



Department of
Economic History



**UNDERGRADUATE STUDENT HANDBOOK
2025-26**

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Term Dates and LSE Closures

Academic Year 2025-26

Autumn Term

Monday 29 September – Friday 12 December 2025

Reading Week: Monday 3 November – Friday 7 November 2025

Winter Term

Monday 19 January – Thursday 2 April 2026

January Exams: Monday 13 – Friday 17 January 2026

Reading Week: Monday 23 February – Friday 27 February 2026

Spring Term

Tuesday 5 May – Friday 19 June 2026

LSE will be closed during the following periods:

Winter Closure

Thursday 23 - December 2025 – Thursday 2 January 2026

Spring Closure

Thursday 2 April – Wednesday 8 April 2026

May Bank Holiday: Monday 4 May 2026

Spring Bank Holiday: Monday 25 May 2026

Summer Bank Holiday: Monday 31 August 2026

Welcome from Professor Sara Horrell, Head of Department



Dear students

Welcome to the Department of Economic History at LSE! We wish you every success in your studies and know you will enjoy the intellectual challenges and stimulating environment along the way.

Economic history uses the methods and insights of both parent disciplines, economics and history, to better understand developments and events in the past, but the knowledge and skills you acquire will transcend the historical.

Careful analysis of past transitions help us understand both situations in the present and options for the future. Economic history research can underpin current policy choices and inform the decisions of entities such as financial institutions.

At LSE you are joining the longest established department of economic history. The first lecturer in the subject, Lilian Knowles, was appointed at LSE in 1904. It is also the largest department of its kind in Europe. We have a diverse faculty, wide-ranging research interests, and are global in influence. T

The department has a vibrant research culture and encourages students to engage with the opportunities on offer through course choice, small group teaching, and the numerous seminars and public events we host.

We look forward to joining you on your journey.

Professor Sara Horrell
Head of Department

Meet Alex Green, Years 1 and 2 Academic Mentor



I am part of the team supporting first and second year students in the Economic history Department.

As your academic mentor, my role is to keep an overview of your academic progress, and to provide guidance and coaching on academic or personal issues that might come up during your time at LSE.

At the beginning of the academic year I will be there to support you through the transition from secondary education to university, helping you adapt to the challenges of university life.

I will be available from from the start of the academic year onwards to discuss your plans and ambitions for your time at LSE. I can help you decide what kind of support you might need while you are with us and can signpost you to the right place or person.

Availability and how to contact Alex

Alex is available to students on Thursdays and Fridays during term.

You can make appointments with Alex via Student Hub, and contact him directly by email: a.j.green@lse.ac.uk



About the Department of Economic History

The Department of Economic History is one of the seven founding departments of LSE. We are currently the only department in the UK dedicated solely to the study and teaching of the discipline. We have around 25 full-time members of faculty, as well as PhDs students, Teaching Fellows, researchers and visiting academics who all contribute to the intellectual life of the department.

The department offers three undergraduate programmes, plus a range of master's programmes and a PhD programme.

See who is in our department, including their research interests on this webpage: lse.ac.uk/Economic-History/People

Get a flavour of the breadth of our department's research from our Research webpage: lse.ac.uk/Economic-History/research

Our blog is a great place to read about our students' research: blogs.lse.ac.uk/economichistory

Where to find us

The department's offices are located in Sardinia House, Sardinia Street. That's where you will find academic and professional support staff, as well as the Student Common Room.

Key Academic and Professional Services Staff for Year 1 Students

Helena Ivins | Departmental Tutor and Undergraduate Manager

h.ivins@lse.ac.uk

Responsibilities include managing change of circumstance requests, and working with the Academic Mentor to give advice and support to students. Also available to give general advice and information on School and programme matters.

Alex Green | Academic Mentor for Years 1 and 2

a.j.green@lse.ac.uk

Alex's role is to maintain an overview of students' academic progress, and offer support and coaching where needed. You will meet Alex early in the academic year. After that you can make an appointment to meet with him on Student Hub.

Professor Chris Minns | Undergraduate Programmes Director |

c.minns@lse.ac.uk

Oliver is responsible for leading and planning the department's undergraduate programmes, and co-chairs the Staff Student Liaison Committee. He also teaches a number of courses including EH204 and EH314.

Darren Townsend | Assessment and Regulations Officer

d.a.townsend@lse.ac.uk

Manages exams and assessment in the department. Darren can answer student queries on submissions and exam/summative marking and dates, and also manages extension requests.

Other key figures in the department

Professor Sara Horrell | Head of Department

s.h.horrell@lse.ac.uk

Sara provides academic leadership in departmental research programmes and strategy. She also teaches a number of courses, including EH209.

Professor Neil Cummins | Deputy Head for Teaching

n.j.cummins@lse.ac.uk

Neil coordinates teaching for undergraduate and masters' students in the department. He also teaches a number of courses, including EH238.

Jennie Stayner | Department Manager and LSE LGBTQ Ally and Safe Contact

j.c.stayner@lse.ac.uk

Jennie is responsible for the administrative management of the department. As a Safe Contact she is trained to support students who have experienced harassment or violence, particularly sexual violence.



How we communicate with you

We use a number of different methods to make sure you're kept up to date.

Email

Our primary method of formal communication is by email, and it is a condition of registration that you check your LSE email regularly.

You will receive messages from the department, as well as important emails regarding exams and other School related matters from the Student Services Centre, School senior management and other teams.

Economic History undergraduate bulletin

During term time you will receive a regular weekly bulletin via email, offering a round-up of events and opportunities of interest.

Student Hub

As soon as you can, download the Student Hub app for one-stop access to key functions such as your timetable, Student LFY and moodle.

We will also use Student Hub to alert you to upcoming events and provide other information. One big benefit of Student Hub is that you can add an event to your diary with just one click.

You can also join other groups and follow other pages within Student Hub to stay up to date with other areas of LSE. If you haven't done so already, you can download the Student Hub app [here](#).

Keep your contact details up to date

It's important to keep your contact address, phone number and email address up to date on LSE for You as this may be used to contact you in case of emergency.

Social media

We have a number of social media channels.

Our Instagram account is aimed at prospective, current and past students and is a great way to stay up to date. You can find us at [@lseeconomichistory](#)

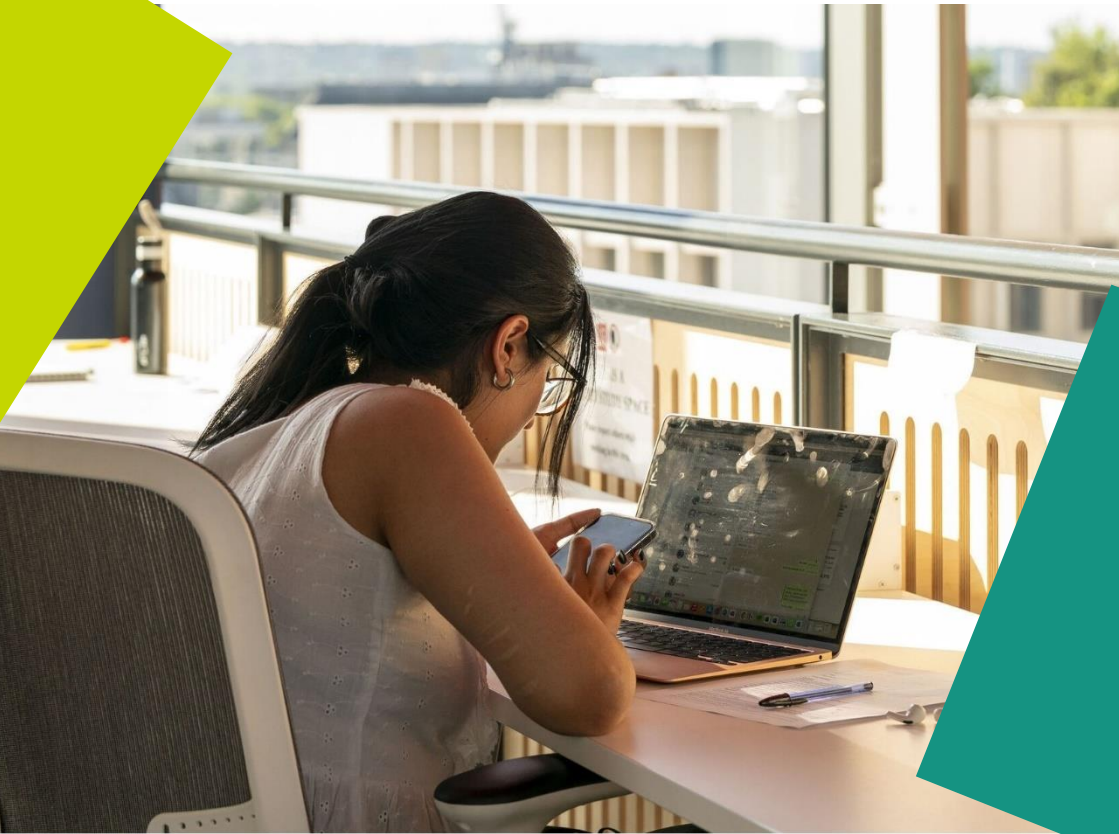
To keep up our academic research, news and events follow us on [X](#) and Bluesky

You can also connect with the department on [LinkedIn](#) to keep up to date with the wider community and to make contact with our alumni.

YouTube

Our YouTube channel is where you will find recordings of our public lectures, course videos, interviews and research videos by our faculty and staff.

<https://www.youtube.com/@lseeconomichistory>



Support for students by students

Student Academic Mentors (SAMS)

This is a support scheme for first students with a focus on friendly and informal advice and support from departmental students, known as Student Academic Mentors (SAMS), about adjusting to life at LSE.

All our first year students are linked up with a SAM – an economic history undergraduate in their second or third year. They will contact you before you arrive, and will be there to help you with any questions you may have, with a particular focus on your studies, settling in, and connecting to the LSE community.

Peer Supporters

Peer Supporters are trained student volunteers who help their peers by offering a non-judgmental, confidential listening space to any LSE student. No issue is too big or small to bring to a peer supporter. They will listen, and if you wish, can help you explore options for how to move forward.

All Peer Supporters can be contacted by any student regardless of their year of study, whether they are living in a hall of residence or in private accommodation.

[Watch a video about LSE Peer Supporters on YouTube](#)

If you have any queries, please email sws.peer.support@lse.ac.uk

You can find profiles of all the current Peer Supporters [here](#). You can request to meet with a Peer Supporter by completing [this form](#).

Guide to LSE and Economic History lingo

You'll be hearing a lot of new terms and jargon for LSE services, people, places and resources. Here's a guide to some of the most important ones.

Academic mentor (AM)	The person who takes the lead in helping you with your academic and personal progress at LSE. In our department, there is one Academic mentor for Years 1 and 2, Alex Green.
AT1, WT10, ST7	This is how we describe each week of term: • The first two letters refer to the term; AT = Autumn Term (in the Autumn); WT = Winter Term (in the Spring); ST = Spring Term • The number refers to the week within that term, for example AT1 is the first week of Autumn, WT0 is the week before Winter Term starts and ST7 is the seventh (and final) week of Spring
<u>Calendar</u>	This is the online resource containing details of all programme regulations, course guides, classification schemes, and more. It's essentially LSE's rule book.
Departmental Tutor	Responsibilities include monitoring attendance, supporting students, managing change of circumstances, ensuring My Adjustments are properly implemented. They work closely with the Academic Mentor. The DT in the EH department is Helena Ivins
DTC	Departmental Teaching Committee. This is where all decisions about teaching arrangements in EHJ are made. The committee includes staff and student representatives..
<u>Digital Skills Lab</u>	Offers a range of courses and support on software skills.

DMHS	The Disability and Mental Health Service (DMHS) offers confidential advice and support to all disabled students. This includes support for students with physical impairments, long-term health conditions, mental health conditions, specific learning difficulties, and autistic spectrum conditions. Find out more about the work they on their homepage. Access the service by visiting the Speak with an Adviser page.
Course codes (for example EH101)	EH101 is an example of a course code. The first two letters indicate the department (EH is for courses in Economic History). Typically 100 level courses are for first years, 200 for second years etc.
Economic History Student Common Room (SAR G.12)	A space for quiet study for undergraduate and master's students. It's in on the ground floor of Sardinia House (SAR G.12)
EDI	Equality, Diversity and Inclusion. EDI are core aspects of the university experience and important to LSE and EH. The Economic History Department's EDI statement is here .
Formative assignment	A piece of coursework that doesn't go towards your final course mark. Formative assignments are important to help you understand the course material and preparing for exams and summative assignments
GTA	Graduate Teaching Assistant. Many classes are taught by a GTA –typically this is a PhD student. PhD students are expected to teach as part of their academic training.
IRDAP	In-year Resit And Deferral Period . For undergraduates this is the latter half of August.
Lectures, classes and workshops	Most courses have a mixture of lectures and classes. Some may offer additional lectures, question and answer sessions, or workshops (eg EH237) – check the Calendar, moodle, and your timetable for details of how each course is taught. • In lectures one teacher delivers content to

	a large group of students. Lectures are mostly in person, sometimes online. • Question and answer sessions are where you get a chance to ask questions about the lecture content. • Classes are when one teacher works with about 15 students. Students discuss what they have learned in the lectures and also focus on a particular topic. EH courses all have a reading list for each class. Classes vary in style so you may do an activity, play a game, have a discussion, or perhaps apply a concept to real world issues. Attendance is compulsory and monitored. • Workshops tend to be bigger than classes with multiple members of staff supporting you to complete tasks. Attendance is compulsory and monitored.
LSE for You (LFY)	LSE's online student information system. At the moment there are two platforms, each with different functions: <u>Student LFY</u> is where you see your teaching timetable, course participation, academic mentor feedback, MyAdjustments, options to update personal contact details, document request function Old <u>LFY</u> is for course selection Confused? <u>These FAQs may help</u>
<u>LSE LIFE</u>	LSE's study and professional development centre, offering workshops, academic support, resources and study space. Some courses will help students with the transition from school to university – taking notes, reading effectively, writing essays and exams. For training in specific software go to the Digital Skills lab

<u>Moodle</u>	<u>Moodle is LSE's virtual learning platform.</u> Every course has its own page on moodle, with readings, lecture slides and recordings and other teaching materials. You will also submit all your EH coursework and summative assignments via moodle.
Office Hours	These are the times that Academic staff have aside to provide you with support. View Office Hours for staff in the Economic History Department <u>here</u>
Peer Supporters	<u>Peer Supporters</u> are trained student volunteers who help their peers by offering a non-judgmental, confidential listening space to any LSE student. They can listen, and if you wish, can help you explore options for how to move forward. Any student can speak to any Peer Supporter - this is a fully inclusive scheme available to all students. More information, including how to request a Peer Supporter, is <u>here</u> .
Papers, Units, Courses and classification marks	• Your degree is made up of 12 papers (4 in each year). • You complete each paper by taking a course or courses. • Courses are worth either a unit or a half-unit. You will need to do either one full unit course or two half unit courses to complete a paper. At the end of your degree, you are classified on the basis of eighteen classification marks. What these are and how your classification is calculated is explained in the Calendar <u>here</u>.
PSS (Professional Services Staff)	The collective term for all the non-academic staff at LSE. This ranges from staff in central divisions like the Student Services to support staff in departments such as Department Managers and Programme Managers. The Undergraduate Programme Manager in the Economic History Department is <u>Helena Ivins</u>.

Reading Week	Reading weeks are in Week 6 of Autumn and Winter Terms. In most departments there is no teaching during Reading Week, instead you should use the time to read and consolidate your learning. However, some departments do teach in reading week, and you are expected to attend. Your Academic Mentor and class teachers can give you advice on how to make the best use of reading week.
SAM	Stands for Student Academic Mentor The Student Academic Mentor (SAM) programme matches second- and third-year undergraduate mentors with first year undergraduate students from the same department. A SAM is a student-to-student mentoring model, designed by students, for students. All first year undergraduates in the Economic History Department have a SAM.
SAR G.12	Buildings and rooms on the LSE campus are identified with a three letter code followed by level and room number. For instance, SAR G.12 is on the Ground floor of SARdinia House
SSC	This stands for Student Services Centre, and is often used as shorthand for <u>Student Services</u>, which offers a range of essential services and advice, including support for new arrivals, student status documentation, immigration advice, LSE cards and exams. For more information visit lse.ac.uk/ssc You can consult the SSC <u>in person, via the query form and via Live Chat</u>
<u>Student Wellbeing Service</u>	This encompasses a number of support services with a focus on supporting physical and mental health issues.

Summative Assignment	A piece of coursework which forms part or all of your final course mark. It can take the form of an essay or other form of assessment, including podcast, presentation, blog post – it just depends on the course.
<u>LSESU</u>	The LSE Students' Union is a not-for-profit organisation run by LSE students, for LSE students. All LSE students automatically become LSESU members. You can also become a member of a society; play for the sports teams; campaign on things that matter to you; enjoy the SU Space in the new Marshall Building; have fun at a club night; or simply enjoy refreshments in cafes and bar in the Saw Swee Hock Student Centre.
Term	This is a block of teaching at LSE. We have two main teaching terms: • Autumn Term is 11 weeks long and runs from September to December. • Winter Term is 11 weeks long and runs from January to March or April. • Spring Term is seven weeks long and runs from April or May to June. For undergraduates, this term is focused on revision and exams.
Undergraduate (UG) Programme Director	In the Economic History Department, the UG Programmes Director is responsible for the academic leadership of our BSc programmes. This year it's Professor Chris Minns.
<u>Student Hub</u>	Student Hub is a portal bringing together a range of essential functions for students. Via the Student Hub app you can access your timetable, calendar, and moodle, book office hour appointments and more.
Student Timetable	Lists all your lectures and classes etc, with times and room numbers. You can view it on <u>Student LFY</u> .
Writing Advisor	The Economic History department has writing advisers who can provide discipline specific help with writing essays. You can book an appointment with them via Student Hub.

Your programme

Programme Structure and Courses

In the Economic History department we teach three programmes:

- BS Economic History
- BSc Economics and Economic History
- BSc Economic History and Geography

All our programmes are structured in a similar way and share the same aim – to equip our students with the knowledge and skills to become independent researchers in Economic History.

Year One is foundational – courses are broad and introductory and there's a lot of focus on developing study skills. In Year Two you will begin to develop research skills. Your core course **EH237** Research Methods in Economic History introduces primary sources and research methods, and you will do both a group and individual research project.

In Year Three you will apply those skills to writing a dissertation on a research topic you have developed yourself. You will also select at least one Economic History seminar course. At this level seminars are student-led

If you are studying a joint degree, your curriculum will be split equally between the two disciplines, but they will interact along the way, particularly when it comes to writing your dissertation.

Everyone will have the opportunity to explore another discipline or learn a language by selecting at least one outside option. How many and when will depend on the structure of your programme.

Each programme is outlined in their respective programme regulations, which can be found online in the LSE Calendar. We strongly encourage you to review your programme regulations so that you understand what they are expected to do from year to year.

BSc Economic History Programme 2025-26

Year 1

Courses in Year One are broad and introductory in scope. The economic history courses cover many centuries and every continent. You will take foundational economics courses and an outside option. All students take an outside option and LSE100, selecting one topic from a choice of three of contemporary interest to social scientists.

- 1: EH101** The Internationalisation of Economic Growth, 1870 to the Present Day
- 2: EC1A5** Microeconomics I (half unit) and **EC1B5** Macroeconomics I (half unit)
- 3: EH102** Preindustrial Economic History
- 4:** An approved paper from outside the Department
- LSE100 half unit** (choice of three options).

Year 2

The core course focuses on research skills, including working with primary sources and research methodology. Optional Economic History courses offer a focused look at specific geographical areas, time periods or economic phenomena.

- 5: EH237** Theories and Evidence in Economic History
- 6 and 7:** An **EH200** course available that year
- 8:** An outside option from the lists specified for this programme.

Year 3

Building on the skills developed in EH237, students will write a 10,000 word dissertation on a topic of their own choice. EH300 courses take the form of seminars led by a subject expert.

- 9 and 10:** Two courses from the EH300 options (and EC311)
- 11:** A further EH300 option or an EH200 option
- 12: EH390** (dissertation)

BSc Economics and Economic History Programme 2025-26

Year 1

Courses in Year One are broad and introductory in scope. The economic history courses cover many centuries and every continent. You will take a micro and a macro economic course and maths and stats. All students take LSE100, selecting one topic from a choice of three of contemporary interest to social scientists.

- 1: EC1A3 Microeconomics I** (half unit) and **EC1B3 Macroeconomics I** (half unit)
- 2: EH101** The Internationalisation of Economic Growth, 1870 to the Present Day
- 3. EH102** Pre-Industrial Economic History
- 4: MA107** Mathematical Methods (half unit) and **ST107** Elementary Statistical Theory (half unit)

LSE100 half unit in the Autumn and Winter terms (choice of three options).

Year 2

Economics courses include Econometrics. You will take the research methodology course, EH237, and an optional EH200 Economic History course.

- 5: EC2A3** Microeconomics II (half unit) and **EC2B3** Macroeconomics II (half unit)
- 6: EC2C3** Econometrics I (half unit) and **EC2C4** Econometrics II (half unit)
- 7: EH237** Theories and Evidence in Economic History
- 8: EH200** course from the available list

Year 3

Students will write a 10,000 word dissertation on a topic of their own choice. You can select optional EC300 and EH300 courses, and an outside option.

- 9: Economics Selection List A**
- 10:** Another course from either **Economics Selection List A** or from the outside option lists specified for this programme.
- 11:** Courses to the value of one unit from the available Level 300 Economic History courses, including EC311
- 12:** EH390 Dissertation in Economic or Social History

BSc Economic History and Geography Programme 2025-26

Year 1

Courses in Year One are broad and introductory in scope. The economic history course cover global economic history since 1850. You will take a micro- and a macroeconomic course. All students take LSE100, selecting one topic from a choice of three of contemporary interest to social scientists.

- 1: EH101** The Internationalisation of Economic Growth, 1870 to the Present Day
- 2: GY100** Introduction to Geography
- 3: GY140** Introduction to Geographical Research
- 4:** Either **EC1A3** Microeconomics I (half unit) and **EC1B3** Macroeconomics I (half unit) OR **EC1A5** Microeconomics I (half unit) and **EC1B5** Macroeconomics I (half unit)

All first year students will take the **LSE100 half unit** in the Autumn and Winter terms of their first year (choice of three options).

Year 2

You will take the research methodology course, EH237, and an optional EH200 Economic History course. You will study two core geography half units and one optional GY unit.

- 5: GY209** The Economic Geography of Trade, Production and Development (half unit) and **GY210** The Economics of Cities (half unit)
- 6: EH237** Research Methods in Economic History
- 7: EH200** course from the list of available courses
- 8: GY200** course to the value of one full unit from the list of available courses on this programme

Year 3

Students will write a 10,000 word dissertation on a topic of their own choice. You can select an option or an optional GY300 or EH300 courses

- 9: GY313** Firms and Economic Geography: Location, Technology and Innovation (half unit) and **GY314** The Economics of Housing Markets and Migration (half unit)
- 10: EH308** Historical Economic Geography: Cities, Markets and Regions in the 19th and 20th Centuries
- 11:** Choice of **GY300 course** OR an outside option from one of the available lists.
- 12: EH390** Dissertation in Economic or Social History

EH200 Optional Economic History Courses

Availability of optional courses varies from year to year.

EH204 Money and Finance: From the Middle Ages to Modernity (n/a 2025-26)

EH207 China since 1800: Culture, institutions and economic growth (n/a 2025-26)

EH209 The Family Economy in History: 1260 to the present day

EH211 Africa and the World Economy, 1500-2000 (n/a 2025-26)

EH221: Boom and Bust: A Macroeconomic History of the Modern World

EH222: Economic History of the Middle East and North Africa

EH225 Latin America and the International Economy

EH238 The Origins of Growth

EH240 Business & Economic Performance since 1945: Britain in International Context (n/a 2025-26)

EH300 Optional Economic History Courses

Availability of optional courses varies from year to year.

EH304 The Economic History of North America: from Colonial Times to the Cold War (n/a 2025-26)

EH306 Monetary and Financial History since 1750 (n/a 2025-26)

EH307 The Economic History of South Asia, 1600-2000

EH308 Historical Economic Geography: Cities, Markets and Regions in the 19th and 20th Centuries

EH312 Knowledge, Technology and Economy from the Middle Ages to Modernity

EH314 Political economy and economic policies: Europe from the Crusades to the French Revolution (n/a 2025-26)

EH316 The Atlantic Slave Trade

EH317 Disease, Health and History (n/a 2025-26)

EH326 Innovation and Finance in the 19th and 20th Centuries (n/a 2025-26)

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

EC311 History of Economics: How Theories Change

Course Videos

For each course there is a short introductory video presenting the main themes of the course. You can view the videos on this page: [Economic History Undergraduate Course Videos](#)

Outside Options and Languages

An 'outside option' is a course run by a different department to your home or joint department, which students can select from a specific list. All our programmes allow students to select at least one outside option during their programme. The list of available outside options can be found on the programme regulations page for each BSc programme.

Additionally, we allow students on the BSc Economic History programme to take a third language option in Year 3 if they have studied the same language as an outside option in Years 1 and 2.

EH390 Dissertation

In their final year, all Economic History students write a 10,000 word dissertation on a research topic of their choice. Students start to develop their research skills in Year Two as part of EH237, and by their third year they will be expected to formulate their research topic and be ready to discuss it with their dissertation supervisor. Guidance continues in the form of workshops, tutorials and feedback on the draft before final submission in May of Spring Term, Year Three.

Dissertations awarded a 2.1 or more are archived on moodle for our students to consult.

Economic History Department Prizes

The Economic History Department awards its students a number of prizes on the basis on end of year results.

Baines Prize - awarded to the student with the best mark in EH101

Postan Prize - awarded to the student with the best mark in EH102

EH237 Prize – for the best EH237 individual project

Altorfer-Ong Prize - awarded to the student with the best mark in EH240

The Lilian Knowles prizes

- a prize is awarded to the student studying Economic History with the best set of marks in their first year.
- a prize is awarded to the student studying Economic History with the best set of marks in their final year.

Prize for best undergraduate dissertation – awarded to the student with the best mark in EH390



LSE100

LSE100 is LSE's flagship interdisciplinary course taken by all undergraduate students in the first year of their degree programme. The course is designed to build students' capacity to tackle multidimensional problems through research-rich education, giving them the opportunity to explore transformative global challenges in collaboration with peers from other departments and leading academics from across the School.

Your LSE100 theme

Before registering at LSE, you will have the opportunity to select one of three themes to focus on during LSE100, each of which foregrounds a complex and pressing challenge facing social scientists. In 2023/24, the themes will focus on:

How can we control
AI?

How can we transform
our climate futures?

How can we create a
fair society?

For more information about each theme, visit info.lse.ac.uk/current-students/lse100/Welcome

LSE100 is a single course, and the themes are highly interrelated. Whichever theme you choose to study, you will have the opportunity to investigate issues from different themes throughout the course, including in both your individual and group assessments.

Alongside learning about your chosen theme from a range of disciplinary perspectives, you will also study frameworks of systems thinking and systems change during LSE100. These are fields of interdisciplinary research that are being adopted by academics, policymakers, corporations, and NGOs. During LSE100, you will think holistically about how complex systems work and how the social sciences can enable change at a systemic level.

How will I study LSE100?

LSE100 is a half unit course running across Autumn and Winter terms in the first year of your undergraduate degree programme. Each term, you will attend five 90-minute interactive, discussion-based seminars in alternating weeks. Before each seminar, you will use Moodle to watch short video lectures featuring leading LSE academics and complete carefully selected readings to explore ideas and arguments from across the social sciences.

Assessment

LSE100 marks will be based on two summative assessments: one individual written assessment (50%) in the first term and one group research project (50%) that you will submit as a team at the end of your second term.

Chat with the LSE100 team

We have a team answering your enquiries from 9am to 5pm, Monday to Friday. Email us and we will be happy to help answer any questions you may have about LSE100 – get in touch at LSE100@lse.ac.uk or visit the LSE100 Course Office in KSW 4.10.

We're online on [LinkedIn](#), on [Moodle](#) and on the fourth floor of 20 Kingsway (KSW).

To find out more about LSE100, check out lse.ac.uk/LSE100 and follow us on X [@TheLSECourse](#), and [Student Hub](#).

Teaching and Learning

How teaching is structured

When does teaching take place?

Teaching takes place primarily in Autumn and Winter terms and there may be timetabled revision sessions in the first week of Spring Term, depending on the course. Lectures for full unit courses start in Week 1 of Autumn Term. Classes start in Week 1 or 2. Check your student timetable on LSE for You for details of lecture and class times.

How much time should I spend studying?

In Year One expect 8-12 hours weekly of timetabled teaching, depending on your programme, course choices and term. You will also do LSE100 in Autumn and Winter Term.

A good tip is to think about your studies as a full-time job and aim to structure your other commitments around them. In addition to timetabled teaching you should factor in time for reading, writing up notes, writing reading summaries and assessments, preparing presentations, travelling to lectures and classes, and using the library.

Lectures

Lectures are hour-long presentations given by the course leader. They are designed to cover the key themes for each weekly topic

Lectures are not meant to be exhaustive, rather they aim to open up the topic, and inspire students to read further, giving them a framework of ideas to discuss with the lecturer and in class.

All Economic History lectures are delivered live and in person, and students are expected to attend. Most lectures are also recorded, but you might not be allowed access to recordings weekly unless you have MyAdjustments. Instead, you may have to wait to the end of term.

Lectures from other courses may be pre-recorded and available on moodle.

Classes and seminars

Each lecture is followed by a class or seminar. Classes are a space for students to explore and understand the material covered in the lecture more deeply, or from a specific angle. Expect classes to be interactive, and to contribute in the form of presentations, reading summaries or discussion.

Each class will require reading beforehand, available electronically via the course reading list on the relevant moodle page.

Classes are compulsory, and an attendance register is taken at each session. If you miss your classes consistently you will be contacted by your academic mentor or Departmental Tutor to discuss the situation and address any underlying issues. Consistent non-attendance may lead to further action by the SSC.

Class size is generally up to 15 students facilitated by a teacher.



Academic Advice and Support

In the Department of Economic History

Office Hours

Teachers and academic mentors allocate regular weekly time slots when they are available to students. Depending on the individual, this can be without a prior appointment, or else prebooked, usually via Student Hub.

Economic History Department office hours are listed on individual staff pages and on the departmental website here: lse.ac.uk/Economic-History/Study/current-students/Office-Hours

The Year One and Two Academic Mentor

Your academic mentor in your first and second year will be Dr Alex Green.

Alex's role is to support you in your learning development, keep an overview of your academic progress, and advise on any personal issues which may be affect your studies. Here are some of the key aspects of his role:

- providing regular support with academic guidance and feedback on your progress and performance.
- providing pastoral support on non-academic issues and referring students, where necessary, to other support services in the School and externally.
- helping implement the provisions laid out in MyAdjustments.
- (With the Departmental Tutor) monitoring class attendance and progress via registers in LSE for You.
- writing references both during your time at LSE

Students should regard their academic mentor as their primary point of contact in relation to both academic and welfare matters.

As a new student you will have an opportunity to meet Alex in the first weeks of Autumn term. Further regular meetings will be scheduled throughout the year, and you can also make an appointment to meet with him via Student Hub.

The Departmental Tutor

The Departmental Tutor in the Economic History Department is Helena Ivins (h.ivins@lse.ac.uk).

The role of the Departmental Tutor includes:

- authorising procedures such as transfers into and out of the department, change of programme requests, etc.
- offering advice on School regulations and signposting support to relevant student services
- monitoring student attendance with a view to help identify students who might be experiencing problems affecting their ability to study
- co-ordinating the department's Staff Student Liaison Committee.

Helena is available Monday to Friday – just drop her an email if you have a query or wish to arrange a meeting.

Academic writing advisers

Writing clearly and persuasively is an essential skill for doing well in Economic History degrees and for communicating effectively in your life after LSE as well. However, we know that students sometimes struggle to understand how to improve their writing. Writing advisers are available to provide specific writing help either before or after an essay is due.

Writing adviser appointments are available to Economic History department students only. LSELIFE runs its own writing advisor service for students from across the school.

What writing advisers can do:

- Help you brainstorm ideas for an essay when you are stuck or have writer's block
- Advise about the strength of arguments
- Improve the structure of your essays
- Help to improve your writing style and clarity
- Go over past essays to help you understand feedback on writing style

What writing advisers cannot do:

- Proofread final drafts for English usage, grammar and spelling
- Provide specific guidance on improving the intellectual content or ideas of your essay
- Explain the content of a specific course – visit your lecturer or class teacher during office hours for specialised help
- Make additional appointments available to solve your crisis

How appointments work:

- Each appointment lasts 30 minutes.
- Bring a printed copy of your essay with you.
- The writing advisor will spend 5 to 10 minutes reading your essay and the remainder of the time making suggestions to help you improve.
- Each student can make up to two appointments per term.
- There are limited appointments each week. Thus, you need to plan ahead and start writing essays early to benefit most from writing advisor help.
- Additional (non-EH) writing advisor hours are available through LSE LIFE

Booking an appointment:

- To book an appointment, open the Student Hub app, select make a booking, and search for 'Economic History Writing Advisors'.
- You will then see our three advisors and can select an appointment that fits your schedule.
- Please cancel as soon as possible if you are no longer able to make the appointment in order to free space for other students.
- Make sure to attend your appointments as attendance will be recorded.

Student Resource Pack

Includes short guides on how to write essays and format citations, take reading notes, how to contact EH writing advisors, filling in assessment sheets, how to understand our marking criteria and more. You will find it on each Economic History moodle page.

We have also included some of the key sections in this handbook.

Support outside the department

LSE LIFE

LSE LIFE is the centre for study and life skills, and offers weekly workshops and events, plus study space. It is located on the ground floor of the LSE library. New students should check out the following resources:

- ['Prepare to Learn' course \(including how to self-enrol\)](#)
- [LSE Life practical sessions](#)
- [LSE Life Moodle for study skills](#) (requires LSE Login)

The Disability and Mental Health Service

The Disability and Mental Health Service (DMHS) provides a range of services for students who may have learning difficulties, medical conditions, mobility difficulties, need mental health support and counselling, among other things. You can find out more about what they do here:

Website: [The Disability and Mental Health Service](#)

Email: disability-wellbeing@lse.ac.uk

Students who need support or adjustments for disabilities, physical or mental health issues are encouraged to contact the Disability and Mental Health Service before they arrive, or as soon as possible for assessment of their needs. The DMHS can create a package of adjustments and support to help you manage your studies.

Deputy Head of Student Services (Advice and Policy)

[Dr Peter Evanson](#) can provide advice and guidance on a range of pastoral and academic issues. He can also act as a mediator/negotiator between individual students, or groups of students and any member of staff or School Department/Division, to try and informally resolve issues at an early stage.

Dean for the General Course

Available to see General Course students who wish to raise a problem, academic or otherwise. In particular, the Dean is available to counsel students who may be having difficulty adjusting to life at LSE. To arrange an appointment contact:

gc.dean@lse.ac.uk

Adviser to Women Students

[Dr Sarah Trotter](#) is available to discuss issues of concern to women students in the School and to offer advice and support to female students with personal problems.

Assessment and Feedback

Types of assessment

Formative assessment is coursework which does not count toward your final result. The aim of these assignments, whatever form they may take, is to help you progress in your understanding of the subject, and for you to be able to demonstrate that understanding.

Formative assignments take different formats depending on the course, but typically include essays, quizzes, or presentations.

Summative assessment is work that counts toward your final course result. Different courses may be assessed using different methods, for example through an essay, a project, a podcast, or an exam (exams can be either on-campus, or take home-exams submitted online). Many courses use a mix of two or more assessment types, each of which counts a certain percentage toward your final grade.

Summative assessment is submitted anonymously, using your candidate number rather than your name.

In the Economic History Department, summative assessed work is moderated, that is, a second marker (the moderator) checks whether the first marker has applied the marking criteria carefully and consistently. Information on the type and scale of summative assessment is included in the calendar entry for each course.

Exams

Exams take place on campus, or online, in the form of take-home exams which are submitted online.

Information on how a course is assessed can be found in the course guide on LSE's [Calendar](#)

Feedback and academic advice

Feedback and academic advice come in different forms, both formal and informal. LSE's Academic Code sets out when you should expect feedback on your work, whether formative and summative:

<https://info.lse.ac.uk/current-students/lse-academic-code>

You will receive feedback on your classwork from your class teacher via Moodle and on LSE for You, including a termly report commenting on your

class work, participation and preparation. Your academic mentor will also write a brief report on your progress at the end of Autumn and Winter terms.

You should also expect to meet your academic mentor at least once a term so that that your mentor can discuss your progress with you and get to know your academic interests and strengths. This will be important if they need to make an academic decision on your behalf, for instance, allowing you to take a specific course, or write references for you as you apply for jobs or further study. You should also regard teachers' and academic mentors' office hours as an opportunity to get advice and feedback on specific questions you may wish to raise.

Understanding results

By results we mean here the final course marks you receive after Spring or IRDAP assessment periods, rather than marks for individual assessments. We have selected some key aspects of how results are processed at LSE, which may be helpful for navigating the assessment process.

There is also information about understanding results on the School's website: <https://info.lse.ac.uk/current-students/services/assessment-and-results/results>

Capping

If a student has to resit or resubmit part of an assessment, the whole course mark will be capped at 40%, a pass grade.

Number of attempts at an assessment

Students are allowed a maximum of three attempts at an exam taught in their first year and a maximum of two attempts at second and third year exams.

Incomplete assessments – why they matter

If a course has more than one form of assessment which contributes to the overall mark, for example, an exam plus an essay or presentation, students must complete all of these parts in order to receive the course mark, and to be eligible for their degree.

Failing to do so means the course is classified as incomplete. The missing assessment should be submitted in the next available period in order to complete the course and receive a course mark. Having more than one incomplete course may also affect progression into the next academic year.

Final Fail

If by the end of Year 2 you have failed more than one full unit and exhausted all your attempts, you will be awarded a final fail. This means you will not be able to continue your programme, or transfer to another department or programme to continue your undergraduate studies.

Academic progression

Progression is your ability to continue to the next year of your programme. This depends on how many units you pass each year. You need to pass the equivalent of at least three full units in your first year to progress into Year 2. You can carry no more than one full unit of deferred, failed or incomplete units into Year 3.

LSE100 does not count towards progression.

Departmental assessment strategy

Our overall aim is to encourage and support you to develop a sophisticated knowledge of the subject, the capacity for independent and critical judgement, and the ability to express your ideas with clarity in a variety of ways. We have made sure that the size and scale of assessed work is similar in courses taught at the same level. We are also committed to transparency and clarity in our assessment criteria.

Our assessment criteria are intended as broad guides for what examiners will be hoping to find in written work (such as essays) as well as in oral pieces (such as presentations and podcasts). Please note, however, that while statements, claims, and arguments advanced in economic history can be factually wrong, in most cases assessing their quality does not simply involve deciding whether they are correct or incorrect. Rather, they will be more or less good depending, for example, on how effectively you back them up with well-selected historical evidence. As assessing the quality of your work is no exact science, the following marking criteria outlined are for general guidance only.

You will gain a deeper understanding of what these criteria represent through your own studies and interactions with your teachers and writing advisers, and from feedback from your formative and summative work.

Departmental exam marking criteria

Examiners use the following benchmarks when assessing timed undergraduate exam essays. Similar criteria apply when marking essays and other assessed work.

First Class (70-100%)

90-100

Analysis of such originality or insight as potentially to change some aspect of conventional understanding on the subject treated; and in the case of a thesis to be potentially publishable.

80-89

Analysis of exceptional quality, based on comprehensive knowledge (both historical and conceptual) of the topic, and either developing an original argument in response to the question, or demonstrating independent critical discussion and insight.

70-79

Analysis which shows both broad and deep knowledge of the historical evidence as well as conceptual command of the subject matter based on close engagement with the question, an informed understanding of the historical period, and the issues raised by the historical literature.

Upper Second Class (60-69%)

Clearly written and well-argued work which reflects an understanding of the question as well as the historical period and issues under discussion, engages seriously with the questions, offers a thorough analysis of the relevant material and is aware of its implications.

Lower Second Class (50-59%)

Work which displays an understanding of the questions set and knowledge of the historical periods and issues under discussion, but which tends to a less than systematic critical analysis of material and to presentation of a discussion which is not consistently focused or relevant.

Third Class (40-49%)

Work which shows sufficient knowledge to frame a basic answer to the question and which contains relevant information about the historical period and issues under discussion, but which is otherwise characterised by lack of clarity and originality, by an absence of analytical skills, by a tendency to factual error and by straying from the question at hand.

Fail (0-39%)**34-39**

Work which provides some material relevant to the question and demonstrates some knowledge of the historical period and issues raised but which is otherwise badly marred by weaknesses of error, omission and relevance, and which demonstrates very little analytical understanding.

30-33

Work which fails to proceed beyond the most rudimentary acquaintance with the historical period and issues under discussion, which pays little attention to the precise question posed and has persistent factual errors or an inability to frame a consistently coherent argument.

20-30

Characterised by paucity of information, confusion and lack of relevance but with some germane points or information.

0-19

Work which reveals paucity of information or knowledge about the period and question under discussion and is characterised by persistent confusion and error concerning any historical ideas it mentions, as well as by a total inability to engage with the question and frame a coherent argument in response to it. Alternatively, work which is seriously truncated and totally undeveloped.

Short Guides to Study Skills

A short guide to essay writing

Essays provide you with the opportunity to develop a more detailed understanding of particular topics in a course and to get feedback on your ideas. They are also a key part in developing your ability to write well-argued and clear pieces of text – one of the economic historian's main transferable skills.

Things to consider when writing an essay:

1. Audience: The audience for an essay or exam question is not your class teacher or your lecturer. It is an intelligent but not necessarily informed person. This means that you should not assume that the reader will follow your argument and evidence because they are an expert or know the paper in question. You need to explain everything fully.

2. Question: For most essays, we set you a question. It is essential that you answer the question you were given. One of the main challenges you face is to think about the meaning of the question and possible interpretations: most questions can be answered in several different ways (eg: the short term and long term effects of a crisis may differ).

3. Literature: Your essay should not only draw on the essential readings for a class but also the background readings and other academic literature you can identify (i.e. not Wikipedia). This additional material will help you write a more interesting response.

4. Notes: Make sure that the notes you prepare are effective and can be re-used for revision or other essays. They need to include the bibliographical details of the source and a clear summary of its argument, methods and evidence - and your view of its problems or limitations.

5. Argument: We are looking for your opinion about the question, so take a definitive stance on the question. For instance, consider the following question: How important was coal in sparking the Great Divergence? For this question, here are some possible arguments one could make: 1) coal was very important for the Great Divergence, 2) coal was not important at all for the Great Divergence and 3) coal did matter for the Great Divergence but other factors were also important.

6. Counterevidence: You may find that not all of the evidence in the readings supports the argument that you are trying to make. When you find

counterevidence, you should not ignore it. Instead, you have two options. You can refute the counterevidence by proving that it is not valid. Or you can weaken your argument to account for the fact that your original idea could not account for all of the evidence. For example, the argument 'coal did matter for the Great Divergence but other factors were also important' is a weakened version of the other two arguments mentioned above.

7. Structure: Start with an introduction that clearly explains your motivation (the issues in the question) and outlines your argument/answer. Don't fill this with background information or facts about the topic. Make sure that each paragraph presents a unified set of evidence that helps to prove your argument. There is no set number of paragraphs required in the essay. Use as many as you need to organise your ideas. However, avoid very long paragraphs as these are very difficult for the reader to follow. End with a clear conclusion that summarizes your answer.

8. Clear Writing: Often students want their writing to sound sophisticated. This is almost always a bad impulse. Use clear and direct language in your essay. The best academic writing conveys complex ideas in the simplest form. Do not write long sentences; limit yourself to three clauses per sentence. Use specialised language like the keywords for each week, but avoid un-necessarily complex language and jargon. Try to write in an active and engaging way – avoid over-using the passive tense.

9. Formal Writing Style: Work on developing a formal tone for your academic writing. A formal writing style is not per se better than an informal one, but it is the preferred style for writing scholarly and professional communications. To avoid an informal tone, do not use contractions (I'm, didn't, it's) or second person (you). Avoid colloquial turns of phrase and clichés. Do not use emotive punctuation like exclamation points (!) and ellipses (...).

10. Word Length: Keep your essay to the specified word length, excluding references and footnotes – there is no 10% margin for over-runs.

11. References: Cite your sources in Chicago Manual style including page numbers. Include a bibliography of all references cited at the end of the project. See the reference style guide on Moodle for more details.

12. Style: the paper should use Calibri, 12-point font, margins should be Word's standard (2.54 cm or 1 inch) or wider, and lines should be double spaced. Include page numbers.

Short guide to working with qualitative sources

1) How should you read a qualitative source?

Each of you approaches qualitative sources with different background knowledge and with a different set of experiences: Unavoidably, what you imagine when reading such sources (and what will influence your interpretation) is affected by all kinds of things, from academic literature you have read over museums or exhibitions you have visited to novels or movies set in the past that you have read or watched. No two interpretations are therefore completely alike. The challenge is to approach sources with a method that still allows you to reach conclusions which satisfy the core criterion of academic work, i.e., 'intersubjective testability' (which is a way of saying that others must be able to understand and replicate your interpretation).¹

This is not so hard because while there is no single 'correct' interpretation of a source, interpretations can clearly be wrong. They tend to be wrong if they have been derived in an uncritical way, that is, if you have not analysed the source in question in a careful and thorough manner. Being able to do so, that is, to critically engage with sources, is one of the core skills of economic historians and historians in general.

For example, it has made it possible to discover thousands of fake sources, beginning with the so-called 'Donation of Constantine'² identified as a forgery by the 15th-century scholar Lorenzo Valla up the 'Hitler diaries' produced by the self-styled art dealer Konrad Kujau in the late 1970s/early 1980s and exposed by a team of professionals.

To analyse qualitative sources in a careful and thorough way that helps to avoid misunderstandings and interpretations that are wrong, you need information about two things:

- a) the period when the source in question was produced and
- b) the document itself.

¹ Martin, Michael. *Verstehen: The Uses of Understanding in the Social Sciences*. New Brunswick: Transaction Publishers, 2000, p. 60.

² The 'Donation of Constantine' is an 8th century forgery which claimed to be a decree of the late Roman emperor Constantine (306-337) that transferred authority over the whole western half of the Roman Empire to the Pope.

Especially regarding point (a) it is essential that you do not only read the weekly class readings but other relevant background literature, for example textbooks listed at the start of the reading lists.

Regarding point (b), you will need to first ask yourselves how close the source (as presented by your class teacher or found in a source publication) is to the original that (hopefully) has been preserved in an archive or a library. Has it been translated, and can you be sure that the translation is appropriate? If it has not been translated (for example in the case of sources from late medieval and early modern/modern England), can you understand it? If not or only in part, what makes it difficult to understand?

A good way to begin thinking about other relevant aspects of the source is to start out from J.G. Droysen and E. Bernheim's distinction between two fundamentally different types of sources:³

- a) 'traditions' (sources that were produced with the aim of informing posterity, such as a chronicle or autobiography), and
- b) 'relics' (sources unintentionally passed on to posterity, for example a contract or a law).

The distinction is fundamental because unlike traditions, relics cannot intentionally distort our idea of the past. If the source is a 'tradition', you should ask questions such as the following:

1. What do you know about the author? Social status, occupation, sex, religion, age, region, political beliefs? Does any of this matter? How?
2. How did the author of the source learn about the event he/she is describing? How distant in space and time was he/she?
3. What was the author's message or argument? Is the message explicit, or are there implicit messages as well?
4. How does the author try to convey that message? What methods does he/she use?
5. What does a careful reading of the text (even if it is on an object such as a coin or a building) tell us? What about the silences — what does the author choose not to talk about?

In case of relics, the questions are different:

³ Droysen, Johann Gustav. *Grundriss der Historik*. Leipzig: Veit, 1868, pp. 14-15; Bernheim, Ernst. *Einleitung in die Geschichtswissenschaft*. Berlin, Leipzig: de Gruyter, 1926, esp. pp. 104-132.

1. What was the author's motive for writing the source? Which purpose did it serve?
2. For whom was the source intended? Was it meant for one person's eyes, or for the public? How does that affect the content of the source?
3. Is it prescriptive or descriptive? Prescriptive sources are texts that say what should be (for example laws); descriptive sources claim to tell what actually was or happened (for example a merchant's account book).
4. Did the author have a reason for not mentioning certain types of information?

Note that there are cases where it is impossible to draw a clear line between traditions and relics. For example, many late medieval laws and treaties contain an introduction (the 'narratio') that claims to explain (including to later readers) why the law was agreed or the treaty concluded. This part of the source has the character of a tradition, while the rest is a relic. Conversely, depending on the questions you ask, a tradition-source such as a chronicle may contain relic-like information: Its style, for example, may tell you how educated the author was, and if your aim is analysing the development of human capital, the education of premodern authors may well be what you are interested in. In any case, the answers to questions such as those listed above allow you to 'evaluate' the source, that is, to tell approximately to what extent the information it contains is credible. That is the essential task.

A further set of questions are relevant when you use the source as evidence:

1. What historical questions can you answer using the source? What are the benefits of using it?
2. Does the source describe ideology and/or behaviour?
3. Does it tell something about the beliefs/actions of the elite or of "ordinary" people? From whose perspective does it tell this?
4. What are the limitations of this type of source?
5. If you have read other historians' interpretations of this source (or of sources like this), how does your analysis fit with theirs? Does the source support or challenge established arguments?

2) What makes a good essay based on source analysis?

Like any other essay you write at our department (formative, summative, answers to exam questions), such essays have three parts: Introduction, main part, conclusion.

- **Introduction**

Again, like any essay, yours must start out from a clearly defined question. However, unlike in traditional exams or in other formative and summative essays, you are not being spoon-fed a question. Rather, you must define it yourselves, which is why point 1 in the list above is so important. A good question is one that can be answered with the help of the source and that is historically relevant (you must explain why it is relevant: the 'motivation' is an essential part of the introduction).

The historical context is the second important point. The essay must place the source in the appropriate context. This requires background knowledge. In most cases, literature listed in the reading list should be sufficient at least as a starting point.

Likewise, you are expected to demonstrate your familiarity with the historiographical context. Your essays should discuss the relevant literature and include complete references (a complete reference indicates the exact page where the reader can check the information to which you are referring).

- **Main part**

No one is expecting you to slavishly work through all the points in the lists of questions above. Evidently, not every point applies to each source. Rather, you should discuss the points that are relevant to evaluating the source and to answering your question, thus demonstrating your ability to critically engage with historical material. If you do so while at the same time producing a text that reads well, keeps the attention of the reader, and tells us something interesting about the past you demonstrate real talent.

Throughout the main part, you must refer to the relevant literature (for example when information about the author of the source or about the intended readership or purpose is required). You must find this literature yourselves, and here you will probably have to go beyond what the course reading lists offer. For that purpose, the bibliographies in recent publications that touch on your topic are a good starting point, as are the review sections in the relevant academic journals. As always, you are permitted to use academic literature only: articles in academic journals, chapters in academic books or academic monographs. Entries in dictionaries can be used only if they have an identifiable author. Please note that you must not quote or include references to lecture slides, YouTube videos and similar dodgy stuff. If you do so, this will be penalised.

- **Conclusion**

The requirements for the conclusion are the same as in any other essay: You should refer back to your question, summarise your argument and tell exactly how it answers the question.

For how to cite sources, see the guidance further down in this Resource Pack ('Short Guide to Citing Sources'). Your essay must conclude with a bibliography: first source publications, sorted by the name of the editor; next literature, sorted by the name of the author. For the format, see the 'Short Guide to Citing Literature'.

3) Which resources are there to help you?

For Latin (in which most pre-14th-century sources were written):

Niermeyer, Jan Frederik. *Mediae Latinitatis Lexicon Minus: A Medieval Latin-French/English Dictionary* Vol. 1, Leiden: Brill, 1954. The dictionary is available as a pdf here:

https://archive.org/details/Niermeyer_Mediae_Latinitatis_Lexicon_Minus

For Middle English (the English spoken and written from the 12th to the 15th century):

<https://quod.lib.umich.edu/m/middle-english-dictionary/dictionary>

For Norman French:

<https://anglo-norman.net/>

For anything else that is unclear:

Cook, Chris. *Dictionary of Historical Terms: A Guide to the Main Themes, Events, Cliques & Innuendoes of Over 1000 Years of World History*. 3rd ed. London: Macmillan, 1998. Contains everything from "AAA" over "Fief" to "Zouave". Available as a pdf on archive.org:

<https://archive.org/details/macmillandiction0000cook/page/n5/mode/2up?view=theater>

Short guide to taking good reading notes

In your time as a student, your success will in large part be determined by whether you become a good note-taker. In order to participate in seminars, write good essays, and do well on exams, you have to be able to remember information that you learned long ago.

The following is one way of recording the information that you read. Use it as a starting point, and adapt it to your own needs.

The most important parts of this note-taking template are the Summary and Opinion sections. These are essential. You should also always record the page numbers for any information recorded in your notes so that you can cite this later.

Key Elements of Good Reading Notes

- Your Name – give credit where credit is due.
- Date
 - o This will help you remember the intellectual headspace you were in when reading notes taken long ago.
 - o Plus you are creating a historical document.
- Full Bibliographic Reference
 - o This saves time when you are writing an essay and need the reference.
- Terms
 - o When you are doing a reading and see a word you don't understand, don't just skip over it. Look it up in the dictionary!
 - o Include the word here along with the definition so that you can remember it for a seminar, essay or exam.
 - o Also put key terms that the author coined in the paper with the author's definition. This will allow you to use the author's language with precision later on.
- Summary (essential)
 - o After reading the text, write a summary of the reading in your own words.
 - o This should not be more than 5-6 sentences long.
 - o Don't try to go through and summarize each sub-section in the article or chapter. Instead, think about what fundamental idea the author is trying to present.

o Writing a concise and precise summary will help you remember the important parts of the text in the seminar and when you are preparing for an exam.

- Running Notes

- o Write down important details of the author's arguments.

- o You can paraphrase or write down quotes.

- o Always include the page numbers that you got the information from so that you can cite it correctly later.

- Opinion (essential) o Write down your own thoughts about the reading – at least 5-6 sentences.

- o What made the reading interesting/boring?

- o What confused you about the reading? What questions do you have?

- o Was it convincing/do you believe the author's story?

- o How is this reading connected to other readings that you have done?

- o Does it contradict or support the arguments of other authors?

Short guide to citing literature

One of the keys to success in the Economic History Department is citing literature (i.e. the published output of academic research) correctly in your essays and other written coursework. Whenever you include information from an article, book or any other academic text you have read, you need to cite that text, including the page number where the information came from. This includes both when you are quoting the text and when you are paraphrasing another author's ideas. If you do not cite the author in these cases, you are committing plagiarism, which has very severe consequences at LSE. In addition, you need to provide a bibliography at the end of your essay that includes all of the references cited. Include only the references cited, not every source that you consulted.

The only exception is during closed, timed exams, when we do not expect citations or a bibliography in any form.

The department uses the Chicago/Turabian (16th Edition) footnote style for both footnotes and bibliographic citations. More details about Chicago style are available at the following link:

http://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html.

A few things to keep in mind about Chicago style

- The citation style is different for footnotes and the bibliography, so make sure that you use the correct style in each.
- Using footnotes correctly
 - Use Word's footnote function to insert footnotes.
 - The first time you cite a source, you should use the full note citation style.
 - For subsequent citations, you can use a shortened style.
 - Always include page numbers unless you are citing the source's main argument.
 - Footnotes should almost always be at the end of a sentence, not in the middle.
 - Footnotes should come after a full stop (period) or other punctuation, not before. For example, your teacher implores you to 'use footnotes correctly'.¹
 - To cite more than one source in a single citation, only use one footnote (and one footnote number). In the text of the single footnote, put the two citations next to each other separated by a semicolon.

You should never have two footnotes next to each other like this.^{1,2}
See below for a correct example.

- Creating a bibliography

- You can use the library catalogue to create the perfect citation. Go to the item in the catalogue, scroll down and under 'Send to' click citation, shifting it to Chicago style. You can then copy and paste the bibliographic entry.
- Bibliographies should be put in alphabetical order by first author's surname. Do not use bullet points or number bibliography entries.
- The bibliography should have a hanging indent so that the first line is not indented, but all subsequent lines of each citation are indented.

Example of referencing within an essay:

This paragraph includes examples of how to cite books, chapters and journal articles.

Over the past 30 years, medieval economic historians have challenged the opinions of earlier scholars that the medieval economy was a 'natural economy' devoid of significant money relations and commerce, arguing that commercialization played a strong role in medieval economic development. Britnell used new sources and methodologies to measure the proliferation of markets in England.⁴ Campbell *et al.* studied how the counties surrounding London developed a unique economic structure in order to provide for the demand for agricultural commodities in the capital.⁵ Masschaele and Kowaleski have described inland and overseas trade in their studies of markets and the marketing of goods in the late middle ages.⁶ Bateman and Galloway have argued that markets were

⁴ Richard H. Britnell, "The Proliferation of Markets in England, 1200-1349," *The Economic History Review* 34, no. 2 (1981): 209-11, <https://doi.org/10.1111/j.1468-0289.1981.tb02063.x>. **(Example article)**

⁵ Bruce M. S. Campbell, James A. Galloway, Derek Keene and Margaret Murphy, *A Medieval Capital and Its Grain Supply: Agrarian Production and Distribution in the London Region c.1300* (London: Historical Geography Research Series, 1993), 171-83. **(Example Book)**

⁶ James Masschaele, *Peasants, Merchants and Markets: Inland Trade in Medieval England, 1150-1350* (New York: Saint Martin's, 1997); Maryanne

relatively well integrated in late medieval England.⁷ Briggs has described credit relations in medieval English villages.⁸ Stone and Dodds have emphasized the remarkable flexibility and price responsiveness of seigniorial and peasant agriculture.⁹ The growing consensus in medieval English history is that the late medieval period was characterized by well-developed commercial processes.¹⁰

Kowaleski, *Local markets and regional trade in medieval Exeter* (Cambridge: Cambridge University Press, 1995). **(Citing two sources in one footnote)**

⁷ Victoria N. Bateman, "The evolution of markets in early modern Europe, 1350–1800: a study in wheat prices," *Economic History Review* 64, no. 2 (2011): 447–51, <https://doi.org/10.1111/j.1468-0289.2010.00540.x>; James A. Galloway, "One market or many? London and the grain trade of England," in *Trade, urban hinterlands and market integration c. 1300–1600*, ed. James A. Galloway (London: Centre for Metropolitan History, 2000), 23–25. **(Example book chapter)**

⁸ Chris Briggs, *Credit and village society in fourteenth-century England* (Oxford: Oxford University Press, 2009), 214–23.

⁹ David Stone, *Decision-making in medieval agriculture* (Oxford: Oxford University Press, 2005); Ben Dodds, *Peasants and production in the medieval North-East: The evidence from tithes, 1270–1536* (Woodbridge: Boydell Press, 2007). See also: Kowaleski, *Local Markets*, 114–9.

¹⁰ Mark Bailey, "Historiographical Essay: The Commercialisation of the English Economy, 1086–1500," *Journal of Medieval History* 24, no. 3 (1998): 304–5, [https://doi.org/10.1016/S0304-4181\(98\)00014-1](https://doi.org/10.1016/S0304-4181(98)00014-1); Britnell, "Proliferation".

(Example of short note format)

Example bibliography

- Bailey, M. "Historiographical Essay: the Commercialisation of the English Economy, 1086-1500." *Journal of Medieval History* 24, no. 3 (1998): 297–311. [https://doi.org/10.1016/S0304-4181\(98\)00014-1](https://doi.org/10.1016/S0304-4181(98)00014-1). **(Example Article)**
- Bateman, Victoria N. "The evolution of markets in early modern Europe, 1350–1800: a study in wheat prices." *Economic History Review* 64, no. 2 (2011): 447–71. <https://doi.org/10.1111/j.1468-0289.2010.00540.x>.
- Briggs, Chris. *Credit and village society in fourteenth-century England*. Oxford: Oxford University Press, 2009. **(Example Book)**
- Britnell, Richard H. "The Proliferation of Markets in England, 1200-1349." *Economic History Review* 34, no. 2 (1981): 209–21. <https://doi.org/10.1111/j.1468-0289.1981.tb02063.x>.
- Campbell, Bruce M. S., James A. Galloway, Derek Keene, and Margaret Murphy. *A Medieval Capital and Its Grain Supply: Agrarian Production and Distribution in the London Region C.1300*. London: Historical Geography Research Series, 1993.
- Dodds, Ben. *Peasants and production in the medieval North-East: The evidence from tithes, 1270-1536*. Woodbridge: Boydell Press, 2007.
- Galloway, James A. "One market or many? London and the grain trade of England." In *Trade, urban hinterlands and market integration c. 1300–1600*, edited by James A. Galloway, 23–42. London: Centre for Metropolitan History, 2000. **(Example Book Chapter)**
- Kowaleski, Maryanne. *Local markets and regional trade in medieval Exeter*. Cambridge: Cambridge University Press, 1995.
- Masschaele, James. *Peasants, Merchants and Markets: Inland Trade in Medieval England, 1150-1350*. New York: Saint Martin's, 1997.
- Stone, David. *Decision-making in medieval agriculture*. Oxford: Oxford University Press, 2005.

Alumni Community

As a current student there are many opportunities for you to get involved with the alumni network:

Register for LSE Alumni Online - The alumni website and networking community features news from campus, our world leading academics and alumni all over the world, and provides access to the alumni programme offered by the School. To use this service, please register for a student Alumni Online account with your Student ID number.

<http://alumni.lse.ac.uk/>

Ask an Alum – You can ask a question of any alum of LSE via [Ask an alum](#)

Alumni groups - LSE's network of regional and special interest alumni groups organise regular professional and social events that students can attend. There are more than 80 regional groups and 11 special interest groups.

<https://alumni.lse.ac.uk/groups>

Involve alumni in your events - Looking for alumni speakers? Wish to invite alumni to a networking session or event? Want to learn from the experiences of LSE alumni in a wide range of industries? Connect with alumni through the Alumni Relations team for your events and other endeavours.

alumni@lse.ac.uk

What do LSE graduates do? Find statistics about the careers undertaken by graduates and also many alumni career profiles.

<https://lse.ac.uk/whatgraduatesdo>

Keep in touch via Facebook and X to keep up to date with LSE alumni events and activities. Students are welcome to join the official LSE Alumni LinkedIn group, or one of the many LSE alumni groups, many of which accept students as current members.

<https://www.facebook.com/LSEAlumniNetwork/>

<https://twitter.com/LSEalumni>

<https://www.linkedin.com/groups/1438617/profile>

For more information visit lse.ac.uk/alumni or contact the Alumni Relations team on alumni@lse.ac.uk.

Key information

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Student Services Centre

The Student Services Centre (SSC) is located on the ground floor of the Old Building and can provide advice and information about:

- **Support for new arrivals**
- **Student Status documentation**
- **Course selection**
- **Immigration advice**
- **LSE ID Cards**
- **TfL 18+ Student Oyster Photocards**
- **Exams and assessment**
- **Results and degree certificates**
- **Graduation**

We are also a good point of contact to find out more about the support services available at LSE and we host specialist drop-in sessions. Visit lse.ac.uk/ssc for the latest information about our services, opening times and drop-in sessions.

Online pre-enrolment and campus enrolment

The majority of new students will be required to undertake a two-stage process: online pre-enrolment and campus enrolment. You will receive email notification when it is time to complete the pre-enrolment process for your programme.

Campus enrolment takes place in-person and is where we will check your official documents and you will be issued with your LSE Card.

It is very important that you attend campus enrolment and with the [correct original documents](#). Usually, you can re-enrol for subsequent years of study online, but sometimes we may need to see you in person again. For more information, visit lse.ac.uk/enrolment

Student status documentation

During your time at LSE you may need official documentation to prove that you are studying with us. A Certificate of Enrolment provides proof that you are registered as a current student at LSE to organisations such as council tax offices, embassies and banks. For more information about what a Certificate of Enrolment shows visit lse.ac.uk/studentletters

You can order a self-service Certificate of Enrolment which will be delivered immediately to your LSE email address as a PDF. If the standard letter is not sufficient, you can request a bespoke Certificate of Enrolment to be produced by the Student Services Centre. **We will do our best to provide the information required, but this cannot be guaranteed.** Please bear in mind that during peak periods bespoke letters may take longer to produce. For more information about both types of Certificates of Enrolment and how to order, please visit lse.ac.uk/studentletters

The Student Services Centre (SSC) also offers a range of other documents including Certificates of Course Selection and intermediate transcripts. For more information about the types of documents available, how to request letters, and to access our enquiry form, please visit lse.ac.uk/studentletters

Your LSE card

Your LSE card provides access to buildings and acts as your library card. It is important that you keep it safe and never share it with anybody else. If your LSE card is lost, stolen or damaged visit lse.ac.uk/studentIdCards to find out how to get a replacement.



Student Advice and Engagement

The SSC has a dedicated Student Advice and Engagement Team that can provide advice on academic (particularly non-progression, interruption, withdrawal, regulations and exams), and immigration matters.

If you are not sure who to contact about a query or question, then the Advice and Engagement Team will be happy to help. You can contact the team via the enquiry form at lse.ac.uk/studentadvice

Immigration Advice

The Advice and Engagement Team are the only team able to provide detailed immigration advice on UK visas for international and EU/EEA students at LSE. You can find a lot of detail on their web pages, which are updated each time the rules change. The best way to contact the team is to use [the visa advice query form](#) or to attend one of their drop-in sessions, or log-in to their dedicated visa advice live chat.

What do I do if...

The SSC have developed a series of answers to common “What if...” questions. These cover a broad range of topics including what to do if you’re unwell during an exam; become pregnant; change your name; are not happy with your marks or want to change degree programme.

You can find these questions and answers at lse.ac.uk/what-if

Interruption

In certain circumstances you can take a year-long break in your studies (which we call an interruption) with approval from your academic department and the School.

You are usually required to return at the start of either Autumn or Winter as appropriate. Spring Term interruptions are not possible. For more information visit lse.ac.uk/interruptions.

Programme Transfer

You can request to transfer from your current programme to another programme at the same level according to the School's regulations. There are usually conditions on transferring programmes, and sometimes transfers are not possible.

All transfer requests require the approval of the new academic department you wish to transfer into before being authorised by the School. For more information visit lse.ac.uk/programmetransfers

Change of mode of study

It is not normally possible to study an undergraduate programme on a part-time basis.

For more information visit lse.ac.uk/changemode

Withdrawal

Withdrawing means that you are leaving your programme permanently.

Before withdrawing you should consult your Academic Mentor, and you may want to consider interruption instead so that you have some time to consider your options. For more information visit lse.ac.uk/withdrawal.

Regulations

You should familiarise yourself with the LSE regulations, policies and procedures to ensure you are aware of all necessary assessment requirements, how your final degree is calculated and what options are available if you experience problems during your studies.

Visit lse.ac.uk/calendar for more information on:

- General Academic Regulations
- Classification Schemes
- Assessment Offences Regulations
- Appeals Regulations

You can find a full A-Z listing of all of LSE's policies and procedures online at lse.ac.uk/policies

Student Voice

Student-Staff Liaison Committees

Student-Staff Liaison Committees (SSLCs) are one of the most important bodies in the School. They are a forum for students to discuss their experiences, both in and outside of the classroom, with LSE staff. SSLCs are a shared, collaborative endeavour between Departments, the Students' Union, central School Services, and, most importantly, students themselves.

SSLCs are your chance to engage with LSE and enact positive change for the benefit of yourself, your peers, and even future cohorts. Volunteer to represent your peers and take a leading role in the student body.

At the start of the academic year you will be asked by your department if you would like to represent your programme on the SSLC as a Student Academic Representative.

More information, including access to minutes from SSLCs across the School can be found online at the [student voice webpages](#).

Meet LSE leadership events

In the Autumn and Winter Terms, LSE hosts student-only events that give you the opportunity to discuss your experience as a student with LSE leadership, including the President and Vice Chancellor. These events are an opportunity for you to meet leaders from across LSE in person to ask questions, raise suggestions and voice any concerns. You'll be invited to attend these events - look out for further details in Autumn and Winter Term.



Student Partnership

Change Makers

Change Makers is an opportunity for you to instigate positive changes at LSE through independent research.

You are invited to propose a research project (as a pair or group) about an aspect of education or the wider student experience at LSE. This can be on a topic you identify, or one that's been proposed by staff.

Up to 20 proposals will be selected to receive 100 hours of funding, full academic supervision, the support of a staff partner from the area of LSE you are researching, and the opportunity to present your findings and recommendations directly to LSE leaders.

Applications to become a Change Maker will open in Autumn Term 2023 and you can find out more at lse.ac.uk/changemakers

Student Education Panel

The Student Education Panel is an opportunity for you to enhance education at LSE and gain insight into how the university works.

Around 50 Student Education Panellists meet several times throughout the year to consider a specific education related topic, question or proposal. Drawing on their own experiences and ideas, they work in partnership with LSE and LSESU to co-create a better educational experience for everyone. In recognition of their contributions, and to enable a wide range of students to participate, panellists receive a voucher for every meeting they attend.

Applications to become a panellist will open in Autumn Term 2024 and you can find out more at lse.ac.uk/studenteducationpanel

Quality Assurance

Quality Assurance Strategy

LSE's approach to assuring the quality of our teaching is set out in the [Strategy for Managing Academic Standards](#). As an awarding body LSE must be in a position to assure the standards of its degrees. At the same time, we believe that the design of quality assurance should respect different departmental cultures and academic histories. The strategy sets out broad principles and processes for assuring academic standards and for enhancing the quality of educational provision.

The overall framework includes devolved quality assurance arrangements for academic departments, with responsibility for the oversight and modification of existing provision resting with Departmental Teaching Committees.

The Teaching Quality Assurance and Review Office (TQARO) supports the activities of the Education Committee and several of its sub-committees, with further details available in the "Committees" section of the website at lse.ac.uk/tqaro. TQARO also curates and publishes information about the School's academic offering, including programme regulations, course guides, and academic regulations in the School's [Calendar](#). Queries relating to devolved quality assurance responsibilities, the work of Education Committee or the process for the consideration of proposals for new courses and programmes of study should be sent to tqaro@lse.ac.uk; queries relating to external examiners should be sent to tqaro.external.examiners@lse.ac.uk

Student Surveys

In both Autumn Term and Winter Term TQARO conduct surveys to assess students' opinions of teaching.

Course survey scores are made available to course convenors, teachers, Heads and Deputy Heads of Departments, Department Managers, the Director of the Eden Centre, the Vice President and Pro-Vice Chancellors for Education and Faculty Development. In addition to producing reports for individual teachers TQARO produces aggregated quantitative data for departments and School-wide bodies. Further information can be found online in the "Surveys" section of the website at lse.ac.uk/tqaro.

TQARO also conducts annual programme-level surveys of undergraduate and taught master's programmes and supports LSE's participation in the National Student Survey in coordination with the Communications Division and academic departments. Queries relating to the delivery of teaching surveys at course- or programme-level should be sent to tqarosurveys@lse.ac.uk

Study and Career Support Services

LSE LIFE

LSE LIFE is the place to develop the skills you'll need to reach your goals at LSE, whether they concern your academic work or other personal or professional pursuits. LSE LIFE is here to help you find your own ways to study and learn, think about where your studies might lead you, and make the most of your time at LSE. It is also the place to come to ask about the range of opportunities and services available across the School to help you achieve success, whatever 'success' means to you.

LSE LIFE offers:

- **Hands-on practical workshops** and **online resources** for effective reading, academic writing, critical thinking, managing your dissertation research, organising your time, and other key areas of university work.
- **Constructive conversations** and **workshops** to learn ways to adapt and thrive in new or challenging situations, including developing your skills for leadership; public speaking; connecting and collaborating with others; finding a healthy balance among study, work, rest, and fun; and thinking about life beyond university.
- **One-to-one appointments with LSE LIFE study advisers** for personalised advice on any aspect of your studies at LSE. Or simply book an appointment – on campus or online - to talk through your ideas for an essay, a project or your research.
- **Specialist advice** in areas like CV writing, English language, finding and referencing academic sources, research ethics and data management, statistics, and more – offered on a one-to-one basis by colleagues and services across LSE.
- **A space to meet and work together** with students from other courses and departments.
- **Group visits and walks** to take advantage of what LSE and London have to offer.

Find out more at lse.ac.uk/lselife, check out workshop materials and other resources on Moodle or just drop by with any questions – LSE LIFE is on the ground floor of the Library, open Monday-Friday, 10am-6pm



[Listen to our podcasts](#)

LSE Library

LSE Library is the major international library of the social sciences. The collections, both print and online, cover the discipline in the widest sense, and will support your studies and research.

The two main print book collections are:

- **The course collection** is located on the first floor, holding multiple copies of essential textbooks for your courses. Many of these titles are available online.
- **The main collection** is located across three floors, holding wider items for social sciences research.

You can use Library search to find books and other material for your studies via lse.ac.uk/library. Once you have found what you need, write down its location to help you find it in the library. To borrow books, use your LSE card and self-service machines in the ground floor. Taught students can borrow up to 30 books at any one time. You can renew your books online by logging into your library account at lse.ac.uk/library. If you do not return books on time, you will be unable to borrow any more until your overdue item is returned or renewed. We do not charge fines on late returns.

Each department has a dedicated professional Librarian, a subject expert offering email support and in-person and online appointments to help you locate and access information resources on any topic. This support ranges from identifying key resources to support your studies to high-level systematic literature searching for researchers. They also provide expert help in managing references.

The Library is a focal point of the School and we are open seven days a week during term time and vacation and 24 hours daily from the beginning of the Winter Term until the end of the examination period. There are over 2,300 study spaces, including group study rooms, and extensive IT facilities, including over 300 PCs, laptop points, a laptop loan service, wireless Internet access via eduroam, and photocopying and printing facilities.

Language Centre

Whether you are an international student looking for support with your English, interested in taking a Language Centre course as part of your undergraduate degree, or want to learn or improve a language, the Language Centre can help.

If English is not your first language, there are plenty of ways you can improve and practise using the English language for your academic work. Best of all it is free! English for Academic Writing courses are available for any undergraduate or postgraduate student who does not have English as a first language. These weekly English language classes are taught throughout Autumn and Winter Term, and can help with academic writing for coursework. The support is delivered with LSE LIFE (lse.ac.uk/lse-life). You can find out more information on what is on offer and how to sign up at info.lse.ac.uk/current-students/lse-life/events/english-language-skills

You may be eligible to take a language, literature or linguistics course as part of your degree programme. You can find out about our courses and your undergraduate degree [here](#).

Any LSE student can sign up for a non-degree language course. As part of the [LSE Language Policy](#), if you are a UK-EU undergraduate and you do not have foreign language at GCSE Grade 4 (or equivalent), you are eligible to take a course for free!

The Economic History Department will also refund 50% of the fee for our students' first non-degree language course. Students must show proof that they have successfully completed the course in order to receive their refund.

For more information visit lse.ac.uk/languages



LSE Careers

Whether you already know where you want to go or you'd like to explore your options, LSE Careers is here to help you connect with your future – from working with you to understand your motivations, to providing opportunities for you to meet employers across a range of sectors.

How do I get started?

As an LSE student, you can use LSE Careers to access a range of careers support, from events and job opportunities to resources and careers appointments. We also provide bespoke services for Disabled students and PhD students.

Log in to our online careers portal (careers.lse.ac.uk) to

- register for careers events to develop your skills or explore different employment sectors
- browse jobs and internship opportunities on our jobs board
- book a one-to-one appointment with a careers consultant
- update your preferences to receive careers information relevant to your interests

Visit our website lse.ac.uk/careers to:

- explore resources about choosing your next steps.
- get insights into employment sectors and recruitment processes.
- browse top tips for writing your CV and cover letters.
- access online tools for practicing interviews and reviewing your CV.
- be inspired by what LSE graduates have gone on to do.

Follow @LSECareers on [Instagram](#) and [TikTok](#) to stay up-to-date with upcoming events, expert advice and new resources.

LSE Volunteer Centre

The LSE Volunteer Centre is here to inspire and empower you to volunteer for causes that you are passionate about during your time at LSE. Volunteering is a great way to help develop personal and professional skills, meet new people and make a difference in your community. We are committed to making volunteering exciting and accessible, and we collaborate with students to enhance their volunteering experiences.

Information and Advice

We offer a range of ways to get involved from the start of your LSE journey, including connecting students with long-term and short-term volunteering with our hundreds of charity partners and one-off opportunities throughout term on campus. We begin each term with a Volunteering Fair, where we invite over 50 charity partners onto campus to speak directly with students. We also host a charity on campus weekly for Charity Tuesday, to spread awareness of their mission and volunteering opportunities. At any point of the year, students have access to our ongoing volunteering vacancy board, updated daily with opportunities from charity partners. You can book a meeting with our Volunteer Centre Manager for one-to-one support.

Volunteering Programmes

The Volunteer Centre also runs multiple exciting voluntary programmes, including the consultancy with the Community Engagement Programme, the Research Volunteering Scheme, an initiative for volunteer researchers, and Student-Led Projects, an opportunity to develop your own volunteering project. These programmes offer students the chance to work with other students, collaborate directly with charities, and use their degree knowledge with the mentorship and support of the Volunteer Centre. These programmes are application-based, and information is available on how to apply during Autumn Term.

Volunteer Centre Space

You can also visit the Volunteer Centre on campus on the ground floor of [Lincoln Chambers](#), Portsmouth Street! We encourage students to visit for our weekly open hours, one-off volunteering opportunities, or for information and advice in person. Our home is an inclusive space that welcomes any students looking to get involved in volunteering.

You can find out more, as well as the advice and support at lse.ac.uk/volunteercentre or by following [@LSEVolunteering](#)

[Read our blog](#)

LSE Generate

LSE Generate is the home of entrepreneurship at LSE.

We welcome all students and alumni – from those starting their journey in developing entrepreneurial skills to those who have already launched their ventures and are looking for business support. We focus on supporting and scaling socially driven student ventures and have a presence here in the UK and across the globe from Lisbon to Lagos!

As a student, you'll have access to all of our startup resources as well as access to a variety of events created to expand your skills, give you the tools to excel, and help you network with like-minded founders. Our events vary from dragons den style startup competitions, our flagship accelerator programme, industry panels, skills development workshops on a range of topics, entrepreneurship bootcamps, and even international treks!

Pop by and meet us in our co-working space (the GenDen) opposite the Student Services Centre on campus.

Discover more on our website lse.ac.uk/generate, register with Generate to receive our monthly newsletter, follow us on our social media channels [@LSEGenerate](#) or you can join our [Slack Community](#) where all the action happens!



Equity, Diversity and Inclusion (EDI)

Promote equity, champion diversity and help develop an inclusive LSE

One of our guiding principles in LSE's Strategy 2030 is to sustain excellence through an inclusive and diverse community. We work to build a School - and a society - in which everyone is able to fulfil their potential and everyone's contribution is valued.

Through events celebrating Black History Month, LGBT+ History Month, Disability History Month and International Women's Day, we have consistently demonstrated our commitment to an inclusive LSE.

LSE has a number of important initiatives that are designed to lead to equity, diversity and inclusion for us all:

- **Ethics Code:** The LSE community is expected to act to the highest standards of ethical integrity, in accordance with the ethical principles set out in our Ethics Code. Visit lse.ac.uk/ethics to read about the School's com
- **Report and Support** is LSE's new case management system to address violence, discrimination and harassment. If you have experienced, or witnessed, any form of discrimination, bullying, harassment or sexual misconduct, we encourage you to report this to LSE.
- You can [report an incident online](#) anonymously or with contact details. If you report with contact details an adviser will be in touch within three working days to discuss the various options for getting support and/or handling your report through informal or formal means.
 - LSE [Safe Contacts](#) are trained members of LSE staff offering confidential support and guidance to individuals who have experienced, or are experiencing, any form of bullying, harassment, hate crime or sexual violence.
 - **Consent.ed:** LSE's educational programme focused on consent, fostering respectful and inclusive behaviour on campus. All students are expected to participate, though opting out is respected for personal reasons. Learn more on info.lse.ac.uk/report-it/Consent.Ed
 - **LSE's Independent Sexual Violence Adviser (ISVA) Service:** LSE's ISVA service is run by external specialist partners – Rape Crisis South London and SurvivorsUK. This service provides free, confidential and independent short-term emotional, and casework, support for any student who has experienced any form of sexual violence at any time in their lives. Any

student can refer themselves for support. Learn more about the ISVA service [here](#).

- [AccessAble](#) Accessibility guides of all LSE campus buildings, ensuring inclusivity for everyone.
- [LGBTQ+ Inclusive Action Plan](#): LSE is delivering six priorities to advance LGBTQ+ equity and inclusion. Informed by data, insight and co-created with the School community, they form an action plan that is co-ordinated by the EDI Division and accountable to the LGBTQ+ Steering Group.
- [LGBTQ+ \(lesbian, gay, bisexual, trans, queer\) Role Models and Allies Directory](#) provides a network of informal contacts for the LSE community to share experiences, and support and learn from each other.
- [Our Race Equity Framework](#) has been developed to ensure students and staff benefit from a diverse and equitable education, research and work environment; fostering attainment and development opportunities for ethnic minorities. LSE have identified six key priorities to focus on, which together form our [Race Equity Action Plan](#).
- Our **Athena SWAN action plan** has been developed to support and transform gender equality. It supports the professional development and pay equity for women on all levels from PGR students to senior leadership. [Visit our Athena Swan website to learn more](#).
- **LSE Students' Union**: a student-led, not-for-profit organisation that represents all LSE students through their Part-time and Sabbatical Officers. You can view all student representatives, including Women's, LGBTQ+, Black, Asian and Minority Ethnic, and Neurodiversity and Disability Officers on the [LSESU website](#).
- On the [EDI Team website](#) you can find more about our partnerships, training and workshops, plus:
 - **Inclusive EDI policies and resources**: the support available to members of minority groups at LSE, and expert EDI resources from our external partners.
 - **EDI News and Events**: updates on EDI cultural events, history month activities; and our new space on campus for students to hold gatherings, events, and initiatives promoting inclusivity and intersectionality.

If you would like to find out more about these and other initiatives, please contact the EDI Team on edi@lse.ac.uk

Your Wellbeing and Health

Student Wellbeing Service (SWS)

SWS aims to provide you with a single integrated source of help and assistance to ensure that you get the most out of your LSE experience.

Disability and Mental Health Service (DMHS)

DMHS are the first point of contact for students with disabilities, long term medical and mental health conditions, and Specific Learning Difficulties such as dyslexia.

DMHS can help you to create My Adjustments, which is a way of putting in place “reasonable adjustments” to support your studies. Advisers in DMHS can potentially set up one-to-one learning support, mentoring and help you access assistive technology designed to remove barriers to studying. The earlier that you let DMHS know about your condition the earlier they can work with you to put appropriate support in place. For more detailed information about My Adjustments, and to apply for My Adjustments, visit lse.ac.uk/myadjustments

Support for your wellbeing

Any student looking for support for their wellbeing can book a 30-minute Wellbeing Appointment. This provides an opportunity to discuss any issues you are experiencing, and an opportunity to explore what would be most useful to you, including: one-to-one support (e.g. counselling), groups, workshops, online resources, self-care strategies and referrals to other LSE and external services.

Visit lse.ac.uk/studentwellbeing to book a Wellbeing Appointment.

Groups and Workshops

SCS also organises groups and workshops to support students experiencing stress, anxiety or other issues. Details of these groups can be found [online](#).

Peer Supporters

Peer Supporters give you the opportunity to talk to fellow students about anything that is worrying you. Peer Supporters are trained to offer confidential emotional support, help and reassurance. You can find out more about the scheme and arrange a chat with a Peer Supporter at lse.ac.uk/peersupport

Health Care in the UK

You are likely to need to access medical care while you are at LSE, even if this is just for routine appointments. In the UK most health care is provided through the National Health Service (NHS).

You are typically eligible for free treatment on the NHS if you fall into one of the following categories:

- **You are a UK resident**
- **You have a Student visa and have paid the immigration health surcharge (IHS)**
- **You have applied for the EU Settlement Scheme and hold either Pre-settled or Settled status.**

This list is not exhaustive and was correct at the time of print. The UK Council for International Student Affairs maintains an up-to-date listing on their website available at ukcisa.org.uk

If you are unfamiliar with the NHS search for “NHS Services explained” to find out more. You are usually required to register with a local General Practitioner’s (GP) surgery before you can book an appointment. You should register as soon as possible and not wait until you are unwell. The nearest GP surgery is St Philips Medical Centre which are based on the second floor of Pethick-Lawrence House. This surgery will register most LSE students. For more information about the services offered and how to register please visit www.stphilipsmedicalcentre.co.uk or call **020 7611 5131**.

Alternatively, you can find your nearest GP by using the GP finder function on the NHS website available at nhs.uk

As well as dispensing medicines, pharmacies can also offer advice on common health problems. You do not need to make an appointment, just visit a pharmacy and ask to speak to the duty pharmacists. In an emergency you should dial **999** to call an ambulance. You can also visit your nearest accident and emergency (A&E) department at your local hospital or visit an Urgent Care Centre.

There is a lot more information about Health Care, including details about dentists and opticians, available at lse.ac.uk/studenthealth

LSE Faith Centre

The Faith Centre is open to students of all faiths and none. It is home to LSE's diverse religious activities, transformational interfaith leadership programmes, and a space for worship, prayer and quiet reflection.

Finding your feet

It can be challenging arriving in a new city for a new start. We want to help you settle into London and find a community that suits you – and there are lots of options!

We provide a space for student faith societies to meet, worship and plan their activities. Details of contact information for faith groups can be found in our [resources](#).

Wellbeing

We host a range of wellbeing activities. Details of our regular classes can be found on the [Wellbeing](#) page and we have [spaces](#) available for prayer, meditation and reflection.

Facilities

The Faith Centre comprises Islamic Prayer Rooms, a space for silent prayer/meditation (The Cave), and a multifaith space (The Desert Room) which is bookable for LSESU Faith Societies or faith/wellbeing-based staff groups. [Find out more here](#) or email faithcentre@lse.ac.uk for booking enquiries.

Support

You can contact the Faith Centre Director and Chaplain to LSE, Revd Dr James Walters, on j.walters2@lse.ac.uk for confidential support regardless of your religion or belief. Contact details for our team of Associate Chaplains are on our "People" page at lse.ac.uk/faithcentre

Beecken Faith and Leadership Programme

Learn more about our flagship faith and leadership programme at lse.ac.uk/faithcentre. These programmes are free, extra-curricular modules for all students at LSE, providing opportunities to explore, question and challenge religious differences, and build relationships and transform attitudes across faiths.

LSE Religion and Global Society

The Faith Centre is also home to the Religion and Global Society research unit; an interdisciplinary unit conducting, coordinating and promoting religion-related social science research at LSE.

LSE Religion and Global Society Blog

The [LSE Religion and Global Society blog](#) is an interdisciplinary platform that explores the place and role of religion in our globalised world. The blog is a platform for experienced and early career academics, PhD and Masters research students, and other expert commentators to share their insights on this complex, wide-reaching topic. We welcome contributions from all researchers working on religion and global society.

If you are interested in contributing to the blog, have a look at our [guidelines](#) or get in touch with the editor Flora Rustamova at f.d.rustamova@lse.ac.uk

Religion Scholars Network

This is a network for current LSE PhD candidates and post-doctoral researchers across departments whose research relates to the social scientific study of religion. This is a great opportunity to collaborate with other PhD candidates from different fields through informal events throughout the year to share your insights and challenges. For more information email Flora Rustamova at f.d.rustamova@lse.ac.uk

Keep up-to-date with the Faith Centre: [Twitter](#) | [Facebook](#) | [Instagram](#) | [LinkedIn](#) | [TikTok](#)

Visit us: 2nd Floor, SAW Building, 1 Sheffield Street, WC2A 2AP



Exams and Assessments

Candidate Numbers

Your candidate number is unique five digit number that ensures that your work is marked anonymously. It is different to your student number and will change every year. Candidate numbers can be accessed early in Autumn Term.

Exam Timetables

Course by course exam timetables will be available [online](#). January exams the timetable is usually available towards the end of Autumn Term, for spring exams it is available towards the end of Winter Term. Closer to each exam season you will also be given access to a personal exam timetable with your room and seat numbers. Please visit the [webpage](#) for full details of release dates for this academic year.

Exam Procedures

Anybody taking exams at LSE must read the Exam Procedures for Candidates. It contains all the information that you need to know and is updated each year.

The document is less than fifteen pages and covers topics ranging from candidate numbers to permitted materials to e-exams to what to do if things go wrong. You can download your copy at lse.ac.uk/exams.

You may only use a calculator in an exam if this is permitted by the relevant academic department. If you are permitted a calculator, it must be one of the approved models. For more information on the types of calculators allowed, please read the Exam Procedures for Candidates. If you bring an alternative model it will be removed by invigilators and no replacement will be given. The permitted calculators are readily available in many supermarkets, online retailers and in the LSE Shop.

Central Exam Adjustments

Central Exam Adjustments (CEAs) can be made for you if you have a documented medical, physical or mental health condition and/or a specific learning difficulty such as dyslexia or dyspraxia. The purpose of CEAs is to provide an environment that gives all students an equal opportunity in exams. These adjustments are confidential and will not be listed on your degree certificate or transcript. In most cases you should apply for CEAs as part of getting your Adjustments in place. However there is a different process for applying for CEAs for short-term, unexpected, conditions. For more information visit lse.ac.uk/CEA

e-Exams

e-Exams are exams that take place in-person and under invigilated exam conditions, the same way that they are for handwritten exams. Instead of completing your answers on a paper script, you use your own personal device to type your answers and submit electronically.

The platform currently used by LSE is Digiexam. This works by locking down your personal device to create a secure exam environment where you can write your answers.

Not all exams are e-Exam enabled. Please see list of e-Exam enabled courses on the e-Exams webpage. For further information visit [e-Exams](#).

Fit to Sit Policy

By attempting any type of assessment, including but not limited to sitting exams, submitting coursework, class participation, presentations, or dissertations, you are declaring yourself fit to do so. If you have experienced disruption to your studies (including but not limited to illness, injury or personal difficulties) you must think carefully about whether you should attempt the assessment or whether you should consider requesting an extension or deferral. Requests for an extension or deferral must be made in advance of the assessment deadline.

Extension policy

If you have difficulties in the lead up to an assessment deadline but think you may be able to successfully submit if you had extra time, you can seek an extension request. You must make this request before the deadline has taken place and you will need permission from the Department responsible for the assessment. For more information visit lse.ac.uk/extensionpolicy

Deferral

If, having been granted an extension you feel you require more time to submit the assessment, your extension request was not approved, or the assessment in question has a static deadline such as an exam or online assessment released at a specific time/date, you should consider requesting a deferral. You must complete the online deferral form and submit evidence no later than 24 hours before the submission deadline or starting time of an exam. For more information visit lse.ac.uk/deferral.

Exceptional Circumstances

If, having submitted an assessment you feel your performance was impacted by circumstances beyond your control, you should submit an Exceptional Circumstances (EC) Form and corroborating evidence to the Student Services Centre. Such circumstances could include (but are not limited to):

- **Failing to submit an assessment or sit an exam which you did not defer**
- **experiencing difficulties which could have affected your academic performance in an assessment**
- **adjustments such as CEAs, My Adjustments or deadline extensions that you feel were insufficient to compensate for the impact of your circumstances**
- **a late diagnosis of a condition meaning that you could not apply for adjustments until after you had completed some or all assessments**

Submitting an EC Form is the only way for you to alert the Sub-Board of Examiners to the circumstances which may have affected your performance. For more information visit lse.ac.uk/exceptionalCircumstances.

Missing assessment deadlines

If you miss an assessment deadline (including an extended deadline) you should submit your work as soon as possible. Normally, the following [late penalties](#) would be applied unless you can demonstrate a good reason (normally supported by evidence) for not being able to submit on time. If you submit late, you should inform the Department responsible for that assessment of your reasons for not being able to submit on time as soon as possible. This will allow them to consider if they are able to lift any late penalties that are applied.

Academic Integrity Awareness Week

The Student Regulations Team (from the Student Services Centre) together with colleagues from LSE LIFE and LSE Library, host a variety of events to increase students' awareness of the importance of academic integrity and to improve students' understanding on what plagiarism is and how to avoid it. Our annual [Academic Integrity Awareness Week](#) will be held in Week 7 of Autumn Term (10-14 November 2025) when you are encouraged to challenge your understanding around citation best practices, the definition of plagiarism and how to improve your academic writing.

Assessment Misconduct

All summative assessments that you submit to the School are subject to the School's Regulations on Assessment Offences. You are expected to have read and acknowledged these regulations before you submit your work to the School. If you are found to have committed an assessment offence, such as plagiarism, exam misconduct, collusion, contract cheating or using Artificial Intelligence software, you could be expelled from the School. For more information and support regarding the School's expected standards of academic integrity visit lse.ac.uk/assessmentdiscipline

When you submit your summative (assessments that count towards your mark in a course) assessments to the School you are expected to have read and understood the following academic integrity statement:

By submitting work to the School you confirm you will abide by and uphold the School's Code of Good Practice, Ethics Code and academic integrity as outlined in the School's Regulations on Assessment Offences and Department guidance and you also confirm that:

- the work in this assessment is solely your own; and
- you have not conferred or colluded with anyone in producing this specific assessment*; and
- you understand the use of AI tools to help with any part of your assessment is strictly prohibited unless some use is permitted as defined by the Department responsible for the assessment (see Departmental guidance); and
- where necessary, you have clearly cited and referenced the work of others appropriately to make clear which parts are your own work; and
- your submission does not re-use substantial/verbatim materials you have previously submitted to the School or elsewhere. To note, in some cases expanding on earlier formative or summative work may be permitted as defined by the Department responsible for the assessment (see Departmental guidance); and
- you understand the School has the right to ask you questions about the originality of your work if deemed necessary.

****It is acceptable to consult with LSE LIFE for general study skills questions but not questions specific to the content of a particular assessment.***



You can seek advice about the School's rules regarding academic integrity from the Library (visit lse.ac.uk/library) and LSE LIFE (visit lse.ac.uk/lse-life)

You should also ensure that you adhere to the School's Research Ethics Policy and Procedures where appropriate when conducting research. Failure to obtain the necessary Ethics Approval for your research could result in your conduct being considered under the School's Research Misconduct Procedure. For more information visit lse.ac.uk/ethics

Results and Classification

Results

Final results are available once the relevant School Board of Examiners has ratified them. Provisional results are available for students taking January exams and for 12 month master's students.

Results are not released to students who owe debts to the School.

For more information on how and when results are released visit lse.ac.uk/results

If you need to take a deferred or resit assessment, more information about the resit period can be found at lse.ac.uk/re-entry

Classification Schemes

Degrees are awarded according to the classification scheme. These schemes are applied by the Boards of Examiners when they meet to ratify your results. You can find the classification schemes at lse.ac.uk/calendar

Transcripts

Continuing students can request intermediate transcripts through the Student Services Centre immediately after ratified results have been published. Final transcripts are made available electronically within a system called Digitary which allows them to be easily shared. For more information about final transcripts please visit lse.ac.uk/transcripts.

Degree Certificate

Depending on when you are awarded your degree, you may have the opportunity to collect your certificate at graduation. Any certificates that are not collected are posted to the permanent home address we have on record. For more information, please visit lse.ac.uk/degrecertificates.

Fees and Finance

Fees

All administration around your fees is handled by the Fees, Income and Credit Control Team. LSE offers two options for payment of fees, either pay them in full prior to registration or by payment plan. If you have not paid in full before you register you will be placed on a termly payment plan. You are expected to pay one third of your fees by:

- 28 October 2025
- 28 January 2026
- 28 April 2026

For tuition fee levels please visit lse.ac.uk/tableoffees.

To pay online or to find out about the different payment methods available, visit lse.ac.uk/feepayments

Once you are enrolled you can access your financial details at any time to review your tuition and accommodation fees, invoices, payments and instalment arrangements by accessing the Finance Hub. Please visit our webpage to get full details lse.ac.uk/ficc

Unfortunately, it is not possible for you to pay in person.

The Fees, Income and Credit Control Office also run drop-in sessions for students who wish to discuss fees and payment related enquiries. For further information, please visit lse.ac.uk/ficc

For full details regarding tuition fees, charging policy, payment and instalment options, visit info.lse.ac.uk/policies



Financial Support Office

The Financial Support Office is responsible for administering a variety of scholarships, bursaries and funds for enrolled students. Please contact us if you have any questions about your LSE funding.

If you anticipate or experience financial difficulties, contact us as soon as possible to discuss your options.

Phone, email or join a one to one Zoom Drop-in Sessions:

lse.ac.uk/financialdropin

Contact details:

Financial Support Office

+44 (0)20 7955 6609

Financial-support@lse.ac.uk | lse.ac.uk/financialsupport

Codes and Charters

LSE Academic Code

LSE's Academic Code sets out what we are doing to deliver a consistent student experience across our School, and clarifies what you can expect from an LSE education.

The Academic Code brings together key principles that underpin students' education into a School-wide policy. Developed in partnership with LSE Students' Union, it sets the baseline to build on in four key areas: teaching standards, academic support, assessment and feedback and student voice – areas that students have told us matter the most to them.

[Read the Academic Code in full.](#)

The Student Charter

Our Student Charter, written by students and staff, sets out how LSE's mission and ethos are reflected in the education you can expect to receive at the School, and in the diverse equitable and inclusive community that we all contribute to and value.

The charter covers:

- **Your education** – what an LSE education is and how you can make the most of it.
- **Our community** – what it means to be part of the LSE community and how to contribute
- **Your future, out future** – how to inspire future generations of LSE students.

You can find out more about the Charter and [read the full version online.](#)

Codes of Good Practice

The Codes of Good Practice explain the responsibilities and requirements of both staff and students.

They set out what you can expect from your department in relation to your teaching and learning experience. The codes cover areas like the roles and responsibilities of Academic Mentors and Departmental Tutors, the structure of teaching at LSE and exams and assessment. The codes also lay out your responsibilities as a member of our community. You can find the codes of practice in the lse.ac.uk/calendar

The Ethics Code

The Ethics Code details the principles by which the whole LSE community is expected to act. We expect the highest possible ethical standards from all staff, students and governors. The Ethics Code sets out the School's commitment to the six ethics principles:

- Responsibility and Accountability
- Integrity
- Intellectual Freedom
- Equality of Respect and Opportunity
- Collegiality
- Sustainability.

Learn more about the [Ethics Code](#).

Research Ethics

If you conduct research you should refer to the Research Ethics Policy and procedures.

Find [resources, training and support on LSE research ethics](#). If you have any questions regarding research ethics or research conduct, please email research.ethics@lse.ac.uk



Systems and Online Resources

Need IT help?

- Visit the IT help desk on the first floor of the Library – Lionel Robbins Building
Email tech.support@lse.ac.uk
- Call **020 7107 5000**

For further information and opening times please visit info.lse.ac.uk/current-students/dts

Student Hub

The Student Hub is LSE's app, designed to help you navigate your day-to-day life at LSE. With the Student Hub, you can:

- **View your timetable and upcoming deadlines**
- **Find your way around with the campus map**
- **Keep up to date with news and events from around LSE in your newsfeed**
- **Book appointments with academic staff (office hours) and some support services**

Available on iOS and Android app stores or as a web app at Studenthub.lse.ac.uk

Moodle

Moodle is LSE's virtual learning environment. You can access Moodle by visiting moodle.lse.ac.uk

The majority of taught courses have a corresponding course on Moodle, the online learning platform used at LSE. Moodle courses contain essential resources such as lecture slides, lecture recordings and reading lists. Moodle also enables activities such as quizzes and discussion forums and allows for online assignment submission, marking and feedback.

How Moodle is used is determined by the course convenor and so this may vary from course to course. LSE also provides a Moodle Archive service which provides teachers and students with a snapshot of previous year's courses.

LSE for You

LSE for You is a web portal which gives you access to a range of services. As part of ongoing development work, some of these services have been moved onto a new platform.

In [Student LSE for You](#) you can:

- View and update your term time (contact) and home (permanent) address
- Access your candidate number
- View your teaching timetable

To select your courses, please use course selection in [LSE for You](#).

Reset your IT password

You can reset your IT password at [LSE Password website](#)

Multi-Factor Authentication (MFA)

MFA provides an extra layer of security on top of your username and password when you access our resources online – providing increased protection against cyber-attacks.

Once set up, it is easy to use and manage via the link below: lse.ac.uk/mfa

Email

LSE will use your LSE email address to communicate with you, so check it regularly.

Microsoft Outlook is available on all public PCs. You can also access your email off-campus using webmail (mail.lse.ac.uk) or on the move using clients for laptops and mobile phones. For help setting up email on your device search “LSE mobile email setup”.

Microsoft Office 365 @ LSE

All our students are eligible for a free copy of Microsoft Office 365 on their personal computers and devices.

<https://info.lse.ac.uk/staff/divisions/dts/services/0365-lse>

Training And Development System

The Training and Development System allows you to book a place on many of the personal development opportunities offered around LSE.

You can access the Training and Development System at apps.lse.ac.uk/training-system, logging in using your LSE username and password.

Information Security Awareness Training

The LSE Cyber Security Awareness Training can be self-enrolled at [Course: LSE Cyber Security Awareness Training](#). We strongly advise you to complete the training which equips you with the skills to keep your data and devices safe, and protect your privacy.

More tips are available at lse.ac.uk/cyber

Selecting your courses

Course Selection and Timetables

Programme structure and what you need to do

Each year of an undergraduate programme comprises four papers. Each of these papers is completed by taking either one full, or two half units.

For example, year 1 of the **BSc Economic History programme** requires the following units

- 1: EH101** The Internationalisation of Economic Growth, 1870 to the Present Day (full unit)
- 2: EC1A5** Microeconomics I (half unit) and **EC1B5** Macroeconomics I (half unit)
- 3: EH102** Preindustrial Economic History (full unit)
- 4:** Approved paper(s) from outside the department to the value of one full unit

Additionally, all first year students take LSE100 in the Autumn and Winter terms of their first year.

For those with an outside option, this is a good opportunity for you to pursue a topic not included in economic history, for example, learn a language, or something related to a future career. How many you can select and when will depend on your programme. Inter-disciplinarity is a key feature of studying at LSE and there will be students from other programmes who will take Economic History courses as their outside option.

BSc Economic History students only will be allowed to study three language outside options over three years, if they are in the same language and at progressive levels. However, the degree you will be awarded is still BSc Economic History – we do not formally offer a language specialism.

You will need to select all your courses using [LSE for You](#). Your timetable will then be created by the Timetables Team.

When to select your courses

- Undergraduate course selection for all new LSE students opens on Tuesday 9 September 2025.

- Economic History students should aim to have completed course selection by Friday 19 September – but try to do it earlier, especially if you have no outside options on your programme.
- Course selection across LSE will close at 5pm on Monday 13 October 2025.

If something goes wrong then emergency changes to course selections can be made until 20 October 2025. **After this no changes can be made, no matter the circumstances.**

How to select your courses

1. Find out about your courses.

We have course videos on the core Economic History first year courses here: <https://www.lse.ac.uk/Economic-History/Study/current-students/ugprogrammes/Undergraduate-Course-Videos>

For your other courses, including outside options, you can look at the Course Guides in the [LSE Calendar](#). Watch the introductory videos, where available. You can also search moodle – some courses will give you guest access without being registered.

Review the course by course timetable to see when the teaching for the course takes place:

https://www.lse.ac.uk/admin/timetables/confirmed/module_sessional.htm

2. Select all your courses in [LSE for You](#)

Go to [lse.ac.uk/selectcourses](https://www.lse.ac.uk/selectcourses) for step by step instructions on how to select your courses on [LSE for You](#).

3. Check you have Moodle access for your selected courses

Providing your selected courses are ready in Moodle, you should automatically be enrolled on their Moodle pages a few hours after selecting your courses on [LSE for You](#).

Different departments handle course selection in different ways so if you are taking a course outside of Economic History then please make sure you understand how that course is managed. This is particularly the case for [language centre courses](#).

If you have any problems whilst selecting your courses email Helena Ivins at h.ivins@lse.ac.uk.

Capped courses

At LSE, if a course is capped it means that there are limited number of places available on that course. You can access a full list of capped courses online here: <https://info.lse.ac.uk/current-students/timetables/Assets/Documents/UG-Capped-Courses.pdf>

At undergraduate level, places are allocated on a first-come-first-served basis. In some departments priority is also given to students from that department. Each department handles this slightly differently and information about this is included in the relevant Course Guide in the LSE Calendar. If your preferred outside option is capped, it is sensible to have a backup in case you cannot get a place. If you can't get a place on your preferred outside option remember that you can potentially take it in your second or third year.

The core courses for your programme are not capped.

Timetables

Undergraduate students are allocated to all teaching centrally by the Timetables Team. We recommend that you make your initial selections in [LSE for You](#) before 5pm on Monday 22 September 2025. You should receive your personal timetable in [Student LSE for You](#) at 10am on 26 September (for new students) and 10am 24 September for continuing students. After this, if you make changes to your course selections it can take up to 3 working days for these to be reflected on your personal timetable.

Can't see your timetable?

Personal timetables are published at the end of September on Student LSE for You. Before you start selecting courses on LSE for You, you should complete [online pre-enrolment](#) (new students) and activate your IT account, as part of the pre-enrolment process, in order to see your timetable. Continuing students do not need to have re-enrolled for the new academic year before starting to select courses, however, you will not be able to view your timetable until you have re-enrolled. If the timetable still does not show, after pre-enrolment/re-enrolment, it is possible this is due to a timetable clash.

There is a 'Student Timetable Clashes' screen in LSE for You which may help to identify your clash. This screen provides details of simple clashes, these are the straightforward lecture to lecture clashes. Some clashes are more complex and do not appear on the list in LSE for You. Complex clashes may involve more than two courses and often arise when a clash free seminar/class group can't be found even though there are multiple groups.

You are also advised to consult the School-level timetables (found on the Timetables webpage) and check all of your course timings so you understand the full nature of the clash(es).

For more information about timetable clashes and how to access your personal timetable, please refer to the [Undergraduate Course Selection and Timetables Student Guide](#) section 7 and the information on [Timetables webpages](#).

If you can't see your timetable, or it is incomplete, after 26 September check that you have:

- Completed online pre-enrolment and campus enrolment (new students) / re-enrolment (continuing students) for this academic year
- Selected all your courses in [LSE for You](#)
- Not selected a course which creates a timetable clash (check the <https://info.lse.ac.uk/current-students/timetables> Timetable viewed by course Code).
- Not made changes within the last 3 working days

Changing your timetable

It is not possible to change the lectures in your timetable; there is usually only one lecture for each course, and it takes place at a fixed time. You can potentially change a class/seminar group in exceptional circumstances. To request a group change apply using the "Undergraduate Class/Seminar Group Change Request" tool within LSE for You. You should include details of why you need to change group and outline your availability for alternative groups. We may request evidence in support of your request.

Whilst you can request a class group change via LSE for You, you should be aware that this is at the discretion of the department running the course. You may need to provide evidence justifying the need to change classes. It is at the discretion of each department to define what reasons are valid for a class change. If you have any questions about this, please get in touch with the teaching department for the course directly. Please also note that any potential class group changes are subject to availability. You can find more information on the class and Seminar group change requests webpage.

Auditing Courses

Some LSE courses allow for students to 'audit'. This is an informal arrangement where you join the lectures but do not go to classes/seminars or

take the assessments. As an informal arrangement, it is not possible for LSE to confirm whether you have audited a course; it will not appear in your course selections, on your timetable or on your transcript. If you do choose to audit a course, you should first check that your timetable will allow you to join the lectures. If so, contact the relevant course leader and ask permission to audit their course. **You must not attend any classes/seminars for courses you are auditing.**

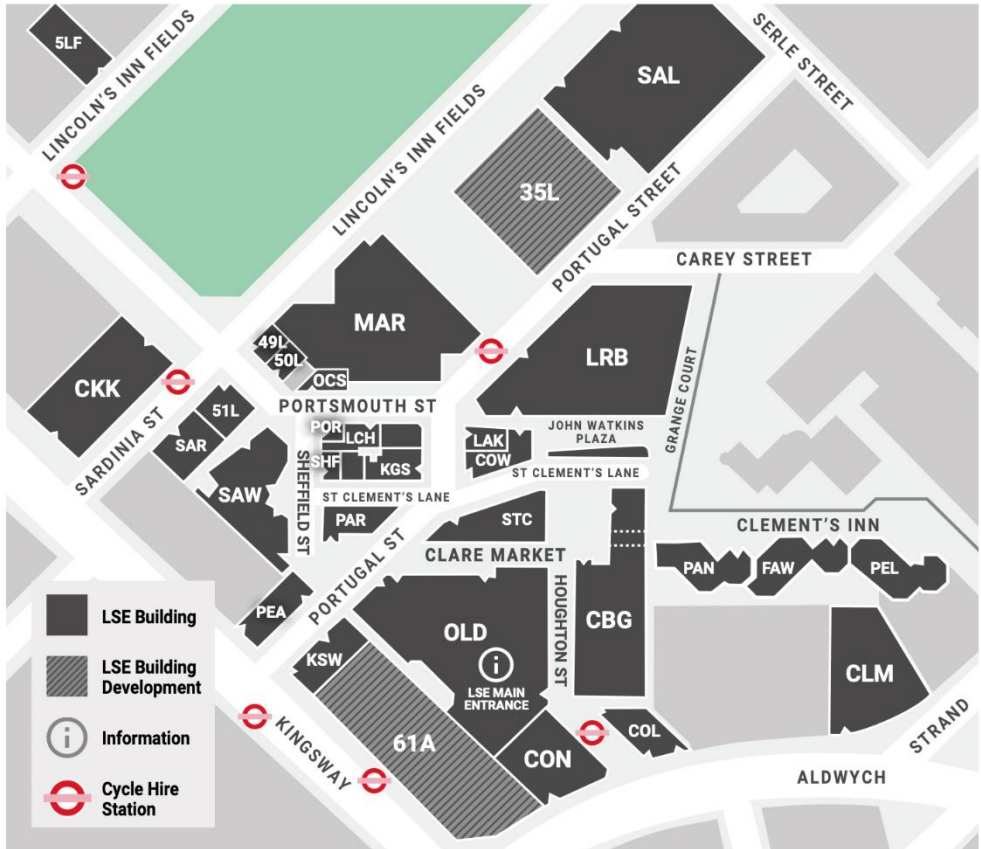
Winter Term Course Selection

Course selection will reopen at the start of Winter Term 2026 to allow you to change Winter Term half units, provided the newly chosen courses are not already full. Late course changes are not permitted in Winter Term once course selection has closed. We strongly advise that you minimise the changes you make in this period. You cannot change any course that has any teaching in Autumn Term 2025.

Getting Help

- If you do encounter any problems, in the first instance please contact Helena Ivins (h.ivins@lse.ac.uk), who can then advise you or signpost you to the correct service.
- **For queries about the course selection process** you can contact the Student Exams and SSC Support team via [their enquiry form](#).
- **For questions about course content:** contact staff in the relevant [teaching department](#)(s), or the teacher responsible for the course, as stated on the relevant course guide.
- **For questions about timetabling:** contact the Timetabling Team via [their enquiry form](#).
- If you are not able to access [LSE for You](#) at all then contact [Tech Support](#).
- If you have a question about Moodle please contact eden.digital@lse.ac.uk.
- For general advice about which courses to take and how your programme fits together you can talk also with your Academic Mentor, or contact the Departmental Tutor, Helena Ivins, who can advise you or signpost you to the correct LSE service: h.ivins@lse.ac.uk.

Campus map



Key

61A Aldwych	FAW Fawcett House	50L 50 Lincoln's Inn Fields	OCS Old Curiosity Shop	SAW Saw Swee Hock Student Centre
CBG Centre Building	KGS King's Chambers	51L 51 Lincoln's Inn Fields	PAN Pankhurst House	SHF Sheffield Street
CKK Cheng Kin Ku Building	KSW 20 Kingsway	LRB Lionel Robbins Building, Library	PAR Parish Hall	SAL Sir Arthur Lewis Building
CLM Clement House	LAK Lakatos Building	MAR The Marshall Building	PEA Peacock Theatre	STC St Clement's
COL Columbia House	LCH Lincoln Chambers	OLD Old Building	PEL Pethick-Lawrence House	
CON Connaught House	35L 35 Lincoln's Inn Fields		POR 1 Portsmouth Street	
COW Cowdray House	49L 49 Lincoln's Inn Fields (Coopers)		SAR Sardinia House	

Accessibility

All buildings have wheelchair access and lifts, except 95A, KGS, KSW*, 5LF, 50L, POR* and SHF. *KSW 20 Kingsway (Language Centre only), *POR 1 Portsmouth Street (Shop only)

Disabled Access After 6.30pm, please call Security Control on 020 7955 6200 to ensure that any disabled access doors are open. Also see: [Accessibility map \[PDF\]](#) For access to 20 Kingsway, please call security staff on 020 7955 6200 to set up the portable ramp in the entrance foyer. Access Guides to LSE buildings AccessAble have produced detailed access guides to the LSE campus and residences, and route maps between key locations. These access guides, and route maps, are now [available online](#).



Department of
Economic History

