress Workshops during the exam period each year. You can find details of these on posters displayed around the School during the exam period.

- Advisor to women students

The Advisor is available to discuss issues of concern to women students in the School and to offer advice and support to women students with personal problems. (Professor Wendy Sigle-Rushton, COL5.04, ext 7358, w.sigle-rushton@lse.ac.uk)

- *Advisor to male students*

The Advisor is available to discuss issues of concern to male students and provides a confidential point of contact. (Dr Jonathan Hopkin, CON5.18, ext 6535, j.r.hopkin@lse.ac.uk)

Financial Support

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

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

Full details and application forms are available from:

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

Health and Safety

The LSE Academic Board has an approved Health and Safety policy for the School. This section is to draw your attention to your responsibilities, under the School's arrangements, in the case of fire or other emergencies.

Fire exits are clearly marked and you should familiarise yourself with them. Fire extinguishers or hoses are placed in strategic positions. You will also find a Fire Instructions plaque, a small red alarm box and a telephone.

In the event of fire, the nearest alarm should be sounded and doors and windows should be shut, but no attempt should be made to extinguish the fire by means of hose reels or extinguishers if this involves any personal risk. The premises should be evacuated in accordance with instructions displayed at every alarm position.

You should not obstruct fire escape routes. You must not wedge open the fire doors. If any negligence is found to have occurred you may be personally and criminally liable. Bear in mind that the Department is located in an old building that was not designed to meet current fire regulations. So it is all the more essential that you understand your duty to co-operate with the School's fire safety instructions (blue fire action notices are displayed in all School buildings). You should not contravene fire regulations: e.g. placement of furniture, office equipment or any other objects in corridors, stairwells and other designated fire routes in the School's buildings.

Equality and diversity

lse.ac.uk/resources/raceEquality/faq.htm

The Department and the School are committed to promoting equality and diversity in order to deliver the best possible service to its students, staff and the wider community, in accordance with LSE's Articles of Government.

Equality of opportunity means that the School views the diverse origins and backgrounds of its employees positively; and that it seeks to become as varied an employment community as it can. In recognising that everyone is different, equal value is given to the unique contribution that all employees' skills, knowledge and experience enable them to make.

The School will seek to ensure that people are treated equitably, regardless of age, disability, race, nationality, ethnic or national origin, gender, religion, sexual orientation, personal circumstances, political affiliation or trade union membership.

English Language Support and Foreign Language Courses

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

The LSE Language Centre also offers an extra-curricular programme in a range of modern foreign languages which is open to all LSE members. Languages currently offered are Arabic, Catalan, French, German, Italian, Japanese, Korean, Mandarin, Portuguese, Russian and Spanish. To help you choose the most appropriate course there are a series of information sessions and individual appointments held during the first weeks of term. Please see <http://www.lse.ac.uk/language/ModernForeignLanguages/Certificate/MFLCertificateHome.aspx> for information on the Modern Foreign Language (MFL) Certificate Course Programme.

Accommodation Office: lse.ac.uk/accommodation

The Residential Services Office (3.02 Saw Swee Hock Student Centre) can provide advice on finding accommodation in London for you and your visitors. You can e-mail accommodation@lse.ac.uk or telephone 020 7955 7531.

LSE day nursery

The LSE Day nursery is registered under the Early Years sector and our Ofsted registration allows us to provide care and learning for 63 children in total, aged between 3 months and 5 years.

The nursery is located in the basement of a LSE student Hall of Residence on Wild Street and primarily serves students and staff of the LSE but external parents can also apply for a place. We offer full/part-times spaces and we can also provide emergency care for LSE staff. We base our curriculum on the Revised Early Years Foundation Stage Framework. (EYFS). The nursery was rated Good on our last Ofsted Inspection in January 2012.

The nursery has four main rooms. There are two baby rooms, which can take up to 23 babies aged 3 months to 2 years. There are two rooms, one for younger babies aged 3 months to 14 months; and tweenies who are from 14 months to 2 years.

The nursery can accommodate up to 26 toddlers aged between 2 to 3 years, 16 pre-school children aged between 3 to 5 years.

The nursery is opened from 8:45am-6:15pm. The nursery is open for 50 weeks of the year, except for bank holidays and a week both at Christmas and Easter.

The nursery can be accessed by a lift or a flight of stairs which have two handrails that are fitted at heights suitable for both children and adults.

There are always places available and we welcome enquiries from interested parents, both students and staff.

The Nursery welcomes viewings any week day at 10.30am or 3.00pm by appointment - please email nursery@lse.ac.uk or call 0207 107 5966.

Paid employment during your studies

Having to take paid employment during the academic year will not normally be accepted by examiners as a legitimate mitigating circumstance in the event of a performance at a lesser level than could otherwise have been expected. In the event that a student has no choice but to take some paid employment, under School regulations the total hours cannot exceed 15 hours per week.

Learning Resources

Information Technology

The rapid advances in computer technology have provoked an expansion in the range of facilities available to students, both School-wide and in the Department of Social Psychology itself. The School has a large number of PC computers, with the School's network allowing access to The Library catalogue (Unicorn) as well as the University of London Senate House Library and catalogues of other London University college libraries. Access is also available to a variety of information databases through the School's own networked services and the Internet. Both the Library and IT Services provide written instructions and offer short courses on the use of many of the popular software packages and networked services (e.g. Lexis-Nexis, PsychLit, Sociofile, etc). All new students are automatically set up with both network accounts and e-mail. Information is given from IT services about how to access these facilities.

The Library

lse.ac.uk/library

LSE Library is the world's largest social sciences library, with over four million printed items and 1,740 study places including 450 networked PCs and over 200 laptop drop-in points. The whole Library is a wireless zone.

Library collections include the Main Collection, and the Course Collection. The Course Collection includes essential texts from course reading lists with texts set aside for short-term loans allowing better access to key titles. Loan periods for the Course Collection vary from one week to 24 hours. The loan periods are the same regardless of who is borrowing and some of the fines for special Course Collection books (set texts) can be high, and so be sure to pay attention to the loan labels when you begin to use this collection.

The Library houses 32,000 past and present journal titles in print and also subscribes to over 20,000 online journals. The Library website provides the gateway to a wide range of electronic resources.

Special short courses are available in the Library on reference skills (e.g. Endnote bibliographic software, accessing e-journals, using government materials etc.). Check with the Help Desk on the first floor or on the Library's website for more information. A series of Library Companions are also available via Moodle. The Library is open in the evenings and at weekends, including during vacation. 24 hours opening is available during Lent and Summer terms.

Moodle

Moodle is a type of *Virtual Learning Environment*, which allows for each course to have a protected website bringing together a range of resources and tools. It is available anytime and from anyplace via the Internet. Moodle is flexible and the way individual lecturers use it will vary from course to course. Common features include:

- Course information and reading lists
- Access to electronic readings
- Discussion boards
- Online quizzes
- Multimedia content including video

Moodle is accessed from <http://moodle.lse.ac.uk> where you will also find information on logging in and using Moodle. *Please note:* Not all LSE courses use Moodle. If your course(s) use Moodle you will be notified by your lecturers or class teachers or you can check at the website above.

University of London Facilities: Lectures and Libraries

The LSE is a part of the University of London, and as such has links to some University of London libraries. If the need should arise to research special topics that go beyond the LSE Library collection, students are advised to check if Senate House or the School of Oriental and African Studies libraries hold the required items. Readers' tickets are available by filling out a form distributed through the Library information desk (first floor). Both libraries are within walking distance from the LSE (Russell Square tube station).

Students in the past have enjoyed special lectures held by various University of London hosts. Whilst you are studying at LSE, it is worth investigating if there are any particular lectures being given by Goldsmiths, School of Oriental and African Studies or University of London departments

Public lectures

lse.ac.uk/collections/LSEPublicLecturesAndEvents/

Throughout the year there are special School lectures, open to everyone, usually held in the Old Theatre. Upcoming lectures are advertised on the large computer screens around the School and on the School homepage under 'Events'. You can also keep up to date with the latest information through the LSE Events email information service which enables you to receive email notification of new events and public lectures at LSE when they are announced.

Results and Certificates

Results and Transcripts of Results

The School releases information about marks to students after they have been officially ratified by the relevant School Board of Examiners. For the most up to date information on results publication dates, please see lse.ac.uk/results.

After each examination session continuing students will be able to request a transcript of your marks called an 'intermediate transcript' online via LSE for You. The Student Services Centre aims to despatch all requests for intermediate transcripts within five working days of the online request being made. Transcripts for finalists are issued digitally within five working days of the final results being published. For more information, please see lse.ac.uk/transcripts.

Staff in the Student Services Centre can provide you with guidance on the School's academic regulations, and degree classification schemes.

Please note: the School will not release your results if you owe any fees. Please check your balance on LSE for You to see if you have any tuition, halls or library fees outstanding and contact the Finance Office on fees@lse.ac.uk if you have any queries.

Presentation Ceremonies

Presentation ceremonies are held twice a year: in July for students who have followed undergraduate or nine or ten-month taught postgraduate degree programmes, and in December for students who have followed twelve-month taught postgraduate degree programmes. MPhil/PhD research students are presented at both the July and December ceremonies. The ceremonies take place on campus in the Peacock Theatre.

Invitations are emailed to all students expected to successfully complete their programme of study no later than two months before the ceremonies are scheduled to take place. Tickets for both yourself and up to two guests can then be requested online. The ceremony itself usually lasts between one and one and a quarter hours and is immediately followed by an on-campus drinks reception.

For more information please see lse.ac.uk/ceremonies.

Degree Certificates

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

Your certificate will be available for collection on the day of your presentation ceremony. If you are unable to attend the ceremony, your certificate will be posted out to your home address within four weeks of the ceremony so please ensure that your home address is complete and up-to-date on LSE for You. For more information, please see lse.ac.uk/degreecertificates

After the MSc

Career prospects for graduates from the Department are good. A number of our students have gone on to study for a PhD while others have found employment in a variety of organizations e.g. government departments, public bodies, commercial research organizations and university departments in various countries.

Further Study - Doctoral Programmes: MPhil/PhD

Some of you may want to study for a research degree after finishing your MSc. You may want to do so at LSE or elsewhere. Remember, if you want to register for a research degree you need to start thinking about it and planning for it pretty quickly! For example, the deadline for many US universities is 31st December and the deadline for ESRC grant applications is early May - these need to be accompanied by a potential supervisor's letter of support. This means you have to have decided where you want to study and what you want to study before May. Any member of the academic staff will be pleased to advise you.

The Methodology Department now has its own PhD programme, and a good Merit in the MSc Social Research Methods will qualify you to apply for this. Please speak to Dr Jouni Kuha if you are interested in discussing this option.

LSE Careers Service

LSE Careers offers support and guidance for all stages of your future career via a comprehensive annual programme of careers fairs, presentations, forums, seminars, alongside individual careers advice and extensive information resources. The Careers Service website is the first place to check for up to date information on all events and services: lse.ac.uk/careers

Their aim is to advise you through the career planning and recruitment process, helping you to research options, acquire employable skills and promote yourself to employers in the best way. LSE is very fortunate in attracting the top recruiters in many sectors which enables LSE Careers to run an LSE-exclusive vacancy board full of internships, voluntary, part time and graduate positions. Numerous sector-specific fairs and forums attract a wide range of top employers who come to discuss their opportunities with students. Hundreds of employer presentations take place on campus throughout Michaelmas offering a chance to get the inside track directly from the employer.

LSE Careers also run a series of internships schemes. Internships can allow you to gain practical experience in your chosen sector, can help you develop employable skills and can be the perfect platform to make key contacts for your future job search. If you are considering a career in parliament, public and social policy, media policy or corporate social responsibility, look out for the LSE Internship scheme, which offers internships for postgraduate students. Please see lse.ac.uk/intranet/CareersAndVacancies/careersService/Internships/Home.aspx for the latest information.

Careers advice – a team of specialist careers advisers offer one to one appointments in which you can discuss anything careers related, from application forms, to employer information, to where to start when you don't know what to do. A team of trained CV checkers will look over your curriculum vitae and cover letter to help you promote yourself to an employer.

Careers research - to help you research the world of work the Information Room in W610 has stacks of free brochures and leaflets and a library of invaluable publications. LSE Career Service's extensive website has more information, video and online tests and downloadable pdfs of all Careers Service publications.

Your personal "My Careers Service" is the place online to find jobs, make appointments and book attendance at events. My Careers Service includes the vacancy board where you can search for JobShop postings, graduate and voluntary positions and internships.

Skills development - a core programme of careers seminars covers applications, CVs, interviews, assessment centres and more. Employers take the lead in skills sessions, which are designed by recruiters to help you develop what they're looking for in candidates. When you've got an interview, book a practice interview session with an adviser to put your skills into practice. LSE Careers run a host of other projects, including Venture – the entrepreneurial support zone; the Volunteer Centre, so you can support your local community while developing skills; and many unique events including International Organisations' Day, City Fast Track, LSE India Day and Development month.

The LSE Volunteer Centre is also based within the Careers Service and is there to support you in finding voluntary roles while studying. Volunteering opportunities at different charities across London and around the world are advertised, with positions ranging from one-off opportunities to part time internships with charities.

The annual Volunteering Fair takes place in the first week of Michaelmas term and is a great opportunity to meet with over twenty charities. Throughout the year, The LSE Volunteer Centre run skills, training and information events and work with charity partners to support student-focused projects, such as the READ Campus books drive, FoodCycle and the Teach First Access Bus.

Take a look at the Volunteer Centre website for practical information and advice about volunteering while at LSE and then search under 'volunteering' to browse through the exciting range of positions available on My Careers Service: www.lse.ac.uk/volunteerCentre

Booking for all events and appointments at LSE Careers and searching for jobs and opportunities is available in one place on the **My Careers Service** system via the website. LSE Careers can work with you whatever role you may wish to pursue and whatever stage you have reached in planning your future after LSE. To get started, take a look at lse.ac.uk/careers.

Alumni Association

LSE's Alumni Association is your lifelong network of over 100,000 alumni. You automatically become a member upon graduation.

The network includes over 70 international and special interest groups as well as a diverse programme of events for all alumni to enjoy.

Membership is free and by registering with the Houghton Street Online community, you will be able to stay connected with former classmates and the School after your graduation. You will receive a monthly e newsletter and the biennial alumni magazine, LSE Connect.

LSE alumni also have access to:

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

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

Volunteer to represent LSE

Although your graduation day may seem a long way off, over the next year or so your thoughts may turn to what you will do after you leave LSE. Before you forget about your days on Houghton Street, you may be interested to know that, as an alumnus / alumna, you can use your own experience of studying at the School to help advise prospective LSE students. The Student Recruitment Office runs an Alumni Ambassadors programme which supports a network of LSE

alumni around the world who have volunteered to offer information to prospective students on what it is like to study at the School, to live in London and the UK and to answer general enquiries on particular courses of study. Opportunities for volunteering range from delivering a presentation to students at your old school or university to representing LSE at a recruitment fair.

We hope that you will enjoy your time at LSE and that you will want to recommend studying at the School to other potential students. If this is the case, please visit the Alumni Ambassadors website and complete the application form to join our worldwide network of volunteers: lse.ac.uk/study/meetLSE/emailAnAlum/alumni-ambassadors.aspx

Research Activities within the Department

Staff Research Interests

Professor Kenneth Benoit (Professor of Political Research Methodology): Comparative party competition; The European Parliament; Electoral systems; Transitions to democracy; Statistical methodologies for the social sciences; Measurement and quantitative text analysis

Dr Aude Bicquelet (Course Tutor): Computer-assisted textual analysis; Data mining; Qualitative research Methods; Public policy; Democratic political theory; Citizen Participation in decision-making; Analysis of parliamentary debates.

Dr Flora Cornish (Associate Professor in Research Methodology): Community health interventions; HIV prevention; community participation and multi-stakeholder partnerships; the social constitution of intervention success; evidence & evaluation of social interventions; dialogue between grassroots communities and their significant others; pragmatist social science; ethnography; quality/rigour in qualitative research.

Dr Simidele Dosekun (LSE Fellow in Qualitative Methodology): Qualitative research methods; feminist and poststructuralist methodologies and theory; discourse analysis and critical discursive psychology; transnational and African cultural studies.

Dr Elena Gonzalez-Polledo (LSE Fellow in Research Methodology): Qualitative methods; modelling; ethnography; comparison; technology; labour; industrial cultures; temporality; transitions; relations; ethics.

Dr Dominik Hangartner (MSc Programme Director, Associate Professor in Research Methodology): Causal inference from experimental and observational data; Comparative political economy; Migration studies.

Professor Jonathan Jackson (Professor of Research Methodology and member of the LSE's Mannheim Centre for Criminology): Criminology; Fear of Crime; Legitimacy and Public Confidence in Criminal Justice; Risk Perception; Justice Reasoning; Attitudes towards Punishment; Survey methodology; Social measurement.

Dr Alasdair Jones (Assistant Professor in Research Methodology): Relationship between built form in cities and social practices; Public space; Masterplanned developments; Public transport; Citizenship as experienced in urban settings.

Dr Jouni Kuha (Head of Department and Associate Professor in Statistics and Research Methodology): Social Statistics; Categorical data analysis; Measurement; Missing values; Latent variable modelling; Analysis of cross-national survey data.

Dr Benjamin Lauderdale (Associate Professor in Research Methodology): US politics (public opinion, Congress, Supreme Court); Legislative voting behavior; Spatial voting models; Latent variable models; Bayesian methods.

Dr Jen Tarr (Associate Professor in Research Methodology): Qualitative research methods, especially visual and sensory methods and ethnography; Sociology of health and medicine; Visual imaging technologies; Somatic and movement practices, including Alexander Techniques, Pilates and dance.

Ben Wilson (LSE Fellow): Childbearing, migration, families and partnership, the life course, linked lives, population dynamics, UK demography, demographic transition theory.

Methodology Department Staff Publications

The following presents a selection of research publications by staff in the Department:

- Bara, J., Weale, A., and Biquelet, A. (2008). Analysing Parliamentary Debate with Computer Assistance. *Swiss Political Science Review*, 13, 577-605.
- Bauer M. W. (2009). The evolution of public understanding of science – discourse and comparative evidence. *Science, Technology and Society*, 14, 221-240.
- Bauer M.W. (2011) Public attention to science 1820-2010 – a 'longue duree' picture. In Rödder, S., Franzen, M. and P. Weingart (eds), *The Sciences' Media Connection - Communication to the Public and its Repercussions*. Sociology of the Sciences Yearbook, Dordrecht: Springer.
- Benoit K., Mikhaylov, S., and Laver, M. (2009). Treating Words as Data with Error: Uncertainty in Text Statements of Policy Positions. *American Journal of Political Science*, 53, 495-513.
- Benoit, K. and Marsh, M. (2009). The Campaign Value of Incumbency: A New Solution to the Puzzle of Less Effective Incumbent Spending. *American Journal of Political Science*, 52, 874-890.
- Biquelet, A. and Weale, A. (2011) Coping with the Cornucopia: Public Policy and the Challenge of e-Democracy: Can Text Mining help handling the Data Deluge? *Policy & Internet*, 4:3.
- Cornish, F. and Gillespie, A. (2009). A pragmatist approach to the problem of knowledge in health psychology. *Journal of Health Psychology*, 14, 1-10.
- Cornish, F., Campbell, C., Shukla, A., and Banerji, R. (in press, 2011). From brothel to boardroom: Prospects for community leadership of Indian HIV interventions in the context of global funding practices. *Health and Place*, to appear.
- Cornish, F. and Campbell, C. (2009). The social conditions for successful peer education: A comparison of two HIV prevention programs run by sex workers in India and South Africa. *American Journal of Community Psychology*, 44, 123-135.
- Cornish, F. & Gillespie, A. (2009). A pragmatist approach to the problem of knowledge in health psychology. *Journal of Health Psychology*, 14, 1-10.
- Curtice, J., Fisher, S. D., and Kuha, J. (2011). Confounding the commentators: How the 2010 exit poll got it (more or less) right. *Journal of Elections, Public Opinion & Parties*, 21, 211-235.
- Däubler, Thomas, Kenneth Benoit, Slava Mikhaylov, and Michael Laver. (2012). 'Natural Sentences as Valid Units for Coded Political Texts', *British Journal of Political Science*.
- Farrall, S., Jackson, J. and Gray, E. (2009). *Social Order and the Fear of Crime in Contemporary Times*. Oxford University Press, Clarendon Studies in Criminology.
- Franzen, A. and Hangartner, D. (2006). Social networks and labour market outcomes: The non-monetary benefits of social capital. *European Sociological Review*, 22, 353-368.
- Gallagher, M. and Mitchell, P. (eds, 2008). *The Politics of Electoral Systems*. Oxford University Press.
- Gill, J. and Hangartner, D. (2010). Circular Data in Political Science and how to Handle it. *Political Analysis*, 18, 316-336.
- Hainmueller, J and. Hangartner, D. (2013). 'Who Gets a Swiss Passport? A Natural Experiment in Immigrant Discrimination', *American Political Science Review*.
- Jackson, J. (2011). 'Revisiting Risk Sensitivity in the Fear of Crime', *Journal of Research in Crime and Delinquency*, 48, 4, 513-537.
- Jackson, J., Bradford, B., Hough, M., Kuha, J., Stares, S. R., Widdop, S., Fitzgerald, R., Yordanova, M. and Galev, T. (2011). Developing European Indicators of Trust in Justice. *European Journal of Criminology*, 8, 267-285.
- Jackson, J., Bradford, B., Hough, M., Myhill, A., Quinton, P., and Tyler, T. R. (2012) 'Why do People Comply with the Law? Legitimacy and the Influence of Legal Institutions', *British Journal of Criminology*, first published online: July 9, 2012, doi: 10.1093/bjc/azs032.
- Jackson, J., Bradford, B., Stanko, B. and Hohl, K (2012) *Just Authority? Trust in the Police in England and Wales* (Oxon: Routledge)
- Kuha, J. and Goldthorpe, J. H. (2010). Path analysis for discrete variables: the role of education in social mobility. *Journal of the Royal Statistical Society, Series A*, 173, 351-369.

- Lauderdale, B. E. 2008. Pass the Pork: Measuring Shares in Bicameral Legislatures," *Political Analysis* 16:3, 235-249.
- Lauderdale, B. E. 2010. Unpredictable Voters in Ideal Point Estimation. *Political Analysis*, 18, 151-171.
- Lauderdale, B. E. and Tom S. Clark. (in press). The Supreme Court's Many Median Justices. *American Political Science Review*.
- Lauderdale, B. E.. 2012. 'Compound Poisson-Gamma Regression Models for Dollar Outcomes that are Sometimes Zero', *Political Analysis* 20:3, 387-399.
- Mejlgaard, N. and Stares, S. (2010) Participation and competence as joint components in a cross-national analysis of scientific citizenship. *Public Understanding of Science*, 19, 545-561.
- Mikhaylov, Slava, Michael Laver, and Kenneth Benoit. (2012), 'Coder Reliability and Misclassification in the Human Coding of Party Manifestos', *Political Analysis*, 20(1): 78–91.
- Mitchell, P., Evans, G. and O'Leary, B. (2009). Extremist outbidding in ethnic party systems is not inevitable: tribune parties in Northern Ireland. *Political studies*, 57, 397-421.
- Skrondal, A. and Kuha, J. (in press). Improved regression calibration, *Psychometrika*.
- Stares, S. (2009) Global civil society and poverty statistics. In Kumar, A., Scholte, J.A., Kaldor, M., Seckinelgin, H., and Anheier, H. (eds), *Global Civil Society 2009: Poverty and Activism*. London: Sage.
- Tarr, J. (2011). Educating with the hands: working on the body/self in Alexander Technique. *Sociology of Health and Illness*, 33, 252-65.
- Tarr, J. and Thomas, H. (2011). Mapping Embodiment: Methodologies for Representing Pain and Injury. *Qualitative Research*, 11, 141-57.
- Tarr, J. (2008) 'Habit and Conscious Control: Ethnography and Embodiment in the Alexander Technique' *Ethnography* 9(4): 477-497.
- Zucco Jr., C. and Benjamin E. Lauderdale. 2011. 'Distinguishing Between Influences on Brazilian Legislative Behavior' *Legislative Studies Quarterly* 36:3, 363-396.

Assessment criteria, Department of Methodology

(Please see below for additional comments on courses on quantitative methods.)

Mark	Descriptive Equivalent for Exams	Descriptive Equivalent for Essays	Descriptive Equivalent for the Dissertation
Very Good to Excellent <i>(Distinction)</i> (70-100)	Perceptive, focused use of a good depth of material with a critical edge. Original ideas or structure of argument.	Breadth or intensity of accessed data or literature plus an original or critical contribution or finding.	All the elements of a Merit-level dissertation, plus evidence of excellence in some aspects of the work – for example, a particularly well-chosen research question, innovative or exceptionally well executed data collection, or advanced or innovative methods of analysis used with a high level of skill. A professional project completed to a high standard. Publishable in existing or modified form.
Good <i>(Merit)</i> (60-69)	Perceptive understanding of the issues plus a coherent well-read and stylish treatment though lacking originality	Thorough, clear treatment shows understanding of arguments, contribution and context. Efficient use of data and literature.	A convincing and competently executed piece of empirical social research, with all of the following elements correctly in place and clearly explained: - one or more clearly stated, meaningful, interesting and answerable research questions, motivated by appropriate theoretical frameworks and a review of relevant literature; - one or more sets of primary or secondary empirical (qualitative and/or quantitative) data which are appropriate for answering the research questions, with a clear explanation of the data and how they were obtained; - analysis of the data in order to answer the research questions, using appropriate methods of analysis which are correctly used and explained; - answers to the research questions, correctly

			justified by the analysis of the data, and conclusions and interpretation drawn from the answers.
Satisfactory (Pass) (50-59)	A "correct" answer based largely on lecture material. Little detail or originality but presented in adequate framework. Small factual errors allowed.	Pedestrian treatment of wide literature or database OR adequate treatment of incomplete data or literature "without spark".	All the elements of a Merit-level dissertation, but with errors or omissions which reveal some lack of competence or understanding.
Unsatisfactory (Fail) (30-49) (29 and under bad fail)	Based entirely on lecture material but unstructured and with increasing error component. Concepts are disordered or flawed. Poor presentation. Errors of concept and scope or poor in knowledge, structure and expression.	Very basic approach to a narrow or misguided selection of material. Lacking in background or flawed in arguments. Little effort. Shallow and poorly presented. Lacking in conclusions or conclusions incorrect.	A project where some elements of a Merit-level dissertation are incorrect or incomplete to the extent that the work does not constitute a meaningful and informative piece of empirical social research. For example, this may be because: - the research questions are missing, uninteresting, unmotivated or unanswerable; - empirical data are missing, inappropriate or inadequately explained; - analysis of the data is missing or incorrect; - answers to the research questions are missing or not justified by the analysis.

Assessment of quantitative methods courses:

The criteria listed above apply also to courses on quantitative methods where appropriate, for example to any parts of their examinations which call for essay-type answers. However, many of these examinations involve instead shorter questions, to which the answers can be relatively unambiguously coded as (fully or partially) correct or incorrect. In the marking, these questions may be further broken down into smaller steps and marked step by step. The final mark is then a function of the proportion of parts of the questions which have been answered correctly. In such marking, the principle of partial credit is observed as far as feasible. This means that an answer to a part of a question will be treated as correct when it is correct conditional on answers to other parts of the question, even if those other parts have been answered incorrectly.

Ethics Code

What is the Ethics Code?

The Ethics Code is a set of six core principles underpinning life at the LSE. It was drawn up by a Consultation Group established by Council in January 2012, after discussions with students, staff, governors, and alumni of the School. It is accompanied by a set of Ethical Guidelines that aim to show how each principle should apply in practice.

It was approved by the Academic Board on 6 June and by Council on 19 June 2012.

The Ethics Code sits alongside and supports the School's key objectives:

to deliver challenging research-led degree programmes in an environment that supports learning and develops independent thinking among our students;

to ensure that our research and teaching remain at the forefront of the social sciences, addressing the evolving challenges of society;

to be among the most internationally-oriented centres of social science excellence in the world;

to extend our engagement with society across our full academic portfolio and in key regions of the world;

to enrol the best students from around the world to benefit from, and contribute to, the learning environment at the School (LSE Strategic Plan 2011-16, 5).

Who does it affect?

The whole LSE community, including all staff, students, and governors of the LSE, are expected to behave in line with the Code.

Council, Academic Board, their subsidiary committees, and the management of the School are responsible for the promotion, implementation, and application of the Code. Decisions should be taken at all levels with reference both to the School's objectives and to the principles set out in this Code.

The Ethics Code

All members of the LSE community, including all students, staff, and governors, are expected to behave in line with the following principles:

Responsibility and Accountability: we will uphold this Code and be accountable for following it.

Integrity: we will demonstrate independence, consistency, honesty, and transparency in all our activities.

Intellectual freedom: we will defend and promote the freedom to pursue, advance, and disseminate knowledge and ideas.

Respect: we will treat people with dignity, promote equality of opportunity, and celebrate diversity.

Collegiality: we will maintain a scholarly community based on consultation, participation, and good citizenship.

Sustainability: we will manage our resources in ways that meet the needs of the present without compromising the options of future generations.