



THE LONDON SCHOOL
OF ECONOMICS AND
POLITICAL SCIENCE

Welcome to the Department of International History

MSc Handbook 2026/27

LA NAZIONE

OGNI MARTEDÌ
LA NAZIONE
ENIGMISTICA
OGNI MERCOLEDÌ
CAVALLO

**ALLARME
CALDO
IN ARRIVO
40 GRADI**

BORJA VALERO-INTER
ACCORDO SEGRETO
OGGI IN REGALO
INSERTO SUL VOLONTARIATO

la Repubblica

**la Repubblica
ANCORA
CALDO
SUPER
RICOVERI
IN AUMENTO**

**S.GIOVANNI
FESTA
"BLINDATA"**

CORRIERE FIORENTINO
**ONDATE
DI CALORE
SU FIRENZE
DUE GIORNI
A 40 GRADI**
INDIPENDENZA, NO DI HARD
ALLA COMMISSIONE ANTI DEG
I RESIDENTI: ATTO DI GUER



lse.ac.uk/International-History



Contents

3	Section 1: Welcome from the Head of Department
10	Section 2: The Academic Mentor
12	Section 3: Other Useful Information
17	Section 4: Events of Interest to Masters Students
20	Section 5: MSc Programmes
23	Section 6: Course Selection and Timetables
28	Section 7: HY499 Dissertation Regulations, Procedures, Guidance
37	Section 8: HY499 Dissertation Regulations, Procedures, Guidance ANNEX: Fail/AB Dissertation Resubmission
39	Section 9: HY498 Dissertation Regulations, Procedures, Guidance
48	Section 10: HY498 Dissertation Regulations, Procedures, Guidance ANNEX: Fail/AB Dissertation Resubmission
50	Section 11: HY4A4 Dissertation Regulations, Procedures, Guidance
59	Section 12: HY4A4 Dissertation Regulations, Procedures, Guidance ANNEX: Fail/AB Dissertation Resubmission
61	Section 13: HY490 Dissertation Regulations, Procedures, Guidance
70	Section 14: HY490 Dissertation Regulations, Procedures, Guidance ANNEX: Fail/AB Dissertation Resubmission



Contents

72	Section 15: Learning History, Study Skills
76	Section 16: A Guide to Writing
87	Section 17: Advice on Writing Notes
91	Section 18: Essay Writing
97	Section 19: Information on Assessment
112	Section 20: LSE beyond your department
131	Section 21: Navigate your LSE



Section 1: Welcome from the Head of Department





This is to introduce you to the Department of International History (if you are a new student) or to welcome you back again (if you are returning to us as a graduate student).

This year, the Department will have about 180 graduate students, about 250 undergraduates, 28 academic staff, and four teaching fellows. The Department is located on the ground, mezzanine, first, second and third floors of Sardinia House.

Each student will be allocated an individual mentor from among the academic staff. In addition, there is a Masters Programmes Tutor, Professor Antony Best (a.best@lse.ac.uk), who has special responsibility for Masters students.

As Head of Department, I am responsible for the overall management of the Department. I am available to speak to all students by appointment via Ms Demetra Frini (d.frini@lse.ac.uk), the Department Manager.

Your first point of contact in the Department on all administrative matters relating to your degree are Mrs Milada Fomina (ih.pgadmin@lse.ac.uk) in SAR 1.03E and Mrs Nayna Bhatti (n.bhatti@lse.ac.uk) in SAR 1.03C.

We will be holding Welcome events for all students during the week commencing 21 September 2026. Full details are available on the [department's Welcome microsite](#).

I look forward to seeing you in September.



Professor Vladislav Zubok
Head of Department



Key Staff

Head of Department

Professor Vladislav Zubok

Room: SAR 3.11

Telephone: available on MS Teams

Email: v.m.zubok@lse.ac.uk

Masters Programmes Tutor

Professor Antony Best

Room: SAR.3.14

Telephone: available on MS Teams

Email: a.best@lse.ac.uk

Chair of Masters Examinations Sub-Board

Dr Imaobong Umoren

Room: SAR G.04

Telephone: available on MS Teams

Email: i.umoren@lse.ac.uk

Departmental Senior Student Adviser

Ms Anna Izdebska

Room: SAR.1.03G

Email: ssc.dssa@lse.ac.uk

MSc Programmes Administrator

Mrs Milada Fomina

Room: SAR 1.03E

Telephone: 020 7955 7331

Email: ih.pgadmin@lse.ac.uk



MSc Double Degree Programme Manager

Mrs Nayna Bhatti

Room: SAR 1.03C

Telephone: 0207 955 7126

Email: ih.doubleddegrees@lse.ac.uk

Department Manager

Ms Demetra Frini

Room: SAR 1.03B

Telephone: 0207 955 7548

Email: d.frini@lse.ac.uk

Student Experience, Events and Communications Officer

Maximilian (Max) Smith

Room: SAR 1.03G

Telephone: 0207 955 7789

Email: ih.events@lse.ac.uk

Programme Director

LSE-PKU Double Degree

Dr Ronald C. Po

Room: SAR 2.18

Telephone: available on MS Teams

Email: c.y.po@lse.ac.uk

Programme Director

MA Modern History

Dr Gagandeep Sood

Room: SAR. 2.07

Telephone: available on MS Teams

Email: g.sood1@lse.ac.uk



Academic Director

LSE-CU Double Degree

Professor N. Piers Ludlow

Room: SAR.2.16

Telephone: 0207 955 7099

Email: n.p.ludlow@lse.ac.uk

Programme Director

MSc History of International Relations

MSc Theory and History of International Relations

Professor Antony Best

Room: SAR.3.14

Telephone: available on MS Teams

Email: a.best@lse.ac.uk

Programme Director

MSc International and Asian History

Dr Ronald C. Po

Room: SAR 2.18

Telephone: available on MS Teams

Email: c.y.po@lse.ac.uk

Programme Director

LSE-NUS Double Degree

Dr Ronald C. Po

Room: SAR 2.18

Telephone: available on MS Teams

Email: c.y.po@lse.ac.uk

Programme Director

MSc Empires, Colonialism and Globalisation

Dr Imaobong Umoren

Room: SAR G.04

Telephone: available on MS Teams

Email: i.umoren@lse.ac.uk



Staff List

Please be aware that many staff extensions/phone numbers are no longer in use and it is advisable for students to book office hour appointments on Student Hub to contact Faculty. Check the [website](#) for more information.

Members of Staff	Room	Email Address
ALVANDI, Dr Roham	SAR M.12	r.alvandi@lse.ac.uk
ASHTON, Professor Nigel	SAR M.09	n.ashton@lse.ac.uk
BAER, Professor Marc	SAR 3.17	m.d.baer@lse.ac.uk (sabbatical leave 2026/27)
BEST, Professor Antony	SAR 3.14	a.best@lse.ac.uk
CANT, Dr Anna	SAR 3.12	a.cant1@lse.ac.uk
CASEY, Professor Steven	SAR 2.10	s.casey@lse.ac.uk
EATON, Dr Charlotte	SAR M.13	c.eaton@lse.ac.uk
GUSEJNOVA, Dr Dina	SAR M.14	d.gusejnova@lse.ac.uk
HALLADAY, Dr Andrew	SAR M.10	a.halladay@lse.ac.uk
HARMER, Dr Tanya	SAR.M.07	t.harmer@lse.ac.uk
HOCHSTRASSER, Dr Tim	SAR 2.14	t.hochstrasser@lse.ac.uk
JONES, Professor Matthew	SAR 3.09	m.c.jones@lse.ac.uk
KEENAN, Dr Paul	SAR 2.13	p.keenan@lse.ac.uk
KOZDRA, Dr Jan	SAR 3.16	j.r.kozdra@lse.ac.uk
LEWIS, Professor Joanna	SAR G.02	j.e.lewis1@lse.ac.uk
LUDLOW, Professor N. Piers	SAR 2.16	n.p.ludlow@lse.ac.uk
MAYHEW, Dr Alex	SAR.M.11	a.c.mayhew@lse.ac.uk
MOTADEL, Dr David	SAR 3.16	d.motadel@lse.ac.uk (sabbatical leave 2026/27)
PEDERSEN, Professor Susan	SAR 2.06	s.pedersen5@lse.ac.uk
PHOTIADOU, Dr Artemis	SAR.3.13	a.photiadou@lse.ac.uk
PO, Dr Ronald	SAR 2.18	c.y.po@lse.ac.uk
QUADRI, Dr Zaynab	SAR M.13	z.quadri@lse.ac.uk
RAJAK, Dr Svetozar	SAR 3.15	s.rajak@lse.ac.uk



Members of Staff	Room	Email Address
RICHARDS, Dr Jake	SAR 2.08	j.richards@lse.ac.uk (sabbatical leave 2026/27)
SCHÖNHÄRL, Professor Korinna	SAR 2.06	k.schonharl@lse.ac.uk
SCHULZE, Professor Kirsten	SAR 2.12	k.e.schulze@lse.ac.uk (sabbatical leave 2026/27)
SOOD, Gagandeep Dr	SAR 2.07	g.sood1@lse.ac.uk
SPOHR, Professor Kristina	SAR 2.17	k.spohr@lse.ac.uk
STOCK, Dr Paul	SAR 2.15	p.stock@lse.ac.uk
UMOREN, Dr Imaobong	SAR G.04	i.umoren@lse.ac.uk
YIN, Dr Qingfei	SARM.06	q.yin@lse.ac.uk
ZUBOK, Professor Vladislav	SAR 3.13	v.m.zubok@lse.ac.uk





Section 2: **The Academic Mentor**





The **Academic mentor*** will normally remain your tutor throughout your time of study at the LSE. It is important that you establish contact in the early days of term and maintain a close working relationship with your academic mentor throughout your programme. S/he can advise on academic and pastoral care matters. In other words, your academic mentor is your first point of contact if you have any concerns about your studies at the LSE (eg, choice of courses, MSc regulations, progress in studies, references) or other personal concerns which you may wish to discuss in confidence.

Your academic mentor will normally contact you at the beginning of each term and will let you know when s/he is going to be available to see tutees. S/he will also post the times of her/his regular, **weekly office hours** on her/his door when they see students without prior appointment. It is your responsibility to make sure that you respond to your mentor's request to see you and/or seek him/her out during office hours. You should, as a **minimum**, see your academic mentor at **least twice** in both Autumn and Winter terms and at **least once** in the Spring term to discuss your overall progress.

NB. Academic staff do not hold office hours out of term. You can find all staff office hours on the department's website and on their office doors.

*** The School (other departments) sometimes also refer to academic mentors as 'supervisors'. In the Department of International History, we only speak of 'dissertation supervisors' (in the context of HY490, HY498, HY499 and HY4A4).**

If you are unable to resolve any matter satisfactorily with your academic mentor, you can discuss it with the Masters Programmes Tutor.



Section 3: Other Useful Information





Office Hours

All members of staff can be contacted during their office hours when they are willing to see students without prior appointment. Academic staff do not hold office hours out of term. If the teacher responsible for a course is not your class teacher, the office hours are a good opportunity to discuss the subject matter of the course with him or her if you so wish.

You can find all staff office hours listed on the department's website, and posted outside individual lecturers' offices.

Departmental Senior Student Adviser

The Student Adviser is available to support you throughout your time at LSE, helping you to navigate the advice and support services available to you (alongside your Academic Mentor and other departmental staff), and to assist with your personal, welfare or wellbeing needs. They will also be the best person to ask for support if at any point your engagement or assessments have been impacted - they can discuss the options available to you and ensure you receive appropriate support.

You can book a 30 minute appointment with your student adviser (in-person or online) or attend an online drop-in session for quick queries – please refer to the Departmental Senior Student Advice Team [webpage](#) for your department booking form and drop-in information.

Language Course reimbursement

It has been agreed that International History can assist all students in the department with the cost of language study at the LSE. The department will assist by reimbursing half the cost of one normal fee certificate course on successful completion of study. Full details will be circulated by email in the Autumn Term.



Laptop/iPad Loan

The Department can offer on loan for short periods of time a small laptop or iPad for the following uses/occasions:

Archival visits

Minute taking at the Staff-Student Liaison Committee meetings

School forums

History society

When computer failure could hamper progress on essays or dissertations.

Please enquire with your programme administrator/manager or the Department Manager for further details and availability. Please also note that the number of available laptops or iPads is limited.

Department's Social Media

You can follow us on the following social media platforms:

 Instagram: [instagram.com/lsehistory/](https://www.instagram.com/lsehistory/)

 Facebook: [facebook.com/LSEHistory](https://www.facebook.com/LSEHistory)

 X: x.com/lsehistory

 Bluesky: bsky.app/

 LinkedIn: [linkedin.com/company/36997965/admin/dashboard/](https://www.linkedin.com/company/36997965/admin/dashboard/)

 Whatsapp: chat.whatsapp.com/Lbxdu1Rm1H53uLoNges1UI



Equity, Diversity and Inclusion in the Department of International History

LSE's diverse mix of people and ideas, with students and staff from over 140 countries, underpins its global reputation for excellence. It is the School's dynamic community that makes studying and working here a unique experience. Within this setting, the Department of International History is committed to promoting inclusivity and equity, and to creating an environment of mutual respect and dignity. We pride ourselves on providing a welcoming academic atmosphere for students and staff alike, one where lively intellectual discussions result from encounters with difficult, challenging and sometimes controversial subjects.

History is an ongoing conversation, and new generations of historians ask new questions, bringing their own experiences and perspectives about the past and the present to bear on their work. Our curriculum and sources are chosen on intellectual grounds and are closely linked with staff's research and expertise. In studying history, students are given the chance to discuss and critically engage with varied material. And in doing so we believe that students will have the best opportunity to thrive and reach their full academic potential. As a departmental community we cherish the chance to work with each individual student to achieve a meaningful learning experience.

Our environment of open academic dialogue is fundamentally important to the Department. Learning how to place history in context and critically analyse historical sources is an essential part of studying history. Historians very often have to deal with subjects that they might find disturbing, both written and visual, and that primary material from the past often deals with contentious subjects and may contain discriminatory or prejudiced views. However, there is a sharp distinction between encountering offensive views in the context of historical study and endorsing them in the present. The latter is unacceptable; the former is part of being an historian and a social scientist. Recognising the legacies of racism in the present, for example, is vital to understanding how structures of inequality built in the past continue to shape the contemporary world.

If you have any concerns or questions, you can contact the Department's EDI representative, Dr Andrew Halladay (a.halladay@lse.ac.uk).



Department of International History Policy for Student Conduct on Social Media

Things to be aware of:

Social networking platforms are in the public domain and it is not possible to be sure what is being viewed, shared or archived, even if material is posted on a closed profile or group. There can be no reasonable expectation that posts will remain private and will not be passed on to other people, intentionally or otherwise.

Social media is sometimes used for bullying and harassment. Such behaviour from our students will not be tolerated. Bullying and harassment contravenes the School's expected standards of conduct and could result in disciplinary action.

You should be very mindful that posting offensive comments on a public site can damage your reputation. These may be seen by potential contacts and employers and could bring into question your judgement and character. In some cases, social media may also cause damage to the School's reputation and, where this is the case, the School may consider disciplinary action.

It is now standard practice for prospective employers to Google candidates, so you should assume that any references or images relating to drug taking, excessive alcohol consumption or other inappropriate behaviour could be around and attached to your name for many years.

Actions

- Remember that there is no such thing as an entirely private social media account – you will always leave a trace of your actions online.
- Clean up your profile and ensure nothing is available that you wouldn't want your parents, relations or potential employers to see.
- Do not use language or phrases that could be considered sexist, racist, homophobic, or any other type of offensive language.
- Think about others' feelings before posting comments and consider whether you may cause offence or embarrassment.
- Ask permission before sharing videos or photos of others.
- Be careful about the information you post online such as your address or whether you're going away.



Section 4: Events of Interest to Masters Students





The Department hosts a range of events that take place during the year. These include social events, evening seminars with distinguished Historians, conferences, museum tours and lunches. We also work with the LSE Careers to host Careers events throughout the year, specifically geared towards History students.

The History Society (the LSE Student Union, student-run group) also host events throughout the year. Joining the History Society is a very easy process, and you can follow them via the Student Union webpage, or via their email: history@lsesu.org if you want to learn more about how to take part.

To keep up to date with the Department's events, you can check the following places:

lse.ac.uk/International-History/Events

(Department Events, such as seminars and conferences)

lse.ac.uk/International-History/Events/student-events (Student Social Events)

lse.ac.uk/International-History/CurrentStudents/Careers (Careers Events)

All details of events will be shared via email, in our monthly newsletter, via social media and are available on our website.

Department's Annual Lecture

The department hosts an annual lecture as part of the LSE Events programme. The speaker is a renowned historian invited by the department; speakers in recent years include Professor Avi Shlaim, Professor David Blackbourn, Professor Fredrik Logevall, Professor Dominic Lieven, Professor Joya Chatterji, Professor Patricia Clavin, and Professor David Armitage. The details of this year's annual lecture will be announced in the Autumn Term.

Cumberland Lodge Weekend, 30 October – 1 November

The Department of International History holds an annual weekend conference for staff and students in Cumberland Lodge, Windsor Great Park in November on an international history theme. The theme of the conference this year will be announced during the Autumn Term. The full programme and registration instructions will be circulated by email early in the Autumn Term.

Cumberland Lodge weekends are heavily subsidised and offer excellent value for money in very pleasant surroundings. However, they are usually over subscribed so we strongly recommend you book early.



Senate House Library Tours

Senate House Library, University of London (SHL) is one of the largest humanities and social sciences libraries in the UK. Its holdings amount to c.2 million volumes and it receives c. 5,500 current periodical titles. A wide range of electronic resources is also available through SHL's subscriptions. The History Collection is (in terms of books borrowed and renewed) the major subject collection in SHL. The aims of the visit to SHL are to provide students with introductory guides to SHL and some of its collections, and also to give a sense of the physical layout of SHL, concentrating on History and other relevant collections, including Politics and International Relations.

Membership of SHL is available free of charge on production of current LSE ID. Students can join SHL in advance of the visit, or on the day itself. The entrance to SHL is in the North Block of Senate House, on the west side of Russell Square – a 15 minute walk or a short bus ride from LSE (routes 59, 68, 91, 168 or 188).

If you need help finding your way around Senate House Library or using their services and facilities, you can book a 30-minute in-person tour with one of their staff.

- Every Friday during term-time at 2pm
- The tour lasts approximately 30 minutes
- A booking is required in advance as spaces are limited.





Section 5: MSc Programmes





The Department of International History runs eight Masters Programmes. Each has distinctive elements, but all reflect our belief that Masters level education should provide students with a wide range of choice when it comes to individual courses and a balance between obligatory courses and options. The programme rules for each Masters thus include a high level of flexibility designed to allow our students to tailor their education to their interests, career plans and strengths.

All of the programmes are based around a model of studying three full unit taught courses while at LSE, and (with the exception of the LSE-Columbia double degree) preparing a 10,000 word dissertation in international history. All of our courses are taught primarily by means of seminars in which there are never more than sixteen students.

MSc History of International Relations

This wide-ranging Masters programme is aimed at those looking for a taught graduate programme in history in an international context. It caters for a wide variety of students, including those who have studied history at an undergraduate level and those who are making the transition from related subjects such as political science, modern languages, economics, law or journalism.

MSc Empires, Colonialism and Globalisation

This Masters programme focuses on the phenomenon of imperialism and related issues, including technologies and ideologies of empire, notions of race, ethnicity and gender, economic development and underdevelopment, and trans-regional flows and interactions. Your core course is complemented by a range of specialist options.

MSc Theory and History of International Relations

This is a joint degree with the International Relations Department which allows students to sample courses in both departments, giving them a chance to understand and appreciate the theoretical and the empirical approach to the study of international relations. The structure of the degree is intended to ensure a good balance between the two disciplines.

MSc International and Asian History

This master's programme is designed for those who wish to study Asia in a regional perspective, from the 16th century onwards. Learn about individual countries in Asia, as well as global flows and interactions.



MA Modern History

Enabled by a research-oriented approach rooted in the humanities, this master's programme provides broad coverage of the origins, formation and reinvention of the modern world. This course will give students a firm grasp of the nature and genealogy of the modern world, and furnish secure foundations for more advanced research.

LSE-Peking University Double MSc in International Affairs

Offered jointly by LSE and Peking University, this innovative double MSc degree offers an outstanding opportunity for graduate students and young professionals to study the international relations of China and the Asia Pacific region, as well as the theory and history of global international relations.

LSE-Columbia Double MSc in International and World History

This master's programme at Columbia and LSE asks students to explore our world by studying the forces that have been remaking it: migration, trade, technological revolutions, epidemic disease, environmental change, wars and diplomacy. Working with preeminent historians in the field, students analyse large-scale historical processes, pursue empirical research, and produce their own comparative and cross-cultural histories.

LSE-NUS Double MA in Asian and International History

This exciting two-year master's program taught by the National University of Singapore and the London School of Economics is designed for students interested in studying Asia from an international perspective. It is also for those interested in decentring international history by studying it from an Asian perspective.



Section 6: Course Selection and Timetables





Programme structure and what you need to do

Each Master's programme comprises four papers. Each of these papers is completed by taking either one full, or two half units.

A full list of available courses on each programme and links to more detailed information on each course can be found in the LSE Calendar here:

[MSc in History of International Relations](#)

[MSc in Theory and History of International Relations](#)

[MSc in Empires, Colonialism and Globalisation](#)

[MSc in International and Asian History](#)

[MA in Modern History](#)

[LSE-Columbia University Double MA Degree in International and World History](#)

[LSE-PKU Double Degree in MSc International Affairs](#)

[LSE-NUS Double Degree MA in Asian and International History](#)

When to select your courses

You will be able to browse (but not select) courses from 10am on Monday 21 September 2026 until Thursday 24 September 2026. You will be able to select courses from **10am on Thursday 24 September 2026** until **5pm on Friday 9 October 2026**.

Our department will be holding a **Masters Course Taster Session** at **3pm** on **Thursday 24 September**. This session will serve as an opportunity for you to hear about some of the courses we offer directly from the teachers leading them. We hope this will help you experience our teachers' expertise and teaching styles, ask questions and meet potential course mates.



How to select your courses

For all courses taught by the Department of International History (courses with prefix HY) you will need to write a short statement supporting your application to take a course. Places will be assigned by midday on the Monday of week 1.

- 1** Before making any course selections in the system, it is important that you find out which courses are available and permitted within your **programme regulations**. Read the course guides to find out more about each course, including teaching arrangements, academic content, assessments, readings, and survey results from former students.
- 2** Check the **School-level timetables** when choosing your courses. These timetables show weeks in which teaching takes place, times, and locations of all teaching for every course and for each week of the Autumn, Winter and Spring Terms. They can help give you an idea of what your personal timetable might look like when it is generated and also help you identify any courses you may not be able to take due to timetabling clashes.
- 3** Select your courses in **LSE for You** – courses can be selected using LSE for You. Step by step instructions are available on the **SSC webpages**.
- 4** Check you have Moodle access for your selected courses – check you can access courses on Moodle, after completing course selection. Providing your selected courses are ready in Moodle, you should be automatically 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 International History then please make sure you understand how that course is managed.

Should you need advice with this process, please contact your Academic Mentor or a member of the PSS team at **ih.pgadmin@lse.ac.uk**



Controlled access courses

Many graduate courses are designated as 'controlled access' due to limited places and/or prerequisites that are required to study the course. These will be highlighted in green on the list of available courses in the [LSE for You](#) course selection system.

All courses taught by the Department of International History (courses with prefix HY) are controlled access courses.

Information about controlled access courses (including those in other departments), how applicants are selected, and deadlines for applying can be found through a searchable database on [Moodle](#). To access the [Controlled Access Courses database](#) you must:

- Complete pre-enrolment
- Create and activate your LSE IT account
- Log in to [Moodle](#) using your LSE credentials
- Self-enrol onto the Controlled Access Courses Database Moodle page

You must also complete pre-enrolment before you can make course selections in [LSE for You \(LfY\)](#).

You will be notified of the outcome of your request to take a controlled access course by email. If you have been offered a place on a controlled access course, you must use the [LSE for You](#) course selection system to indicate whether you would like to accept or decline the offer within two working days of receiving the offer email. After this time the offer will expire.

Seminar sign-up and timetables

Where a course is taught in more than one seminar group, you may also be required to enrol in seminar groups for the course. Some departments allocate students to seminars, and some departments will allow students to sign themselves up to seminars. You can see which method is used for each of your registered courses in the seminar sign-up system in [LSE for You](#).

You can use seminar sign-up once you have signed up for a course and the department responsible has made the course available for seminar sign up.

Seminar sign-up is accessible throughout the course selection windows. If you fail to sign up for seminars during this time, the department may allocate you to a seminar group of their choice on your behalf.

Personal timetables will be published at the end of September on [Student LSE for You](#).



Auditing courses

Some LSE courses allow students to 'audit'. This is an informal arrangement where you can join the lectures but do not take the assessments. These courses do not appear in your course selections or timetable and will not appear on your transcript. Some students choose to audit courses to expand their knowledge in other areas. If you would like 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.

Winter Term course selection

Course selection will reopen in Winter Term 2027 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 2026.

Getting help

If you need help with Course Selection, please contact the department in the first instance. The PSS team or your Academic Mentor will be able to offer advice. You can also find detailed information on course selection on the [course selection webpages](#) and [here](#).



Section 7: HY499

Dissertation Regulations, Procedures, Guidance





1. Introduction

The HY499 dissertation in International History is mandatory for the MSc in the History of International Relations and the MSc Empires, Colonialism and Globalisation. It is also available as an alternative to the HY498 dissertation in International Affairs in the LSE-Peking University Double MSc in International Affairs and the MSc in Theory and History of International Relations. It is the single most important component of those Masters degree programmes: the dissertation requires students to pursue sustained primary research in an area of particular interest to them, and it is the sole paper in which a fail mark cannot be compensated by a Merit or better elsewhere (local rule 1 of the Classification Scheme, cf. the MSc Handbook).

These guidelines provide the timetable for the preparation and completion of the dissertation, an account of the departmental rules that govern its technical presentation and formal submission, and some general advice on how best to approach the project. *It is essential that students study this document carefully before beginning work on the dissertation as well as before submitting the dissertation.*

It is strongly recommended that students attend the HY499/HY498 Dissertation Workshops in Autumn Term, which provide guidance and practical training in greater detail.

Workshop one – Regulations and choosing a topic (HY499 students only)

Workshop two – Primary and secondary sources (all dissertation students)

Workshop three – The Library and dissertation sources (all dissertation students)

Workshop four – Writing and footnoting (all dissertation students)

Workshop five – The use of generative AI (all dissertation students)



2. Requirements

The HY499 dissertation is an exercise in using primary sources to write on a precise topic in International History. Candidates should aim to include an element of originality in the conceptualising of the thesis and/or the treatment of the evidence.

The only formal limit on the choice of subject is that it must fall within the syllabus – ie, the dissertation has to be a study in International History. Dissertations that represent contributions to disciplines outside History, such as International Relations or Politics, will not be approved or accepted. Dissertations must therefore be based substantially on a critical analysis of primary sources. To qualify as International History the subject must involve an element of engagement with the analysis of relations between states and/or societies; alternatively it may involve the study of the history of attitudes in one society towards others or comparative studies involving at least two states and/or societies. The topic must not be confined purely to the domestic affairs of one society or state. The supervisor is the final judge of whether a particular topic falls within the syllabus.

Dissertations must not exceed 10,000 words, including text and footnotes but excluding the cover page, the table of contents, the list of abbreviations, the bibliography, and appendices. *Students are required to state clearly on their dissertation the number of words that it contains.* Dissertations that exceed the word limit are subject to penalties (see Section 7 below).

Dissertations must include a bibliography of all consulted sources at the end, listing first primary sources (by collection, not referring to individual documents), then secondary sources. Dissertations that do not provide a bibliography are subject to penalties (see Section 7 below).

Dissertations must be submitted on time, ie, before the passing of the set deadline. Dissertations that are submitted late are subject to penalties (see Section 7 below).

If a student expects to be unable to meet the submission deadline for serious reasons such as illness or bereavement, s/he should immediately discuss the matter with the dissertation supervisor. If deemed appropriate, students shall then apply in advance for a formal extension. For more details on the department's extension policy, please see Information on Assessment..



3. Timeline and Procedure

Students should use the Autumn Term to find, decide on, and develop a suitable dissertation topic and consider possible dissertation supervisors. Help with this process is available from the students' academic mentors. Students are then required to complete the HY498/499 Dissertation Proposal Form and to seek approval for their project from their dissertation supervisor before submitting the completed and signed form to the Masters Programmes Administrator at ih.pgadmin@lse.ac.uk.

Supervisors

It is the students' responsibility to find a dissertation supervisor. They should meet with the potential supervisor in late Autumn term (every member of staff has weekly office hours) to discuss their dissertation proposal, and then get the supervisor to sign the HY498/499 Dissertation Proposal Form before the deadline at **12 noon on Friday, 15 January 2027**, at the latest.

Note that the availability of individual supervisors is limited (and decreasing over time) as the supervision load is equally distributed among the teaching staff in the department. Every member of staff has a capped number of supervision slots, which fill up as supervisors take on supervisees. If the supervisor you wish to work with already has full number of dissertations s/he can supervise, you have to approach another member of staff.

Dissertation Proposals

The proposal form asks students to outline their topic and research question, the primary sources available for research, and the most important relevant literature. It is designed to ensure that the dissertation conforms to the department's regulations; that it is not too broad; and that it is on a subject with accessible primary sources. For the proposal itself to be approved, it needs to:

1. be sufficiently specific and substantial (incomplete, broad, or superficial proposals or proposals whose feasibility appears questionable will be rejected by the supervisor);
2. comply with the HY499 rules and regulations in this document.



Form and Deadline

The HY498/HY499 Dissertation Proposal Form is available on the HY498/499 Moodle site. Completed forms must be signed by the supervisor and submitted to the Masters Programmes Administrator at ih.pgadmin@lse.ac.uk by **12 noon on Friday, 15 January 2027, at the latest.**

Students, who miss the deadline for submitting a dissertation proposal with a confirmed supervisor, will be allocated a 'technical' supervisor who will assist them with general methodological and writing issues. Students cannot expect a subject-specialist supervisor if they miss the deadline.

Title Changes

Later title changes and changes in scope (within the confines of the same geographical region and time period) can be agreed informally with the supervisor at any time. Title changes do not require approval by the Masters Programmes Tutor but do need to be registered with the office. However, do take care with the wording of the working title indicated on the proposal form as dissertation markers will be allocated on that basis.

Topic Changes

Significant later changes of the topic itself (ie, those that tackle a new geographical region or a significantly different time period from the original proposal) require the approval of the supervisor, and students will need to submit a new proposal on the HY498/499 Masters Dissertation Topic Change Form (available on Moodle), signed off by their supervisor, and submitted to the Masters Programmes Administrator before the end of the Spring Term.

Students who change their topic without discussing it with their supervisor and without, in the case of topic changes, resubmitting a Topic Change Proposal Form bear full responsibility for ensuring that their subject is within the regulations; if it is not, the dissertation will be failed.



Supervision after the Winter Term and Feedback on Written Work

It is the students' responsibility to contact their supervisor to arrange at least one but no more than three meetings in the Spring Teaching Term to discuss their dissertation. At this stage the supervisor will be prepared to read and give feedback on either a draft table of contents and a draft chapter or draft section of no more than 1,000 words or on a detailed plan of the dissertation of no more than 1,000 words. A mark will not be included in this feedback. Members of staff have no formal supervising obligations after their teaching and marking ends in June and are likely to travel for research or be otherwise unavailable for extended periods. It is the students' responsibility to enquire about the details of their supervisor's availability during the summer in good time and to make arrangements accordingly.

4. Sources

Most students undertake research for their dissertations in archives, such as for example the British National Archives (formerly the Public Record Office, PRO) at Kew or the US National Archives in College Park, MD near Washington, DC or an American Presidential Libraries. Note that the LSE Library Archives also have extensive holdings pertaining, in particular, to modern British history. However, published documents in edited collections – for example those in the *Foreign Relations of the United States series* or the *Documents Diplomatiques Français* – or primary documents found on respectable web sites are acceptable alternatives to archival research. For those working on pre-twentieth century topics numerous published sources, such as for example the *Calendar of State Papers*, exist and are easily accessible.

Memoirs, diaries, relevant media reports and information gathered from witness interviews also count as primary sources, but they should normally be used in conjunction with, not as alternatives to, documentary sources.

When choosing the subject and identifying the source material, students need to consider the opportunities and limitations resulting from their language skills: their language skills must be sufficient for the nature of the topic and the resulting primary and secondary sources of importance.

The HY498/HY499 Dissertation Workshops provide detailed information on primary sources and archival research as well as on secondary sources, and further information can also be found on the HY498/499 Moodle website.

If students have any doubts about the appropriateness or combination of specific sources in view of their particular topic, they should always consult their supervisor.



5. Writing and Presentation

The HY498/HY499 Dissertation Workshops in the Autumn Term provide further guidance on writing the dissertation and **students are strongly encouraged to attend them**. The following is some preliminary advice:

Students are expected to write clearly and to present a well-constructed argument. Chapter headings are usually helpful guideposts for the reader. The department expects Masters students to observe high standards of spelling, punctuation, and syntax, and students may be penalised for failing to do so. English or American spellings are acceptable, provided usage is consistent. For advice on prose style, consult a reliable manual such as Ernest Gowers, *The Complete Plain Words*, 3rd, rev. edn (Harmondsworth: Penguin, 1987) or William Strunk, *The Elements of Style*, 4th edn (Boston/London: Allyn and Bacon, 2000). Another alternative is a recent edition of *The Chicago Manual of Style*.

Students are allowed to ask somebody to proof-read their dissertation before it is submitted. This person should not, however, be a member of LSE staff (except for Language Centre personnel).

Quotations in major Western languages can be left in their original language, if desired. But in any case quotations should be used in moderation and generally be drawn from primary rather than secondary sources.

Good referencing is essential to avoid plagiarism (see section 7 below). Footnotes are required for all direct quotations and paraphrases and for all uncommon information drawn from primary or secondary sources. Notes should be footnotes rather than endnotes and should be numbered consecutively throughout the dissertation. For further guidance on referencing and bibliographic formats see the guidance documents on the HY498/499 Moodle site.

Students may include an appendix of no more than 12 pages, containing key documents, transcripts of oral history interviews, maps, illustrations, or other visual sources. The appendix must not contain additional dissertation text: if it is found to do so, it will be counted towards the word limit and penalties are likely to be incurred as a result (see sections 2 and 7 above and below).

Students must not put their name or student number, but only their candidate number on the dissertation and are required to state clearly on the dissertation the number of words that it contains (see sections 2, 6 and 7 above and below).



6. Submission

You **MUST** submit your dissertation to Turnitin available on the course Moodle page by **12 noon on Wednesday, 1 September 2027**. Please note that the date and time that you submit your dissertation on Moodle is taken as the official submission time for the purposes of lateness penalties. If you experience any technical issues submitting your dissertation on Moodle, please email your dissertation to ih.pgadmin@lse.ac.uk and make sure it reaches the department by the deadline.

Students must not put their name or student number on the dissertation, but use their 5-digit candidate number instead (not the student ID).

Students are required to state clearly on their dissertation the number of words that it contains (see Sections 2 and 7, above and below).

7. Penalties and Plagiarism

Dissertations exceeding the word limit of 10,000 words, including text and footnotes but excluding the cover page, the table of contents, the list of abbreviations, the bibliography, and appendices, will be subject to the following sliding scale of penalties: **for up to every 100 words over the limit one mark out of 100 will be deducted - the penalty kicks in at one word over the limit – ie, at 10,001. Any dissertation with more than 1,000 words over the limit will be given a FAIL mark of 0 automatically. In that event, you would have to re-sit HY499. This would mean re-submitting a new dissertation within the deadline for resubmission. Students are formally required to state the total number of words on the front cover of their dissertations.**

Failure to include a bibliography will result in the deduction of 5 marks out of 100.

Dissertations not submitted by the set deadline (or extended deadline as appropriate) will be subject to the following penalties: **5 marks out of 100 will be deducted for coursework submitted within the 24-hours of the deadline; a further five marks will be deducted for each subsequent 24-hour period until the coursework is submitted.** Please see Information on Assessment for the rules and procedures governing extensions.



Plagiarism, ie, the submission of someone else's work without acknowledging the original authorship, **is a very serious offence**. Both the Department and the School take a very strong line with regard to plagiarism and pursue it vigilantly. If detected in a dissertation, plagiarism is heavily penalised and may jeopardise the student's entire degree. Plagiarism covers not just the literal submission of somebody else's text as one's own (ie, copying out passages from books or articles or downloading material from the internet or copying material from class handouts circulated by staff or other students). It also extends to the appropriation of other people's ideas without acknowledgement. To avoid it, students must make certain that all quoted phrases, sentences, or paragraphs are in quotation marks and clearly footnoted and that all passages paraphrasing somebody else's work and ideas are properly footnoted, including page numbers (ie, detailing not just which text they came from, but also from where in the text they are to be found). Self-plagiarism is also unacceptable: this involves the inclusion in the dissertation of passages taken from earlier pieces of work by the student submitted for assessment either at LSE or elsewhere.

Students should remember that, when submitting the dissertation, they have to sign a declaration reminding them of LSE's rules on plagiarism and asking them to confirm that they have acknowledged all sources and ideas used in the dissertation. Those found to abuse the system and to plagiarise will face harsh penalties – plagiarism is cheating and will be treated accordingly.

8. Prizes

Exceptional distinction in dissertation performance will be recognised each year by the Examination Board in the form of the award of the Medicott Prize or Prizes to one or more candidates.

9. Failing and Resubmitting the Dissertation

Please see the separate 'HY499 Dissertation Regulations, Procedures, Guidance ANNEX: Fail/AB Dissertation Resubmission' for failed or un-submitted dissertations. A current, up-to-date version of this document for the year of the re-submission will be circulated to students who have failed or failed to submit the dissertation after the release of marks in November.



Section 8: HY499

Dissertation Regulations, Procedures, Guidance

ANNEX: Fail/AB Dissertation Resubmission





If students fail the HY499 dissertation, this is either because they have achieved a mark of **less than 50** (categorised as FAIL) or because they did not submit the dissertation (categorised as AB for 'absent' and as a mark of 0 [nil]).

A Fail in the dissertation cannot be compensated by a Merit or better in another course unit (local rule 1 of the Classification Scheme, cf. the MSc Handbook). Students who have failed the dissertation must re-sit HY499 in order to be eligible to graduate next year.

Having failed HY499 also means that the mark achieved at re-sit will be capped at 50 in the calculation of any aggregate for the purpose of degree classification (cf. paragraph 4.2 of the Award Scheme).

Resubmission Deadline: Students can re-submit HY499 during the Postgraduate Resit and Deferred Assessment Period 1 (RDAP 1) in January 2028. This means that, if they pass in the second attempt, they can then be awarded a degree in March and graduate in December 2028. If the student is unable to re-submit the dissertation during RDAP 1, they will need to defer their submission to RDAP 2 in the Spring 2028 exam period. This means that, if they pass their dissertation in RDAP 2, they can then be awarded a degree in July and graduate in December. Please note that deadlines will be treated in the usual fashion with regard to all penalties.

Resubmission Topic: If students have failed due to non-submission and have therefore been categorised as AB [absent] = 0 for HY499, they may submit the dissertation that they were originally working on. They will not be offered any further supervision. Their former supervisor (or, if he or she should be on sabbatical leave, a new member of staff) will merely serve as a formal point of contact. If students have failed because the dissertation did not achieve a mark of 50 or above, then they can re-submit a revised version of their dissertation. They will not be offered any further supervision. The former supervisor (or, if he or she should be on sabbatical leave, a new member of staff) will merely serve as a formal point of contact to be consulted once to discuss how to achieve the new dissertation.

Feedback on failed dissertations: Feedback on failed dissertations will be provided by the point-of-contact (see above) as part of the one-off consultation on the re-submission.

Re-Entry: The Student Services Centre will automatically re-enter students who have failed the dissertation for a re-sit/re-submission in the academic year following the original deadline and will contact students about the re-entry procedures. Students will be charged a re-entry fee.



Section 9: HY498

Dissertation Regulations, Procedures, Guidance





1. Introduction

The HY498 dissertation in the History of International Affairs is available as an alternative to the HY499 dissertation in International History for students on the LSE–Peking University Double MSc in International Affairs programme and the MSc in Theory and History of International Relations. It is the single most important component of this Masters degree programme: the dissertation requires students to pursue sustained primary research in an area of particular interest to them, and it is the sole paper in which a fail mark cannot be compensated by a Merit or better elsewhere (local rule 1 of the Classification Scheme, cf. the MSc Handbook).

These guidelines provide the timetable for the preparation and completion of the dissertation, an account of the departmental rules that govern its technical presentation and formal submission, and some general advice on how best to approach the project. *It is essential that students study this document carefully before beginning work on the dissertation as well as before submitting the dissertation.*

It is strongly recommended that students attend the ‘HY498/HY499 Dissertation Workshops’ in Autumn Term, which provide guidance and practical training in much greater detail.

Workshop one – Regulations and choosing a topic (HY498 students only)

Workshop two – Primary and secondary sources (all dissertation students)

Workshop three – The Library and dissertation sources (all dissertation students)

Workshop four – Writing and footnoting (all dissertation students)

Workshop five – The use of generative AI (all dissertation students)



2. Requirements

The HY498 dissertation is an exercise in using primary source material to write on a precise topic in the history of international affairs. Although candidates may engage with relevant theories and concepts, the dissertation should be largely devoted to utilising such theories and concepts in the analysis of one or more specific historical events and should be based largely upon primary sources. Candidates should aim to include an element of originality in the conceptualising of the thesis and/or the treatment of evidence. The subject must fall within the syllabus of the degree and must be supervised by a member of staff in the Department of International History. The topic must not be confined purely to the domestic affairs of one society or state.

Dissertations must not exceed 10,000 words, including text and footnotes but excluding the cover page, the table of contents, the list of abbreviations, the bibliography, and appendices. *Students are required to state clearly on their dissertation the number of words that it contains.* Dissertations that exceed the word limit are subject to penalties (see section 7 below).

Dissertations must include a bibliography of all consulted sources at the end, listing first primary sources (by collection, not referring to individual documents), then secondary sources. Dissertations that do not provide a bibliography are subject to penalties (see section 7 below).

Dissertations must be submitted on time, ie, before the passing of the set deadline. Dissertations that are submitted late are subject to penalties (see section 7 below).

If a student expects to be unable to meet the submission deadline for serious reasons such as illness or bereavement, s/he should immediately discuss the matter with the dissertation supervisor. If deemed appropriate, students shall then apply in advance for a formal extension. For more details on the department's extension policy, please see Information on Assessment.

3. Timeline and Procedure

Students should use the Autumn Term to find, decide on, and develop a suitable dissertation topic and consider possible dissertation supervisors. Help with this process is available from the students' personal advisers. Students are then required to complete the HY498/499 Dissertation Proposal Form and to seek approval for their project from their dissertation supervisor before submitting the completed and signed form to the Masters Programmes Administrator at ih.pgadmin@lse.ac.uk



Supervisors

It is the students' responsibility to find a supervisor. They should meet with the potential supervisor in late Autumn term (every member of staff has weekly office hours) to discuss their dissertation proposal, and then get the supervisor to sign the HY498/499 Dissertation Proposal Form before the deadline at **12 noon on Friday, 15 January 2027, at the latest.**

Note that the availability of individual supervisors is limited (and decreasing over time) as the supervision load is equally distributed among the teaching staff in the department. Every member of staff has a capped number of supervision slots, which fill up as supervisors take on supervisees. If the supervisor you wish to work with already has full number of dissertations s/he can supervise, you have to approach another member of staff.

Dissertation Proposals

The proposal form asks students to outline their topic and research question, the primary sources available for research, and the most important relevant literature. It is designed to ensure that the dissertation conforms to the department's regulations; that it is not too broad; and that it is on a subject with accessible primary sources. For the proposal itself to be approved, it needs to:

1. be sufficiently specific and substantial (incomplete, broad, or superficial proposals or proposals whose feasibility appears questionable will be rejected by the supervisor);
2. comply with the HY498 rules and regulations in this document.

Form and Deadline

The HY498/499 Dissertation Proposal Form is available on the HY498/499 Moodle site. Completed forms must be signed by the supervisor and submitted to the Masters Programmes Administrator at ih.pgadmin@lse.ac.uk by **12 noon on Friday, 15 January 2027, at the latest.**

Students, who miss the deadline for submitting a dissertation proposal with a confirmed supervisor, will be allocated a 'technical' supervisor who will assist them with general methodological and writing issues. Students cannot expect a subject-specialist supervisor if they miss the deadline.



Title Changes

Later title changes and changes in scope (within the confines of the same geographical region and time period) can be agreed informally with the supervisor at any time. Title changes do not require the approval of the Masters Programmes Tutor but do need to be registered with the office. However, do take care with the wording of the working title indicated on the proposal form as dissertation markers will be allocated on that basis.

Topic Changes

Significant later changes of the topic itself (ie, those that tackle a new geographical region or a significantly different time period from the original proposal) require the approval of the supervisor, and students will need to submit a new proposal on the HY498/499 Masters Dissertation Topic Change Form (available on Moodle), signed off by their supervisor, and submitted to the programme administrator before the end of the Spring Term.

Students who change their topic without discussing it with their supervisor and without, in the case of topic changes, resubmitting a Topic Change Proposal Form bear full responsibility for ensuring that their subject is within the regulations; if it is not, the dissertation will be failed.

Supervision after the Winter Term and Feedback on Written Work

It is the students' responsibility to contact their supervisor to arrange at least one but no more than three meetings in the Spring Teaching Term to discuss their dissertation. At this stage the supervisor will be prepared to read and give feedback on either a draft table of contents and a draft chapter or draft section of no more than 1,000 words or on a detailed plan of the dissertation of no more than 1,000 words. A mark will not be included in this feedback. Members of staff have no formal supervising obligations after their teaching and marking ends in June and are likely to travel for research or be otherwise unavailable for extended periods. It is the students' responsibility to enquire about the details of their supervisor's availability during the summer in good time and to make arrangements accordingly.



4. Sources

Most students undertake research for their dissertations in archives, such as for example the British National Archives (formerly the Public Record Office, PRO) at Kew or the US National Archives in College Park, MD near Washington, DC or an American Presidential Library. Note that the LSE Library Archives also have extensive holdings pertaining, in particular, to modern British history. However, published documents in edited collections – for example those in the *Foreign Relations of the United States series* or the *Documents Diplomatiques Français* – or primary documents found on respectable web sites are acceptable alternatives to archival research. For those working on pre-twentieth century topics numerous published sources, such as for example the Calendar of State Papers, exist and are easily accessible.

Memoirs, diaries, relevant media reports and information gathered from witness interviews also count as primary sources, but they should normally be used in conjunction with, not as alternatives to, documentary sources.

When choosing the subject and identifying the source material, students need to consider the opportunities and limitations resulting from their language skills: their language skills must be sufficient for the nature of the topic and the resulting primary and secondary sources of importance.

The 'HY498/HY499 Dissertation Workshops' provide detailed information on primary sources and archival research as well as on secondary sources, covering both bibliographic techniques (how to find literature) and how to work with the historiography (the existing historical writing on a subject).

If students have any doubts about the appropriateness or combination of sources, they should consult their adviser/supervisor.

5. Writing and Presentation

The 'HY498/HY499 Dissertation Workshops' provide further guidance on writing the dissertation and **students are strongly encouraged to attend them**. The following is some preliminary advice:

Students are expected to write clearly and to present a well-constructed argument. Chapter headings are usually helpful guideposts for the reader. The department expects Masters students to observe high standards of spelling, punctuation, and syntax, and students may be penalised for failing to do so. English or American spellings are acceptable, provided usage is consistent. For advice on prose style, consult a reliable manual such as Ernest Gowers, *The Complete Plain Words*, 3rd, rev. edn (Harmondsworth: Penguin, 1987) or William Strunk, *The Elements of Style*, 4th edn (Boston/London: Allyn and Bacon, 2000). Another alternative is a recent edition of *The Chicago Manual of Style*.



Students are allowed to ask somebody to proof-read their dissertation before it is submitted. This person should not, however, be a member of LSE staff (except for Language Centre personnel).

Quotations in major Western languages can be left in their original language, if desired. But in any case quotations should be used in moderation and generally be drawn from primary rather than secondary sources.

Good referencing is essential to avoid plagiarism (see section 7 below). Footnotes are required for all direct quotations and paraphrases and for all uncommon information drawn from primary or secondary sources. Notes should be footnotes rather than endnotes and should be numbered consecutively throughout the dissertation. For further guidance on referencing and bibliographic formats see the guidance documents on the HY498/499 Moodle site.

Students may include an appendix of no more than 12 pages, containing key documents, transcripts of oral history interviews, maps, illustrations, or other visual sources. The appendix must not contain additional dissertation text: if it is found to do so, it will be counted towards the word limit and penalties are likely to be incurred as a result (see sections 2 and 7 above and below).

Students must not put their name or student number, but only their candidate number on the dissertation and are required to state clearly on the dissertation the number of words that it contains (see sections 2, 6 and 7 above and below).

6. Submission

You **MUST** submit your dissertation to Turnitin available on the course Moodle page by **12 noon on Wednesday, 1 September 2027**. Please note that the date and time that you submit your dissertation on Moodle is taken as the official submission time for the purposes of lateness penalties. If you experience any technical issues submitting your dissertation on Moodle, please email your dissertation to ih.pgadmin@lse.ac.uk and make sure it reaches the department by the deadline.

Students must not put their name or student number on the dissertation, but use their 5-digit candidate number instead (not the student ID).

Students are required to state clearly on their dissertation the number of words that it contains (see Sections 2 and 7, above and below).



7. Penalties and Plagiarism

Dissertations exceeding the word limit of 10,000 words, including text and footnotes but excluding the cover page, the table of contents, the list of abbreviations, the bibliography, and appendices, will be subject to the following sliding scale of penalties: **for up to every 100 words over the limit one mark out of 100 will be deducted - penalty kicks in at one word over the limit – ie, at 10,001. Any dissertation with more than 1,000 words over the limit will be given a FAIL mark of 0 automatically. In that event, you would have to re-sit HY498. This would mean re-submitting a new dissertation within the deadline for resubmission. Students are formally required to state the total number of words on the front cover of their dissertation.**

Failure to include a bibliography will result in the deduction of 5 marks out of 100.

Dissertations not submitted by the set deadline (or extended deadline as appropriate) will be subject to the following penalties: **five marks out of 100 will be deducted for coursework submitted within the 24-hours of the deadline and a further five marks will be deducted for each subsequent 24-hour period until the coursework is submitted.** Please see Information on Assessment for the rules and procedures governing extensions.

Plagiarism, ie, the submission of someone else's work without acknowledging the original authorship, is a very serious offence. Both the Department and the School take a very strong line with regard to plagiarism and pursue it vigilantly. If detected in a dissertation, plagiarism is heavily penalised and may jeopardise the student's entire degree. Plagiarism covers not just the literal submission of somebody else's text as one's own (ie, copying out passages from books or articles or downloading material from the internet or copying material from class handouts circulated by staff or other students). It also extends to the appropriation of other people's ideas without acknowledgement. To avoid it students must make certain that all quoted phrases, sentences, or paragraphs are in quotation marks and clearly footnoted and that all passages paraphrasing somebody else's work and ideas are properly footnoted, including page numbers (ie, detailing not just which text they came from, but also from where in the text they are to be found). Self-plagiarism is also unacceptable: this involves the inclusion in the dissertation of passages taken from earlier pieces of work by the student submitted for assessment either at LSE or elsewhere.

Students should remember that when submitting the dissertation, they have to sign a declaration reminding them of LSE's rules on plagiarism and asking them to confirm that they have acknowledged all sources and ideas used in the dissertation. Those found to abuse the system and to plagiarise will face harsh penalties – plagiarism is cheating and will be treated accordingly.



8. Prizes

Exceptional distinction in dissertation performance will be recognised each year by the Examination Board in the form of the award of the Medlicott Prize or Prizes to one or more candidates.

9. Failing and Resubmitting the Dissertation

Please see the separate 'HY498 Regulations, Procedures, Guidance ANNEX: Fail/AB Dissertation Resubmission' for failed or un-submitted dissertations. A current, up-to-date version of this document for the year of the re-submission will be circulated to students who have failed or failed to submit the dissertation after the release of marks in November.





Section 10: HY498

Dissertation Regulations, Procedures, Guidance

ANNEX: Fail/AB Dissertation Resubmission





If students fail the HY498 dissertation, this is either because they have achieved a mark of **less than 50** (categorised as FAIL) or because they did not submit the dissertation (categorised as AB for 'absent' and as a mark of 0 [nil]).

A Fail in the dissertation cannot be compensated by a Merit or better in another course unit (local rule 1 of the Classification Scheme, cf. the MSc Handbook). Students who have failed the dissertation must re-sit HY498 in order to be eligible to graduate next year.

Having failed HY498 also means that the mark achieved at re-sit will be capped at 50 in the calculation of any aggregate for the purpose of degree classification (cf. paragraph 4.2 of the Award Scheme).

Resubmission Deadline: Students can re-submit HY498 during the Postgraduate Resit and Deferred Assessment Period 1 (RDAP 1) in January 2028. This means that, if they pass in the second attempt, they can then be awarded a degree in March and graduate in December 2028. If the student is unable to re-submit the dissertation during RDAP 1, they will need to defer their submission to RDAP 2 in the Spring 2028 exam period. This means that, if they pass their dissertation in RDAP 2, they can then be awarded a degree in July and graduate in December. Please note that deadlines will be treated in the usual fashion with regard to all penalties.

Resubmission Topic: If students have failed due to non-submission and have therefore been categorised as AB [absent] = 0 for HY498, they may submit the dissertation that they were originally working on. They will not be offered any further supervision. Their former supervisor (or, if he or she should be on sabbatical leave, a new member of staff) will merely serve as a formal point of contact. If students have failed because the dissertation did not achieve a mark of 50 or above, then they can re-submit a revised version of their dissertation. They will not be offered any further supervision. The former supervisor (or, if he or she should be on sabbatical leave, a new member of staff) will merely serve as a formal point of contact to be consulted once to discuss how to achieve the new dissertation.

Feedback on failed dissertations: Feedback on failed dissertations will be provided by the point-of-contact (see above) as part of the one-off consultation on the re-submission.

Re-Entry: The Student Services Centre will automatically re-enter students who have failed the dissertation for a re-sit/re-submission in the academic year following the original deadline and will contact students about the re-entry procedures. Students will be charged a re-entry fee.



Section 11: HY4A4

Dissertation Regulations, Procedures, Guidance





1. Introduction

The HY4A4 dissertation with an Asian focus is available for students on the MSc in International and Asian History and LSE-NUS Double MA Degree in Asian and International History. It is the single most important component of this Masters degree programme: the dissertation requires students to pursue sustained primary research in an area of particular interest to them, and it is the sole paper in which a fail mark cannot be compensated by a Merit or better elsewhere (local rule 1 of the Classification Scheme, cf. the MSc Handbook).

These guidelines provide the timetable for the preparation and completion of the dissertation, an account of the departmental rules that govern its technical presentation and formal submission, and some general advice on how best to approach the project. *It is essential that students study this document carefully before beginning work on the dissertation as well as before submitting the dissertation.*

It is strongly recommended that students attend the HY4A4/HY498/HY499 Dissertation Workshops in Autumn Term which provide guidance and practical training in much greater detail.

Workshop one – Regulations and choosing a topic (HY4A4 students only)

Workshop two – Primary and secondary sources (all dissertation students)

Workshop three – The Library and dissertation sources (all dissertation students)

Workshop four – Writing and footnoting (all dissertation students)

Workshop five – The use of generative AI (all dissertation students)



2. Requirements

The HY4A4 dissertation is an exercise in using primary source material to write on a precise topic in International and Asian History. The only formal limit on the choice of subject is that it must fall within the syllabus - ie, it has to be a topic in International History with an Asian angle, and the dissertation has to be a study in the discipline of history. Dissertations that represent contributions to disciplines outside history, such as International Relations or Politics, will not be approved or accepted. Dissertations must therefore be based substantially on a critical analysis of primary sources, and candidates should aim to include an element of originality in the argument and/or the treatment of the evidence. The subject must involve an element of engagement with the analysis of relations between states and/or societies; alternatively it may involve the study of the history of attitudes and/or policies in one society towards others or comparative studies involving at least two states and/or societies. The topic must not be confined purely to the domestic affairs of one society or state. The dissertation supervisor is the final judge of whether a particular topic falls within the syllabus.

Dissertations must not exceed 10,000 words, including text and footnotes but excluding the cover page, the table of contents, the list of abbreviations, the bibliography, and appendices. *Students are required to state clearly on their dissertation the number of words that it contains.* Dissertations that exceed the word limit are subject to penalties (see section 7 below).

Dissertations must include a bibliography of all consulted sources at the end, listing first primary sources (by collection, not referring to individual documents), then secondary sources. Dissertations that do not provide a bibliography are subject to penalties (see section 7 below).

Dissertations must be submitted on time, ie, before the passing of the set deadline. Dissertations that are submitted late are subject to penalties (see section 7 below).

If a student expects to be unable to meet the submission deadline for serious reasons such as illness or bereavement, s/he should immediately discuss the matter with the dissertation supervisor. If deemed appropriate, students shall then apply *in advance* for a formal extension. For more details on the department's extension policy, please see Information on Assessment.



3. Timeline and Procedure

Students should use the Autumn Term to find, decide on, and develop a suitable dissertation topic and consider possible dissertation supervisors. Help with this process is available from the students' personal advisers. Students are then required to complete the HY4A4 Dissertation Proposal Form and to seek approval for their project from their dissertation supervisor before submitting the completed and signed form to the Masters Programmes Administrator at ih.pgadmin@lse.ac.uk.

Supervisors

It is the students' responsibility to find a supervisor. They should meet with the potential supervisor in late Autumn term (every member of staff has weekly office hours) to discuss their dissertation proposal, and then get the supervisor to sign the HY4A4 Dissertation Proposal Form before the deadline at **12 noon on Friday, 11 December 2026**, at the latest.

Note that the availability of individual supervisors is limited (and decreasing over time) as the supervision load is equally distributed among the teaching staff in the department. Every member of staff has a capped number of supervision slots, which fill up as supervisors take on supervisees. If the supervisor you wish to work with already has full number of dissertations s/he can supervise, you have to approach another member of staff.

Dissertation Proposals

The proposal form asks students to outline their topic and research question, the primary sources available for research, and the most important relevant literature. It is designed to ensure that the dissertation conforms to the department's regulations; that it is not too broad; and that it is on a subject with accessible primary sources. For the proposal itself to be approved, it needs to:

1. be sufficiently specific and substantial (incomplete, broad, or superficial proposals or proposals whose feasibility appears questionable will be rejected by the supervisor);
2. comply with the HY4A4 rules and regulations in this document.



Form and Deadline

The HY4A4 Dissertation Proposal Form is available on the HY4A4 Moodle site. Completed forms must be signed by the supervisor and submitted to the Masters Programmes Administrator at ih.pgadmin@lse.ac.uk by **12 noon on Friday, 11 December 2026**, at the latest.

Students, who miss the deadline for submitting a dissertation proposal with a confirmed supervisor, will be allocated a 'technical' supervisor who will assist them with general methodological and writing issues. Students cannot expect a subject-specialist supervisor if they miss the deadline.

Title Changes

Later title changes and changes in scope (within the confines of the same geographical region and time period) can be agreed informally with the supervisor at any time. Title changes do not require the approval of the Masters Programmes Tutor but do need to be registered with the office. However, do take care with the wording of the working title indicated on the proposal form as dissertation markers will be allocated on that basis.

Topic Changes

Significant later changes of the topic itself (ie, those that tackle a new geographical region or a significantly different time period from the original proposal) require the approval of the supervisor, and students will need to submit a new proposal on the HY4A4 Masters Dissertation Topic Change Form (available on Moodle), signed off by their supervisor, and submitted to the programme administrator before the end of the Spring Term.

Students who change their topic without discussing it with their supervisor and without, in the case of topic changes, resubmitting a Topic Change Proposal Form bear full responsibility for ensuring that their subject is within the regulations; if it is not, the dissertation will be failed.



Supervision after the Winter Term and Feedback on Written Work

It is the students' responsibility to contact their supervisor to arrange at least one but no more than three meetings in the Spring Teaching Term to discuss their dissertation. At this stage the supervisor will be prepared to read and give feedback on either a draft table of contents and a draft chapter or draft section of no more than 1,000 words or on a detailed plan of the dissertation of no more than 1,000 words. A mark will not be included in this feedback. Members of staff have no formal supervising obligations after their teaching and marking ends in June and are likely to travel for research or be otherwise unavailable for extended periods. It is the students' responsibility to enquire about the details of their supervisor's availability during the summer in good time and to make arrangements accordingly.

4. Sources

Most students undertake research for their dissertations in archives, such as for example the British National Archives (formerly the Public Record Office, PRO) at Kew or the US National Archives in College Park, MD near Washington, DC or an American Presidential Library. Note that the LSE Library Archives also have extensive holdings pertaining, in particular, to modern British history. However, published documents in edited collections – for example those in the *Foreign Relations of the United States* series or the *Documents Diplomatiques Français* – or primary documents found on respectable web sites are acceptable alternatives to archival research. For those working on pre-twentieth century topics numerous published sources, such as for example the *Calendar of State Papers*, exist and are easily accessible.

Memoirs, diaries, relevant media reports and information gathered from witness interviews also count as primary sources, but they should normally be used in conjunction with, not as alternatives to, documentary sources.

When choosing the subject and identifying the source material, students need to consider the opportunities and limitations resulting from their language skills: their language skills must be sufficient for the nature of the topic and the resulting primary and secondary sources of importance.

The HY4A4 Dissertation Workshops provide detailed information on primary sources and archival research as well as on secondary sources, covering both bibliographic techniques (how to find literature) and how to work with the historiography (the existing historical writing on a subject).

If students have any doubts about the appropriateness or combination of sources, they should consult their adviser/supervisor.



5. Writing and Presentation

The HY4A4 Dissertation Workshops in the Autumn Term provide further guidance on writing the dissertation and students are **strongly encouraged to attend them**. The following is some preliminary advice:

Students are expected to write clearly and to present a well-constructed argument. Chapter headings are usually helpful guideposts for the reader. The department expects Masters students to observe high standards of spelling, punctuation, and syntax, and students may be penalised for failing to do so. English or American spellings are acceptable, provided usage is consistent. For advice on prose style, consult a reliable manual such as Ernest Gowers, *The Complete Plain Words*, 3rd, rev. edn (Harmondsworth: Penguin, 1987) or William Strunk, *The Elements of Style*, 4th edn (Boston/London: Allyn and Bacon, 2000). Another alternative is a recent edition of *The Chicago Manual of Style*.

Students are allowed to ask somebody to proof-read their dissertation before it is submitted. This person should not, however, be a member of LSE staff (except for Language Centre personnel).

Quotations in major Western languages can be left in their original language, if desired. But in any case quotations should be used in moderation and generally be drawn from primary rather than secondary sources.

Good referencing is essential to avoid plagiarism (see section 7 below). Footnotes are required for all direct quotations and paraphrases and for all uncommon information drawn from primary or secondary sources. Notes should be footnotes rather than endnotes and should be numbered consecutively throughout the dissertation. For further guidance on referencing and bibliographic formats see the guidance documents on the HY498/499 Moodle site.

Students may include an appendix of no more than 12 pages, containing key documents, transcripts of oral history interviews, maps, illustrations, or other visual sources. The appendix must not contain additional dissertation text: if it is found to do so, it will be counted towards the word limit and penalties are likely to be incurred as a result (see sections 2 and 7 above and below).

Students must not put their name or student number, but only their candidate number on the dissertation and are required to state clearly on the dissertation the number of words that it contains (see sections 2, 6 and 7 above and below).



6. Submission

You **MUST** submit your dissertation to Turnitin available on the course Moodle page by **12 noon on Wednesday, 1 September 2027**. Please note that the date and time that you submit your dissertation on Moodle is taken as the official submission time for the purposes of lateness penalties. If you experience any technical issues submitting your dissertation on Moodle, please email your dissertation to ih.pgadmin@lse.ac.uk and make sure it reaches the department by the deadline.

Students must not put their name or student number on the dissertation, but use their 5-digit candidate number instead (not the student ID).

Students are required to state clearly on their dissertation the number of words that it contains (see Sections 2 and 7, above and below).

7. Penalties and Plagiarism

Dissertations exceeding the word limit of 10,000 words, including text and footnotes but excluding the cover page, the table of contents, the list of abbreviations, the bibliography, and appendices, will be subject to the following sliding scale of penalties: **for up to every 100 words over the limit one mark out of 100 will be deducted - penalty kicks in at one word over the limit – ie, at 10,001. Any dissertation with more than 1,000 words over the limit will be given a FAIL mark of 0 automatically. In that event, you would have to re-sit HY4A4. This would mean re-submitting a new dissertation within the deadline for resubmission. Students are formally required to state the total number of words on the front cover of their dissertation.**

Failure to include a bibliography will result in the *deduction of 5 marks out of 100*.

Dissertations not submitted by the set deadline (or extended deadline as appropriate) will be subject to the following penalties: **five marks out of 100 will be deducted for coursework submitted within the 24-hours of the deadline and a further five marks will be deducted for each subsequent 24-hour period until the coursework is submitted.** Please see Information on Assessment for the rules and procedures governing extensions.



Plagiarism, ie, the submission of someone else's work without acknowledging the original authorship, is a very serious offence. Both the Department and the School take a very strong line with regard to plagiarism and pursue it vigilantly. If detected in a dissertation, plagiarism is heavily penalised and may jeopardise the student's entire degree. Plagiarism covers not just the literal submission of somebody else's text as one's own (ie, copying out passages from books or articles or downloading material from the internet or copying material from class handouts circulated by staff or other students). It also extends to the appropriation of other people's ideas without acknowledgement. To avoid it students must make certain that all quoted phrases, sentences, or paragraphs are in quotation marks and clearly footnoted and that all passages paraphrasing somebody else's work and ideas are properly footnoted, including page numbers (ie, detailing not just which text they came from, but also from where in the text they are to be found). Self-plagiarism is also unacceptable: this involves the inclusion in the dissertation of passages taken from earlier pieces of work by the student submitted for assessment either at LSE or elsewhere.

Students should remember that when submitting the dissertation, they have to sign a declaration reminding them of LSE's rules on plagiarism and asking them to confirm that they have acknowledged all sources and ideas used in the dissertation. Those found to abuse the system and to plagiarise will face harsh penalties – plagiarism is cheating and will be treated accordingly.

8. Prizes

Exceptional distinction in dissertation performance will be recognised each year by the Examination Board in the form of the award of the Medicott Prize or Prizes to one or more candidates.

9. Failing and Resubmitting the Dissertation

Please see the separate 'HY4A4 Regulations, Procedures, Guidance ANNEX: Fail/AB Dissertation Resubmission' for failed or un-submitted dissertations. A current, up-to-date version of this document for the year of the re-submission will be circulated to students who have failed or failed to submit the dissertation after the release of marks in November.



Section 12: HY4A4 Dissertation Regulations, Procedures, Guidance ANNEX: Fail/AB Dissertation Resubmission





If students fail the HY4A4 dissertation, this is *either* because they have achieved a mark of **less than 50** (categorised as FAIL) *or* because they did not submit the dissertation (categorised as AB for 'absent' and as a mark of 0 [nil]).

A Fail in the dissertation cannot be compensated by a Merit or better in another course unit (local rule 1 of the Classification Scheme, cf. the MSc Handbook).

Students who have failed the dissertation must re-sit HY4A4 in order to be eligible to graduate next year.

Having failed HY4A4 also means that the mark achieved at re-sit will be capped at 50 in the calculation of any aggregate for the purpose of degree classification (cf. paragraph 4.2 of the Award Scheme).

Resubmission Deadline: Students can re-submit HY4A4 during the Postgraduate Resit and Deferred Assessment Period 1 (RDAP 1) in January 2028. This means that, if they pass in the second attempt, they can then be awarded a degree in March and graduate in December 2028. If the student is unable to re-submit the dissertation during RDAP 1, they will need to defer their submission to RDAP 2 in the Spring 2028 exam period. This means that, if they pass their dissertation in RDAP 2, they can then be awarded a degree in July and graduate in December. Please note that deadlines will be treated in the usual fashion with regard to all penalties.

Resubmission Topic: If students have failed due to non-submission and have therefore been categorised as AB [absent] = 0 for HY4A4, they may submit the dissertation that they were originally working on. They will not be offered any further supervision. Their former supervisor (or, if he or she should be on sabbatical leave, a new member of staff) will merely serve as a formal point of contact. If students have failed because the dissertation did not achieve a mark of 50 or above, then they can re-submit a revised version of their dissertation. They will not be offered any further supervision. The former supervisor (or, if he or she should be on sabbatical leave, a new member of staff) will merely serve as a formal point of contact to be consulted once to discuss how to achieve the new dissertation.

Feedback on failed dissertations: Feedback on failed dissertations will be provided by the point-of-contact (see above) as part of the one-off consultation on the re-submission.

Re-Entry: The Student Services Centre will automatically re-enter students who have failed the dissertation for a re-sit/re-submission in the academic year following the original deadline and will contact students about the re-entry procedures. Students will be charged a re-entry fee.



Section 13: HY490 Dissertation Regulations, Procedures, Guidance





1. Introduction

The HY490 dissertation in International History is mandatory for the MA in Modern History. It is the single most important component of this Masters degree programme: the dissertation requires students to pursue sustained primary research in an area of particular interest to them, and it is the sole paper in which a fail mark cannot be compensated by a Merit or better elsewhere (local rule 1 of the Classification Scheme, cf. the MSc Handbook).

These guidelines provide the timetable for the preparation and completion of the dissertation, an account of the departmental rules that govern its technical presentation and formal submission, and some general advice on how best to approach the project. *It is essential that students study this document carefully before beginning work on the dissertation as well as before submitting the dissertation.*

It is strongly recommended that students attend the HY498/HY499/HY490 Dissertation Workshops in Autumn Term, which provide guidance and practical training in greater detail.

Workshop one – Regulations and choosing a topic (HY490 students only)

Workshop two – Primary and secondary sources (all dissertation students)

Workshop three – The Library and dissertation sources (all dissertation students)

Workshop four – Writing and footnoting (all dissertation students)

Workshop five – The use of generative AI (all dissertation students)

2. Requirements

The HY490 dissertation is an exercise in using primary sources to write on a precise topic in Modern History. Candidates should aim to include an element of originality in the conceptualising of the thesis and/or the treatment of the evidence.

The dissertation has to be a study in International History. The dissertation is an exercise in using primary sources to write on a precise topic in Modern History. Students will be required to write a 10,000-word dissertation based on their own research. This can be on any topic decided in consultation with a supervisor in the Department of International History, and include topics which are international, domestic, theoretical and historiographical. Candidates should aim to include an element of originality in the argument and/or the treatment of the evidence.



The topic must not be confined purely to the domestic affairs of one society or state. The supervisor is the final judge of whether a particular topic falls within the syllabus.

Dissertations must not exceed 10,000 words, including text and footnotes but excluding the cover page, the table of contents, the list of abbreviations, the bibliography, and appendices. Students are required to state clearly on their dissertation the number of words that it contains. Dissertations that exceed the word limit are subject to penalties (see Section 7 below).

Dissertations must include a bibliography of all consulted sources at the end, listing first primary sources (by collection, not referring to individual documents), then secondary sources. Dissertations that do not provide a bibliography are subject to penalties (see Section 7 below).

Dissertations must be submitted on time, ie, before the passing of the set deadline. Dissertations that are submitted late are subject to penalties (see Section 7 below).

If a student expects to be unable to meet the submission deadline for serious reasons such as illness or bereavement, s/he should immediately discuss the matter with the dissertation supervisor. If deemed appropriate, students shall then apply *in advance* for a formal extension. For more details on the department's extension policy, please see Information on Assessment.

3. Timeline and Procedure

Students should use the Autumn Term to find, decide on, and develop a suitable dissertation topic and consider possible dissertation supervisors. Help with this process is available from the students' academic mentors. Students are then required to complete the HY490 Dissertation Proposal Form and to seek approval for their project from their dissertation supervisor before submitting the completed and signed form to MSc Programmes Administrator at ih.pgadmin@lse.ac.uk



Supervisors

It is the students' responsibility to find a dissertation supervisor. They should meet with the potential supervisor in Autumn term (every member of staff has weekly office hours) to discuss their dissertation proposal, and then get the supervisor to sign the HY490 Dissertation Proposal Form before the deadline, **12 noon of Friday, 15 January 2027**, at the latest.

Note that the availability of individual supervisors is limited (and decreasing over time) as the supervision load is equally distributed among the teaching staff in the department. Every member of staff has a capped number of supervision slots, which fill up as supervisors take on supervisees. If the supervisor you wish to work with already has full number of dissertations s/he can supervise, you have to approach another member of staff.

Dissertation Proposals

The proposal form asks students to outline their topic and research question, the primary sources available for research, and the most important relevant literature. It is designed to ensure that the dissertation conforms to the department's regulations; that it is not too broad; and that it is on a subject with accessible primary sources. For the proposal itself to be approved, it needs to:

1. be sufficiently specific and substantial (incomplete, broad, or superficial proposals or proposals whose feasibility appears questionable will be rejected by the supervisor);
2. comply with the HY490 rules and regulations in this document.

Form and Deadline

The HY490 Dissertation Proposal Form is available on the HY490 Moodle site. Completed forms must be signed by the supervisor and submitted to MSc Programmes Administrator at ih.pgadmin@lse.ac.uk by **12 noon of Friday, 15 January 2027**, at the very latest.

Students, who miss the deadline for submitting a dissertation proposal with a confirmed supervisor, will be allocated a 'technical' supervisor who will assist them with general methodological and writing issues. Students cannot expect a subject-specialist supervisor if they miss the deadline.



Title Changes

Later title changes and changes in scope (within the confines of the same geographical region and time period) can be agreed informally with the supervisor at any time. Title changes do not require approval by the Masters Programmes Tutor but do need to be registered with the office. However, do take care with the wording of the working title indicated on the proposal form as dissertation markers will be allocated on that basis.

Topic Changes

Significant later changes of the topic itself (ie, those that tackle a new geographical region or a significantly different time period from the original proposal) require the approval of the supervisor, and students will need to submit a new proposal on the HY490 Masters Dissertation Topic Change Form (available on Moodle), signed off by their supervisor, and submitted to MSc Programmes Administrator before the end of the Spring Term.

Students who change their topic without discussing it with their supervisor and without, in the case of topic changes, resubmitting a Topic Change Proposal Form bear full responsibility for ensuring that their subject is within the regulations; if it is not, the dissertation will be failed.

Supervision after the Winter Term and Feedback on Written Work

It is the students' responsibility to contact their supervisor to arrange at least one but no more than three meetings in the Spring Teaching Term to discuss their dissertation. At this stage the supervisor will be prepared to read and give feedback on either a draft table of contents and a draft chapter or draft section of no more than 1,000 words or on a detailed plan of the dissertation of no more than 1,000 words. A mark will not be included in this feedback. Members of staff have no formal supervising obligations after their teaching and marking ends in June and are likely to travel for research or be otherwise unavailable for extended periods. It is the students' responsibility to enquire about the details of their supervisor's availability during the summer in good time and to make arrangements accordingly.



4. Sources

Most students undertake research for their dissertations in archives, such as for example the British National Archives (formerly the Public Record Office, PRO) at Kew or the US National Archives in College Park, MD near Washington, DC or an American Presidential Libraries. Note that the LSE Library Archives also have extensive holdings pertaining, in particular, to modern British history. However, published documents in edited collections – for example those in the *Foreign Relations of the United States* series or the *Documents Diplomatiques Français* – or primary documents found on respectable web sites are acceptable alternatives to archival research. For those working on pre-twentieth century topics numerous published sources, such as for example the *Calendar of State Papers*, exist and are easily accessible.

Memoirs, diaries, relevant media reports and information gathered from witness interviews also count as primary sources, but they should normally be used in conjunction with, not as alternatives to, documentary sources.

When choosing the subject and identifying the source material, students need to consider the opportunities and limitations resulting from their language skills: their language skills must be sufficient for the nature of the topic and the resulting primary and secondary sources of importance.

The HY490 Dissertation Workshops provide detailed information on primary sources and archival research as well as on secondary sources, and further information can also be found on the HY490 Moodle website.

If students have any doubts about the appropriateness or combination of specific sources in view of their particular topic, they should always consult their supervisor.

5. Writing and Presentation

The HY490 Dissertation Workshops in the Autumn Term provide further guidance on writing the dissertation **and students are strongly encouraged to attend them**. The following is some preliminary advice:

Students are expected to write clearly and to present a well-constructed argument. Chapter headings are usually helpful guideposts for the reader. The department expects Masters students to observe high standards of spelling, punctuation, and syntax, and students may be penalised for failing to do so. English or American spellings are acceptable, provided usage is consistent. For advice on prose style, consult a reliable manual such as Ernest Gowers, *The Complete Plain Words*, 3rd, rev. edn (Harmondsworth: Penguin, 1987) or William Strunk, *The Elements of Style*, 4th edn (Boston/London: Allyn and Bacon, 2000). Another alternative is a recent edition of *The Chicago Manual of Style*.



Students are allowed to ask somebody to proof-read their dissertation before it is submitted. This person should not, however, be a member of LSE staff (except for Language Centre personnel).

Quotations in major Western languages can be left in their original language, if desired. But in any case quotations should be used in moderation and generally be drawn from primary rather than secondary sources.

Good referencing is essential to avoid plagiarism (see section 7 below). Footnotes are required for all direct quotations and paraphrases and for all uncommon information drawn from primary or secondary sources. Notes should be footnotes rather than endnotes and should be numbered consecutively throughout the dissertation. For further guidance on referencing and bibliographic formats see the guidance documents on the HY490 Moodle site.

Students may include an appendix of no more than 12 pages, containing key documents, transcripts of oral history interviews, maps, illustrations, or other visual sources. The appendix must not contain additional dissertation text: if it is found to do so, it will be counted towards the word limit and penalties are likely to be incurred as a result (see sections 2 and 7 above and below).

Students must not put their name or student number, but only their candidate number on the dissertation and are required to state clearly on the dissertation the number of words that it contains (see sections 2, 6 and 7 above and below).

6. Submission

You **MUST** submit your dissertation to Turnitin available on the course Moodle page by **12 noon on Wednesday, 1 September 2027**. Please note that the date and time that you submit your dissertation on Moodle is taken as the official submission time for the purposes of lateness penalties. If you experience any technical issues submitting your dissertation on Moodle, please email your dissertation to ih.pgadmin@lse.ac.uk and make sure it reaches the department by the deadline.

Students *must not* put their name or student number on the dissertation, but use their 5-digit candidate number instead (not the student ID).

Students are required to state clearly on their dissertation the number of words that it contains (see sections 2 and 7 above and below).



7. Penalties and Plagiarism

Dissertations exceeding the word limit of 10,000 words, including text and footnotes but excluding the cover page, the table of contents, the list of abbreviations, the bibliography, and appendices, will be subject to the following sliding scale of penalties: **for up to every 100 words over the limit one mark out of 100 will be deducted - the penalty kicks in at one word over the limit – ie, at 10,001. Any dissertation with more than 1,000 words over the limit will be given a FAIL mark of 0 automatically. In that event, you would have to re-sit HY490. This would mean re-submitting a new dissertation within the deadline for resubmission. Students are formally required to state the total number of words on the front cover of their dissertations.**

Failure to include a bibliography will result in the deduction of 5 marks out of 100.

Dissertations not submitted by the set deadline (or extended deadline as appropriate) will be subject to the following penalties: **5 marks out of 100 will be deducted for coursework submitted within the 24-hours of the deadline; a further five marks will be deducted for each subsequent 24-hour period until the coursework is submitted.** Please see Information on Assessment for the rules and procedures governing extensions.

Plagiarism, ie, the submission of someone else's work without acknowledging the original authorship, **is a very serious offence**. Both the Department and the School take a very strong line with regard to plagiarism and pursue it vigilantly. If detected in a dissertation, plagiarism is heavily penalised and may jeopardise the student's entire degree. Plagiarism covers not just the literal submission of somebody else's text as one's own (ie, copying out passages from books or articles or downloading material from the internet or copying material from class handouts circulated by staff or other students). It also extends to the appropriation of other people's ideas without acknowledgement. To avoid it, students must make certain that all quoted phrases, sentences, or paragraphs are in quotation marks and clearly footnoted and that all passages paraphrasing somebody else's work and ideas are properly footnoted, including page numbers (ie, detailing not just which text they came from, but also from where in the text they are to be found). Self-plagiarism is also unacceptable: this involves the inclusion in the dissertation of passages taken from earlier pieces of work by the student submitted for assessment either at LSE or elsewhere.

Students should remember that, when submitting the dissertation, they have to sign a declaration reminding them of LSE's rules on plagiarism and asking them to confirm that they have acknowledged all sources and ideas used in the dissertation. Those found to abuse the system and to plagiarise will face harsh penalties – plagiarism is cheating and will be treated accordingly.



8. Prizes

Exceptional distinction in dissertation performance will be recognised each year by the Examination Board in the form of the award of the Medicott Prize or Prizes to one or more candidates.

9. Failing and Resubmitting the Dissertation

Please see the separate 'HY490 Dissertation Regulations, Procedures, Guidance ANNEX: Fail/AB Dissertation Resubmission' for failed or un-submitted dissertations. A current, up-to-date version of this document for the year of the re-submission will be circulated to students who have failed or failed to submit the dissertation after the release of marks in November.





Section 14: HY490 Dissertation Regulations, Procedures, Guidance ANNEX: Fail/AB Dissertation Resubmission





If students fail the HY490 dissertation, this is either because they have achieved a mark of **less than 50** (categorised as FAIL) or because they did not submit the dissertation (categorised as AB for 'absent' and as a mark of 0 [nil]).

A Fail in the dissertation cannot be compensated by a Merit or better in another course unit (local rule 1 of the Classification Scheme, cf. the MSc Handbook). Students who have failed the dissertation must re-sit HY490 in order to be eligible to graduate next year.

Having failed HY490 also means that the mark achieved at re-sit will be capped at 50 in the calculation of any aggregate for the purpose of degree classification (cf. paragraph 4.2 of the Award Scheme).

Resubmission Deadline: Students can re-submit HY490 during the Postgraduate Resit and Deferred Assessment Period 1 (RDAP 1) in January 2028. This means that, if they pass in the second attempt, they can then be awarded a degree in March and graduate in December 2028. If the student is unable to re-submit the dissertation during RDAP 1, they will need to defer their submission to RDAP 2 in the Spring 2028 exam period. This means that, if they pass their dissertation in RDAP 2, they can then be awarded a degree in July and graduate in December. Please note that deadlines will be treated in the usual fashion with regard to all penalties.

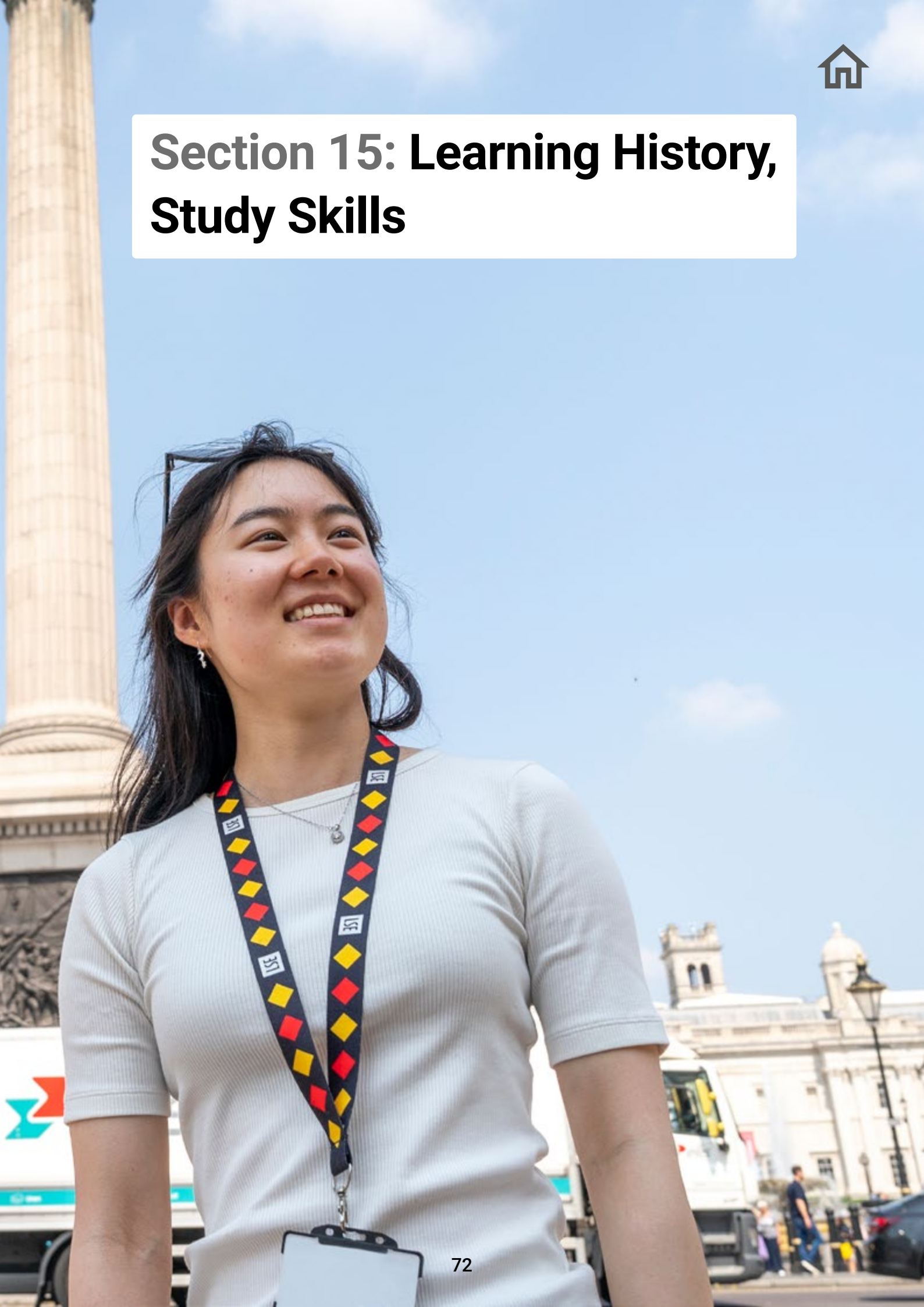
Resubmission Topic: If students have failed due to non-submission and have therefore been categorised as AB [absent] = 0 for HY490, they may submit the dissertation that they were originally working on. They will not be offered any further supervision. Their former supervisor (or, if he or she should be on sabbatical leave, a new member of staff) will merely serve as a formal point of contact. If students have failed because the dissertation did not achieve a mark of 50 or above, then they can re-submit a revised version of their dissertation. They will not be offered any further supervision. The former supervisor (or, if he or she should be on sabbatical leave, a new member of staff) will merely serve as a formal point of contact to be consulted once to discuss how to achieve the new dissertation.

Feedback on failed dissertations: Feedback on failed dissertations will be provided by the point-of-contact (see above) as part of the one-off consultation on the re-submission.

Re-Entry: The Student Services Centre will automatically re-enter students who have failed the dissertation for a re-sit/re-submission in the academic year following the original deadline and will contact students about the re-entry procedures. Students will be charged a re-entry fee.



Section 15: Learning History, Study Skills





Why Study History?

'Important abilities and qualities of mind are acquired through the study of History. They are particularly valuable for the graduate as citizen and are readily transferable to many occupations and careers'

'The particular characteristics of History as a discipline: Its subject matter, distinguishing it from other humanities and social sciences, consists of the attempts of human beings in the past to organise life materially and conceptually, individually and collectively, while the object of studying these things is to widen students' experience and develop qualities of perception and judgement. History provides a distinctive education by providing a sense of the past, an awareness of the development of differing values, systems and societies and the inculcation of critical yet tolerant personal attitudes.'

'History's ability to promote understanding between cultures and between national traditions remains as important as ever.'

[Extracts from: History Benchmarking Draft Report, 1999]

**** *****

Apart from being extremely enjoyable and enabling students to learn about the past, to understand the past and through it, come to a far better understanding of the present, history also offers students the opportunity to acquire and improve on many of the key skills which have been identified as a priority for Higher Education after consultation with employers.

Each of the courses we offer has a separate description of its content and the way it is taught and examined. Each is distinctive and seeks to cover different yet complementary areas of history and chronological periods. Some also place particular stress on certain skills.

This document highlights the generic skills that are integral to all our courses.

Key Skills

The ideal graduate has recently been defined as someone who is adaptive, responsible and reflective, as well as possessing high level analytical and problem-solving skills. A number of key skills have been identified which have both intrinsic value and are regarded by employers as vital for the workplace:

- Communication (verbal and written)
- The use of information technology
- Learning to learn/ improving own learning and performance/working with others/numeracy.



Studying History

History places particular stress on the development of independent thought and analytical skills, and requires excellent communication skills, namely high levels of literacy and oral presentation. Consequently, students following history courses will be expected to do a great deal of independent work and independent thinking, as well as a good deal of reading and writing. You have to present the results of research both in independent work and in the context of group discussions. The need to come to terms with unfamiliar periods and areas facilitates reflective and adaptable skills, empathy and imaginative insight within critical and methodological constraints. Learning to understand the sixteenth-century Inquisitor or the Chinese peasant in the Cultural Revolution is not only fascinating in itself, but a complex exercise and nurtures multiple skills, not least enabling you to learn to understand unfamiliar cultures and belief systems. These topics are therefore as relevant in terms of skills as the most recent history of your own country. In making your choices you should bear these factors in mind. For those who come convinced that only Twentieth-Century History is relevant, think again!

The MSc in International and World History offers various types of courses in a wide range of subject areas. You are offered the opportunity to master a variety of subjects, in different formats, learning to deal with a wide intellectual and cultural range. Courses vary from general overviews at one extreme, to in-depth primary-source studies at the other. The former encourages understanding of historical process, with its mix of continuity and change; the latter sharpens the analysis of documentary and other material, developing research methods.

We encourage students to cover national as well as international history; political as well as social; early modern as well as contemporary; history of ideas as much as history of events. Each level, each topic, provides specific tasks and stretches the student in a different direction. Collectively, they reinforce each other as nurture the acquisition of complementary skills. History degrees aim to widen the student's experience and develop qualities of perception and judgement, while fostering intellectual independence, sharpness and maturity.



Seminars

History in general encourages and develops both conceptual and thematic thinking and requires the results to be expressed coherently and persuasively. Classes and seminars at this level are not passive learning exercises. They are intended to allow you to discuss the reading you have done and to learn from others. They will help you to develop vital communication and critical skills. Here you are expected to listen, engage in debate, offer reasoned arguments and learn to sustain or amend your own views in the light of the response of others. Although it does not account for your final mark, you will be graded throughout your career on class performance and employers invariably request comments on this area of a student's performance.

Essays

History requires high levels of literacy. Employers too emphasise the need for high levels of proficiency in written work. The ability to persuade through reasoned and clear argument is invaluable in many areas of life. History requires the production of essays and other forms of written work and it both rewards good skills and penalises poor quality work.

Writing essays forces you to practice these technical skills, prompting you to develop greater clarity in structure and expression while also giving you the opportunity to refine your skills at putting forward clear arguments. Demonstrating an understanding of material, conceptual grasp, marshalling an argument, deploying ideas and information, these are the crucial skills to develop.

You will get feedback from essays and classes regarding your general standard of English. You should not ignore these comments. On the contrary, you should act on the recommendations to improve. There are books which give helpful hints on essay writing. For more serious problems, the Language Centre can provide help. It is essential to appreciate that poor spelling, poor syntax and poor presentation will affect your marks adversely in the exams and will make you less attractive to future employers.

Essays require independent research as well as coherent explanations. You are encouraged to do as much work independently as you can, to read widely and extensively. Having gathered information from various sources you must learn how to organise and assess it, although it will often be contradictory or conflicting. This is why you are encouraged to explore the library's holdings independently and only rarely given specific page references to books or articles. Learning how to identify the main topics for your essay and how to find the relevant information are essential parts of your training.



Section 16: A Guide to Writing





1. Organisation

History essays and examination answers normally consist of three parts:

- 1 An **analytical** introduction of at least half a page that familiarises the reader with the issue you will address; makes clear your attitude toward it; and mentions in passing the sub-topics through which you will address it. Try to **break the issue down into its component parts**, and make each part a sub-topic.
- 2 The body of the paper: a carefully structured series of **logically linked paragraphs** that develops each of your sub-topics using **specific** evidence and examples.
- 3 An **analytical** conclusion that flows logically from your argument and **sums it up**, with reference to the evidence deployed in the body of your paper.

2. Paragraphs

A paragraph **must** contain the following three elements:

- 1 A 'topic sentence' that makes clear the paragraph's subject, and provides a **logical transition** from the preceding paragraph.
- 2 Several sentences of **development** of the **thought** of the topic sentence.
- 3 A concluding sentence that ends the train of **thought** appropriately, and helps provide a **logical transition** to the following paragraph.

3. Avoiding non-sentences

Sentences **must** have at least a **subject** and a **verb**:

No: 'A secret organisation called Mau Mau with no clear leader nor single definition'.

No: 'It is easy to see that due to Germany's aims at any cost to become a world power unleashed the forces causing World War I.'



4. Perfect spelling

Please always use a **spelling checker** or a dictionary! And always **proof-read** carefully.

5. Crack the use of the apostrophe to show plural or something belonging to something

The Queen

The four Queens

The Queen's Crown

The Queens' Palaces

'It's' is a short version of 'It is', and better not used.

6. Avoid the passive voice, non-specifics and generalisations

PASSIVE VOICE: 'There was a view that the Congo might break-up in 1960 and the Prime-Minister was assassinated.'

ACTIVE VOICE: 'Western powers feared the Congo might break-up in 1960, and used proxies to assassinate Lumumba.'

The phrase 'there was' – is best avoided.

7. Ditch present participles

Present participles are verb forms ending in **-ing** that designate continuing action.

Use them as sparingly as possible.

Eg: 'Seeing the French Navy approaching, Nelson's tactics shifted.'

Better: 'As the French Navy approached...'

8. Write impersonally

'I' 'Me'. 'We'. Use sparingly.

Make the **historical actors or forces** the **subjects** of your sentences – even introductory ones.



9. Verb tenses

Deal with **past** events using the **past** tenses.

NB:

- 1 The past tense of '**to lead**' is '**led**'.
- 2 **would**, when used to designate a past time closer to the present than the past time you are discussing (ie, '...would occur...') is awkward, **Always use a past tense instead**.
- 3 **might** is the past tense of '**may**'.

10. Singular or plural?

Never mix **singular** subjects with **plural** verbs or pronouns (or vice versa): 'Even in making the treaty, **Germany** felt it should be made on **their** terms.'

(**Germany** is singular, **their** is plural).

11. Gender and numbers

Pronouns that refer to countries should always be neuter ('its') not feminine ('her'). The **United States** – since 1865, is a **unit**; please consider it **singular** for purposes of pronoun agreement. In general, collective **nouns** ('government'; 'Nazi Party'; country names such as 'Germany' or 'France') are **singular** and therefore take **singular verbs and pronouns**.

12. Don't use pronouns without a clear antecedent

Beware of using sentences or paragraphs that begin with 'this'.

For instance: 'This was the basic idea of French policy...' (beginning a paragraph)
The reader may be left confused.

13. Commas

Commas are **pauses**: they halt the flow of the sentence. Do not use a comma unless you really want a pause. Read your sentences out loud to detect excessive use of commas. Shorter sentences are good for clarity. Don't glue separate sentences together with a comma.



14. Abbreviations, colloquialisms, jargon

Contractions (can't, won't, it's, and so on) are **unacceptable in formal writing**. Colloquialisms (slang) and jargon are not a good idea either. Do not use eg. Avoid phrases such as:

- **'at that time'** [be specific - use the **date** instead]
- **'time period'** [redundant - what is a period if not a period of time?]
- **'So,'** (beginning a sentence)

15. Verbosity, redundancy, repetition

Make every word count. **Never say the same thing twice in successive sentences.** Do not even repeat the **same word** in successive sentences unless you wish to emphasise it, cannot find a substitute, or the word is the subject of the sentence. But when in doubt, choose repetition over lack of clarity.

16. Frequently misused or mis-spelled words

Affect (as a noun) : do not confuse it with 'cause and **effect**'. The verb 'to **affect**' means 'to influence'; 'to **effect**' is an archaic way of saying 'to do'. **Do not confuse the two.**

Advancement as a noun, except when meaning career advancement: the noun is '**advance**' (as in 'advances in science')

Aggression: double g

As, in a causal sense, is stuck up and unclear. Use 'because' or 'since'.

Ascendancy when you mean '**ascent**' or '**accession**' (to the throne)

Disinterest, disinterested means not having a stake in; if you mean **lack of interest, uninterested, Expansionary** is not a word; the word is **expansionist**

Like with a verb, as in the slogan 'like a cigarette should'. Use **like** only to compare nouns; with verbs, substitute 'as' for 'like.'

Quote is a **verb** and nothing else; the **noun** is '**quotation**'.

Tenet, a fundamental principle of a religion or ideology, from the Latin *tenere*, to hold (often misspelled as 'tenent' or 'tenant' or simply garbled).

To, too: the difference is great: be especially careful in proofreading

Whilst, while not incorrect, if you can bear to use **while**, please do so.



17. Quotations

Quotations from **secondary** sources - with rare exceptions - clutter the text to no purpose except as padding. Therefore, **do not quote**, except when citing **primary** sources such as the words of historical figures, or when taking issue with a secondary source on a point of interpretation.

If you use a long quotation that runs over two lines, then you must indent it as a mini paragraph and you do not use quotation marks.

All other quotes should conform to either the UK style (single quotes inside the sentence)

The tsar insisted 'Napoleon's use of the word "constitution" is wrong'.

OR the American style (double quotes outside the sentence):

The tsar insisted "Napoleon's use of the word 'constitution' is wrong."

Be consistent. For further elaboration on footnoting see the Dissertation Guidelines.

18. Capitalisation

Use capitalisation sparingly - a little goes along way. As a general rule, only capitalise proper nouns, including full names of institutions. Do not capitalise titles ('president,' 'king,' 'queen') unless they immediately precede the name of an individual. One exception: always capitalise **German nouns** (Dolchstoss, Blitzkrieg, Geist, etc.)

19. Reference works

The following may be particularly useful in refining style and organisation:

- *The Economist Style Guide* 11th edition (2015) PE1421 S93
- Christopher Lasch, *Plain Style: A Guide to Written English* (2002) **PE1408 L34**
- William Strunk, Jr and E. B. White, *The Elements of Style* **PE1408 S92**
- W. H. Fowler, *A Dictionary of Modern English Usage* (1965) **PE1625 F78**
- Wilson Follett, *Modern American Usage: A Guide* (1966) **PE1460 F66**
- Should you seek a historian as a model for your writing, do peruse Ronald Syme, *The Roman Revolution* (1939 – but still in paperback; also **DG254 S98**). It covers matters not taught in this Department, but is the closest thing to Tacitus in English: a brilliant and lasting historical work.



20. Common errors to search for

- **it's** (USE 'It is...' 'The Amristar Massacre was imperial policy at its worst.')
ELIMINATE 'it's'!
- **lead** (make absolutely sure that you do not mean **led**)
- **like** with a verb (substitute 'as' for 'like': see **Section 15**, above)
- **may** (change to might? - see **Section 7.3**, above)
- **now, then**, at that **point**, at that **time** (BE SPECIFIC)
- **them, their** (check pronoun agreement)
- **This, this** (check for clear antecedent)
- **time** period, period of **time** (REDUNDANT; BE SPECIFIC)
- **quote** (**must** be a verb; the noun is 'quotation')
- **utilise** (or **utilize**) (ick!)
- **would** (when referring to a later past time - see **Section 7.2**, above)
- **Yet**, and **But** (NO COMMA - ever - after an initial 'Yet' or 'But')

Spelling errors

Your spelling checker should pick up the following errors, but please be aware of them; these are some common errors:

- **Britian** (Britain)
- **Bismark** (Bismarck)
- **Napolean** (Napoleon)
- **guerilla** (guerrilla = little war', from guerra [war, Spanish])
- **emporer** (emperor)

It is a really good idea to leave enough time at the end of your final draft to:

- 1 run all papers attentively through the **spelling checker**.
- 2 **proof-read carefully** after spell-checking to ensure that your sentences make sense, and to eliminate the innumerable errors that spelling checkers cannot catch (ie, 'form' for 'from,' 'too' for 'to').

And finally, a couple of the most abused grammatical devices: the semi-colon, colon and dash.



21. Semi-colons

A semi-colon creates more separation between thoughts than a comma but less than a full stop. Two main uses:

- 1 To help separate items in a list, when some of those items already contain commas.

I bought shiny, ripe apples, small, sweet, juicy grapes, and firm pears.

Better:

I bought shiny, ripe apples; small, sweet, juicy grapes; and firm pears.

- 2 To join two sentences.

An independent clause is a group of words that can stand on its own (independently)—it is a complete sentence. Semi-colons can be used between two independent clauses. The semi-colon keeps the clauses somewhat separate, as a full-stop (period) would do, so we can easily tell which ideas belong to which clause. But it also suggests that there may be a close relationship between the two clauses—closer than you would expect if there were a full-stop between them.

Examples:

I went to Waitrose today; I bought a ton of fruit. Apples, grapes, and pears were all on sale.

OR

I went to Waitrose today. I bought a ton of fruit; apples, grapes, and pears were all on sale.

BUT NOT:

I went to Waitrose today; I bought a ton of fruit; apples, grapes, and pears were all on sale.



22. Colons

Colons follow independent clauses (clauses that could stand alone as sentences) and can be used to present an explanation, draw attention to something, or join ideas together.

- 1 To announce, introduce, or direct attention to a list, a noun or noun phrase, a quotation, or an example/explanation. You can use a colon to draw attention to many things in your writing. The categories listed below often overlap, so don't worry too much about whether your intended use of the colon fits one category perfectly.

Lists/series:

We covered many of the fundamentals in our writing class: grammar, punctuation, style, and voice.

Nouns:

My roommate gave me the things I needed most: companionship and quiet.

Quotations:

Shakespeare said it best: 'To thine own self be true.'

- 2 To join sentences. You can use a colon to connect two sentences when the second sentence summarises, sharpens, or explains the first. Both sentences should be complete, and their content should be very closely related. But if you use colons this way too often, it can break up the flow of your writing: do not get carried away!

Example:

Life is like a puzzle: half the fun is in trying to work it out.

- 3 To express time, in titles, and as part of other writing conventions. Colons appear in several standard or conventional places in writing.

With numbers. Colons are used to separate units of time (4:45:00 expresses four hours, forty-five minutes, and zero seconds); ratios (2:1), and Bible verses and chapters (Matthew 2:24). In bibliography entries. Many citation styles use a colon to separate information in bibliography entries.

Example:

Kurlansky, M. (2002). *Salt: A World History* (New York, NY: Walker and Co).



23. To dash or not to dash...

The dash is not one of the basic building blocks of grammar but now and again it can be perfect. Overusing dashes can break up the flow of your writing, making it choppy or even difficult to follow, so don't overdo it.

Dashes are not hyphens, which are shorter lines (-) and are most often used to show connections between words that are working as a unit (for example, 'well-intentioned').

Dashes do the following and are used by writers

- 1 To set off material for emphasis. Think of dashes as the opposite of brackets (parentheses). Where parentheses indicate that the reader should put less emphasis on the enclosed material, dashes indicate that the reader should pay more attention to the material between the dashes. Dashes add drama—parentheses whisper.

- 2 Dashes can be used for emphasis in several ways:

A single dash can emphasise material at the beginning or end of a sentence.

Example:

After eighty years of dreaming, the elderly man realised it was time finally to revisit the land of his youth—Ireland.

Example:

'The Office'—a harmless television programme or a dangerously subversive guide to delinquency in the workplace?

Two dashes can emphasise material in the middle of a sentence.

Example:

Everything I saw in my new neighbourhood—from the graceful elm trees to the stately brick buildings—reminded me of my alma mater.

Two dashes can emphasise a modifier. Words or phrases that describe a noun can be set off with dashes if you wish to emphasise them.

Example:

The fairgrounds—cold and wet in the October rain—were deserted.

- 3 To indicate sentence introductions or conclusions. You can sometimes use a dash to help readers see that certain words are meant as an introduction or conclusion to your sentence.

Example:

Books, paper, pencils— in nineteenth-century America many students lacked even the simplest tools for learning.



- 4 To mark 'bonus phrases'. Phrases that add information or clarify but are not necessary to the meaning of a sentence are ordinarily set off with commas. But when the phrase itself already contains one or more commas, dashes can help readers understand the sentence.

Slightly confusing example with commas but with a dash

Example:

Even the simplest tasks—washing, dressing, and going to work—were nearly impossible after I broke my leg.

- 5 To break up dialogue. In written dialogue, if a speaker suddenly or abruptly stops speaking, hesitates in speech, or is cut off by another speaker, a dash can indicate the pause or interruption.

Example:

'I—I don't know what you're talking about', denied the politician.

For your ultimate guide to good writing style consult either [The Oxford University Style Guidelines](#)

OR

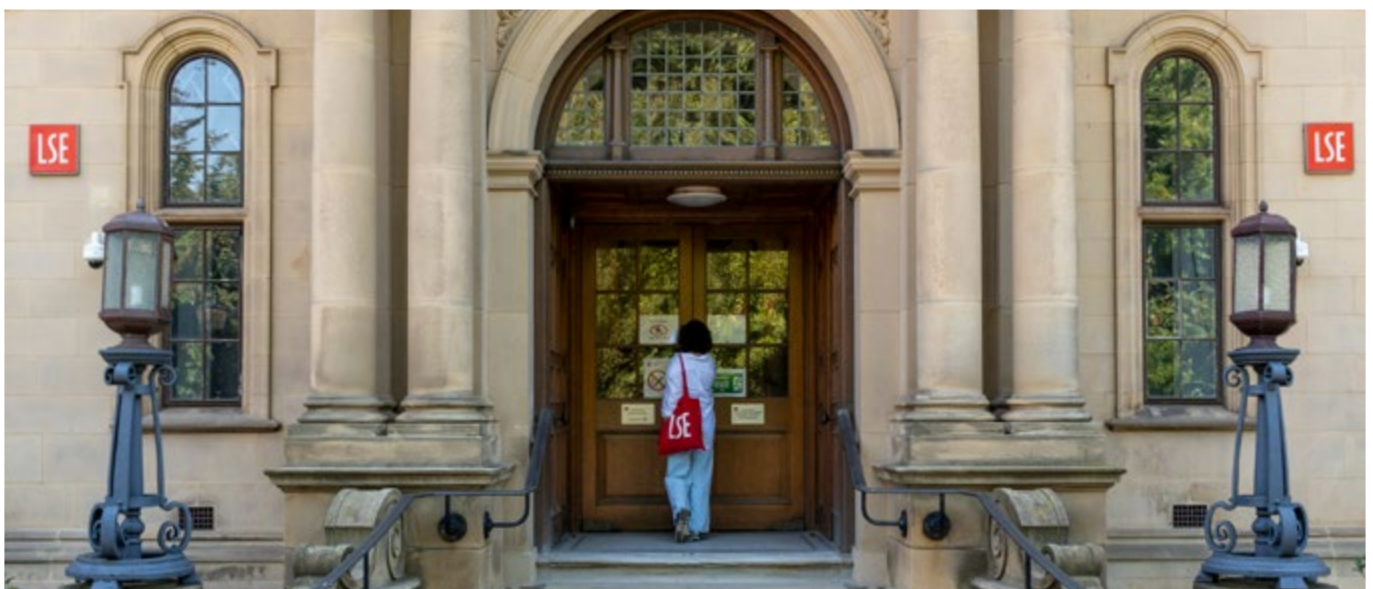
Turabian's Chicago Manual of Style for writers of theses, dissertations and academic papers

press.uchicago.edu/books/turabian/turabian_citationguide.html

This document is based on one prepared earlier by Emeritus Prof M. Knox. Please let us know of any useful additions we can make.

Joanna Lewis

Department Tutor. May 2016





Section 17: Advice on Writing Notes





In order to complete any course in Arts and Social Sciences it is vital to produce a set of notes, taken from lectures, tutorials and especially books and articles. These notes must eventually provide you with the necessary arguments, ideas and facts with which to answer essay questions, during the year and in examinations. The purpose of this handout is to give some general hints on how to go about writing notes. As with essay-writing, it is impossible to make any hard-and-fast rules about note making. Everyone will write different notes on the same book or on the same lecture. Nevertheless, it is possible to lay down certain guidelines and to emphasise what you should not be doing.

The first step is, of course, to decide which topics you wish to write notes upon. To an extent this should suit your own interests, but it will also be dictated by the essays you are asked to write during the year and by the questions which appear on examination papers. Past examination questions may help provide you with a focus for the various ideas which appear in books as well as giving hints as to future questions.

Ultimately, a set of notes, on each of the topics you have chosen to cover, should be:

- 1** short enough so that you can revise from them quickly, but comprehensive enough to answer a range of questions fully;
- 2** easy to understand - usually by being divided into several major headings, each of which may have a number of sub-headings, and with a wide range of short, clear analytical points, if necessary, backed up by some selected factual illustrations (dates and events, or statistics, etc.). In any notes, you should include a form of shorthand as far as possible, eg, B for Britain; Gov for government; WWI for First World War; 19thc for nineteenth century; cld for could. The more abbreviations you can make without making the notes difficult to decipher, the better;
- 3** a clear introduction to the main elements under every topic, or in an article or chapter of a book. Again a balanced sub-division of notes into major headings will enable you to use **one** set of notes, with some quick restructuring, to answer **several** questions;
- 4** a mixture of arguments and facts, but with the emphasis on argument and analysis. This will ensure that the essays you write are also based on **analysis** first and foremost. Notes must avoid mere chronology and the simple repetition of facts. Dates and events should **illustrate** an argument, **not** become a substitute for it.

By the time of the examinations, you should aim to write a single set of notes on each topic you have selected. These will be taken from four main sources:



Classes and Seminars

These can be used to explore additional issues and arguments, but in order to be valuable they require preparation by students. Those who do not prepare adequately for a class will not understand or be able to contribute to the debate. The main purpose of classes and seminars is to talk and think; they are an opportunity to express your own ideas and to consider other ideas put forward in the discussion. They are **not** meant to serve as a source of information, and so the amount of notes you can take from classes may only be half a side or so. It will depend on the quality of discussion and its coherence. It can be difficult to be coherent as a book. As classes are not lectures they should not become a monologue by the tutor, however short the students are on ideas. You may find it easier to write notes up **after** the class finishes.

But again, write down any arguments and illustrations that do seem pertinent. Also write down any questions and the answers suggested to them. And try to sum up the main opposing arguments in any debate that takes place.

Books and Articles

These are clearly vital in order to explore the views of historians and political scientists, but can be complex and long. The problem here is scale: there are numerous books and articles on any bibliography and each can lead to long, detailed notes. You need to be selective, both about the number of books and articles you read, and what you note about them. Part of your university education means developing an ability to make judgments about what you should and should not read on the basis of what is important or relevant to your particular task. Regarding the number of books to read: be guided by any advice that tutors and lecturers might give. You should try and concentrate on detailed studies, rather than general texts and read until you feel that you have a sound understanding of the major problems on any subject, and are able to write a fair answer to any essay question you have been asked.

On individual books, don't simply read everything from cover-to-cover: some books are worth reading as a whole but generally you should use books selectively, looking only at sections that are relevant to your needs. You need to distil from books their main arguments, to note down some factual illustrations that back arguments up (dates, events, actions of key characters, statistics, etc.) and sometimes to write out key, telling quotes (but keep these to a minimum, since they are difficult to remember in examinations.)



It can be difficult to understand the main arguments of a large book at first and the problem is always **what** exactly to note down. To some extent this requires practice, but it is possible to distil the main arguments from a book by reading **either** the introduction, **or** the conclusion, or the introductions and conclusions to individual chapters. At these points almost every book contains a summary of its main ideas. Once you are aware of the main arguments, then any subsidiary arguments and any illustrations or good quotes should also begin to stand out.

Some students believe in 'skip-reading': they simply read the first sentence of each paragraph. In some books this may not be a bad idea but in general it is a rather crude way of going about things! However, it can be useful to skip-read a book at first in order to get the gist of what it is saying - then go back and read it in greater detail.

Again, practice should enable you to keep notes on books to a minimum (perhaps four to six sides on **major** works; but others should be shorter or you'll simply end up with too much). But initially you may find yourself writing down more than the essential arguments and illustrations. You must work at preventing this because otherwise you will not be making the best use of your time. It may be wise to practice writing notes with an article rather than a book, because articles can be just as valuable as books but are shorter, give a clear idea of why they were written and usually make their main arguments clear in the conclusion.

Primary source materials such as diaries and memoirs by those involved in events can be used to reinforce and illustrate arguments, but may be biased and have a limited perspective. Keep notes on these down to essentials. Collections of documents are more important and should be looked at by graduate students on a selective basis.

After reading several books and articles you may be able to distinguish several approaches to a question. It is then important to note down these differences: it can be useful in essays to show that you understand different schools of thought on an issue, the various arguments used to back them up and any differing interpretations of evidence.

Once you have taken notes from all the above sources, you are well advised to boil them down into a **single**, coherent, comprehensive set of notes, suitable for quick revision. Some students prefer not to do this, but others can become confused in examinations as they try to fuse together ideas drawn from several sets of notes. A single set of notes will iron out any discrepancies, knock out repetitions and expose any remaining gaps in your knowledge. It will also force you to make final decisions on what you think about a historical problem: what elements are most important, where do you stand in any debate, and why do you take this viewpoint? Again, a single, well-structured set of notes will allow you to adapt quickly in examinations to whatever question appears.

There will be an early chance to test your notes, when you are asked to write an essay during the year. This will expose any gaps in the notes. Whoever marks this essay should point out possible ways to strengthen arguments or to bring in further ideas and information. You should then go back to your notes and make any necessary changes.



Section 18: Essay Writing





History does not lend itself to “right” and “wrong” answers to questions, and there is no single “correct” approach to any important historical problem. It is possible to write essays on the same question using different material and reaching different conclusions which both gain the same good mark. But the following provides advice to those answering historical questions in course work and examinations, points out some pitfalls and suggests possible approaches to major problems.

Notes

After choosing the questions which you wish to answer, you will need to amass a body of information – from lectures, from tutorials and from your own reading – and organise it into a coherent **set of notes**. As you read, note down not just information but points to emphasise, investigate or question. **Do not simply copy out relevant passages** (unless they merit direct quotation). Try to summarise or analyse the facts in your own words rather than simply acquiring factual information.

Thinking ahead to examinations (on which more below) it is best always to structure your notes in such a way that they can be used to answer a wide range of questions on any given topic. This can be achieved by subdividing notes thematically. For example, on the Origins of the Cold War, you might have subdivisions covering origins 1944-47, ideological differences, economic aspects, particular points of dispute, then on the 1947-53 period the impact of events in Europe (Czech, Berlin) and events in Asia (Korea, establishment of communist China). This kind of structure will enable you to answer a broad range of questions on the Cold War.

It is a good idea to begin your reading with general material and move to more specialised reading once you have acquired a broader background. **All essays require reading from several sources**. You cannot use only one book or article. It is vital to read widely and to evaluate the different views of writers.

Answering the Question

The greatest problem in writing a history essay is deciding exactly what is required from a given question. Frequently students lose most marks by failing to answer the question, so this weakness deserves close attention. Having gathered a comprehensive set of notes you **must** select the right material and structure an argument to answer **the question**.



In its simplest form, failing to answer the question may simply mean getting the subject wrong: asked to write an essay on the Truman Doctrine you write one on the Monroe Doctrine. The only way to avoid this is to read thoroughly and think carefully. But such basic errors are very rare.

Another problem is when only half of a question is answered. 'Why, and with what consequences, did China enter the Korean War?' requires you to answer both parts. Too often, this kind of question is simply answered from the viewpoint of 'why?' you also need to say something about the **results** of Chinese entry.

Far more common is a failure to direct your answer **specifically** at the question. It is very easy to slip into writing 'all I know about' a particular issue. For example, when faced with the question: 'How far was Russia responsible for the outbreak of the First World War?' you **either** write a general history of Russian foreign Policy before 1914 **or** you write a general account of the July-August 1914 crisis. Obviously some points about Russian foreign policy before 1914 are needed. But you must **direct yourself at the question**, looking at Russia's role in the 1914 war crisis in the same detail, and then assessing (by looking at the role of other powers and general factors) the significance of this in leading to conflict.

Always **think carefully about what is required** and plan your argument accordingly. This crucial operation should not be left until the end of your reading but should go on continuously throughout. As your reading progresses decide on which books or articles are most relevant. Then plan the stages of your argument in more detail. What specific points need to be made? In what order and with what relative emphasis? Can they be clarified by well-chosen examples or quotations? **Plan your essay.**

Answers can be **unbalanced** if too much time is spent on background and not enough on the essence of the problem; too much can be written on one theme when numerous issues need to be discussed.

A particular problem with history questions is slipping into a **chronological narrative**. It is very easy to produce a list of facts and dates without argument or analysis. But factual material should be used as a 'skeleton' around which an analysis is based. The opposite problem is a diatribe: all opinion and no evidence. This is not acceptable either. Arguments must be supported. **An answer needs analysis.**



Structure

An essay needs to have a paragraph structure through which the argument is developed. Ideally, this should include an **Introduction** to “set the scene” or to give a brief outline of the essay; a number of **paragraphs**, each dedicated to a particular element in an answer; and a **Conclusion**, which draws elements together, looks back to the original question and reaches sensible and coherent conclusions about it.

With questions where you are asked to produce a ‘list’ of factors for example ‘Why did the Nationalists win the Spanish Civil War?’ the structure is fairly easy: each paragraph can look at a particular factor. But questions which ask you to ‘discuss’ an issue will need more thought. In such circumstance your answer should show that you **understand the question**, that you are aware of different **schools of thought** on a particular problem (the various ideas put by historians), but that you have a **case of your own**, which you favour, and which you develop in the essay.

Style

In general, be crisp, precise and lucid: use clear, understandable English to make your points. **Do not waffle**. Do not be repetitive. **Do not** ‘overwrite’: this is where, in order to illustrate your unsurpassed appreciation of the intricacies of the beautiful English tongue, you determine on a course of unremitting punishment for the unfortunate witness to your dubious talent (the reader) by writing somewhat in the present manner.

There are various other things to avoid: bad spelling; colloquialisms; long or convoluted sentences. The use of the first person (‘I think...’ and ‘In my view...’) should also be avoided.

Once you have finished an essay a good idea is to leave it overnight or even longer before **reading it over**. It is easier to pick up on errors in this way.



References

Since an essay is an evaluation of evidence, there must be some indication of the sources of the writer's material. An elaborate set of footnotes is not required but you must provide:

- 1 a list of books, chapters and articles consulted at the end of the essay using the following form:

AUTHOR, TITLE OF BOOK, PLACE AND YEAR OF PUBLICATION.

AUTHOR, TITLE OF ARTICLE (in inverted commas), TITLE OF JOURNAL IN WHICH THE ARTICLE APPEARS, VOLUME NO. FOR JOURNALS, YEAR OF PUBLICATION.

AUTHOR, TITLE OF CHAPTER (in inverted commas), NAME OF EDITOR OF BOOK AND TITLE OF BOOK IN WHICH CHAPTER APPEARS, PLACE AND DATE OF PUBLICATION.

Essays without bibliographies are not acceptable.

- 2 a footnote or an endnote showing the source (including page no.) of any direct quotation you make or in order to acknowledge the source of a particular argument.

Copying word for word from sources (primary or secondary) without due acknowledgement is not acceptable. Essays which contain such acknowledged and 'undigested' borrowing may be rejected as this is a form of plagiarism.

An essay must always reflect your own analysis.



Examinations

Some additional advice for examinations:

- read **all** the questions. Make sure that there are no supplementary pages, or questions printed overleaf. You must give yourself the maximum choice.
- **follow the rubric**, at the top of the page, on how many questions to answer: there is no point answering four questions if only three are required. Also avoid answering three questions from Section A when you should have answered one each from Sections A, B and C. In order to maximise your mark, it is vital to **answer the required number of questions**. If you are only left with 20 minutes and are running out of ideas you can at least hope to pick up some marks – whereas writing nothing will get no marks at all. You will be penalised for ‘short weight’, so make sure you time yourself properly and answer all questions.
- choose the questions you answer carefully, making sure that you have the **necessary material** (ie, facts and argument) to provide an adequate answer
- once again, **always answer the question**. It is particularly easy to stray from the point in exams.
- in exam conditions, you cannot hope to write the same length of essay as you do during the year, but the same structure applies: an introduction, tackling the problem in separate paragraphs, and reaching a conclusion, with a good mix of fact and analysis.
- even though you will be rushed, write as neatly and legibly as possible. Otherwise you can lose marks. Scripts which are deemed unreadable will have to be typed at your expense.





Section 19: Information on Assessment





Essays

There is **informal (formative) assessment** of students throughout their year-long courses in the International History Department, mainly in terms of marking and feedback of essays and class performance.

Some courses also include an **assessed essay (or several assessed essays)** or other piece of work as part of the final grade – **normally these range from 25 per cent to 85 per cent (summative assessment)**.

Detailed information about assessment on each course can be found in course guides via this link lse.ac.uk/resources/calendar/courseGuides/graduate.htm. The reason for assessment diversity is that we hold to the principle that teachers should be allowed a measure of freedom in the way they teach courses, adopting the methods they judge most effective as a means of imparting and assessing knowledge and skills. Students should be aware that assessed essays can bring down as well as enhance results from unseen exams.

All teachers fill out detailed feedback forms for all formative and summative essays. Feedback on formative assessments is given to students within 3 weeks of the submission deadline. Feedback on summative assessments is given to students within 4 weeks of the submission deadline or in the subsequent term if the assessment is submitted at the end of term. Students meet individually with the teachers in office hours to discuss the assessment of their work.

On any other **exam-related data**, you can apply to gain access to your file via the DPA process after LSE has released the **final results**:

info.lse.ac.uk/staff/divisions/secretarys-division/information-rights-and-management/data-protection

Essay Submission

Formative Coursework Submission Guidelines

The Department of International History requires all pieces of formative coursework to be submitted in electronic form to Turnitin via Moodle. You should follow these guidelines carefully to ensure that your coursework is submitted in the correct manner. Grades and feedback may be withheld if you fail to submit your coursework properly.



Preparing your Submission

- check your work thoroughly – a spellchecker may not identify errors in names and dates
- stick to the set word limits (includes any footnote text, but excludes the bibliography)
- cite primary and secondary sources carefully to avoid plagiarism (see below)

Submitting your Coursework Electronically

- save the coursework as a .doc or .docx file – no other file types will be accepted
- the file name MUST include the course code and your name – eg, HY***-name.doc
- the coursework file MUST NOT include your candidate number

Submission to Turnitin

- use the specific link for the piece of coursework listed on the course Moodle page to submit it. Submission to Moodle automatically creates a submission to Turnitin
- this submission will generate a Turnitin similarity report, which you should read carefully using the guidance documents listed below
- if you wish to edit and resubmit the piece of coursework, it must be done BEFORE the set (or extended) deadline
- to edit the submitted coursework, click Edit, then delete the previous version, upload the new version and click Save Changes (this will also generate a new report)
- if you experience any issues submitting your coursework on Moodle, contact MSc Programmes Administrator at ih.pgadmin@lse.ac.uk

PLEASE NOTE IT IS THE MOODLE SUBMISSION DATE AND TIME THAT COUNTS FOR DEADLINE PURPOSES IN LINE WITH DEPARTMENTAL REGULATIONS.



Turnitin Guidance

- Instructions on how to view and interpret your Turnitin similarity report (provided by the Eden Centre's Digital Education team) [How to use and interpret Turnitin similarity reports](#);
- LSE LIFE's [Prepare to Learn at LSE course](#) has an [Academic Integrity module](#) that contains a section on [Understanding your Turnitin report](#) and using it to improve your writing
- Similarity reports can take any time between 10 minutes and several hours (depending on how busy the Turnitin servers are) to be fully generated.

Assessed Essays (summative coursework) submission guidelines

The Department of International History requires all pieces of summative coursework to be submitted in electronic form to Turnitin via Moodle. You should follow these guidelines carefully to ensure that your coursework is submitted in the correct manner. Grades and feedback may be withheld if you fail to submit your coursework properly.

Preparing your Submission

- your essay **MUST** be submitted with the **Departmental Cover Sheet and AI Declaration** (which can be found on the course Moodle page) as its first page
- you should complete this form with the following details: your CANDIDATE NUMBER; the COURSE CODE; your ESSAY QUESTION or TITLE; the NAME of the COURSE CONVENOR
- you should then complete the AI Declaration section, following the instructions provided
- check your work thoroughly – a spellchecker may not identify errors in names and dates
- stick to the set word limits (includes any footnote text, but excludes the bibliography)
- cite all primary and secondary sources carefully to avoid plagiarism (see below)

Submitting your Coursework Electronically

- save the coursework as a .doc or .docx file – no other file types will be accepted
- the file name **MUST** include the course code and your candidate number – eg, HY***-CandidateNumber*****.doc
- the coursework file **MUST NOT** include your name.



Submission to Turnitin

- use the specific link for the piece of coursework listed on the course Moodle page to submit it. Submission to Moodle automatically creates a submission to Turnitin
- this submission will generate a Turnitin similarity report, which you should read carefully using the guidance documents listed below
- if you wish to edit and resubmit the piece of coursework, it must be done BEFORE the set (or extended) deadline
- to edit the submitted coursework, click Edit, then delete the previous version, upload the new version and click Save Changes (this will also generate a new report)
- if you experience any issues submitting your coursework on Moodle, contact MSc Programmes Administrator at ih.pgadmin@lse.ac.uk

PLEASE NOTE IT IS THE MOODLE SUBMISSION DATE AND TIME THAT COUNTS FOR DEADLINE PURPOSES IN LINE WITH DEPARTMENTAL REGULATIONS.

Turnitin Guidance

- Instructions on how to view and interpret your [Turnitin similarity report](#) (provided by the Eden Centre's Digital Education team) [How to use and interpret Turnitin similarity reports](#);
- LSE LIFE [Prepare to Learn at LSE course](#) has an [Academic Integrity module](#) that contains a section on [Understanding your Turnitin report](#) and using it to improve your writing
- Similarity reports can take any time between 10 minutes and several hours (depending on how busy the Turnitin servers are) to be fully generated.

Plagiarism

It is your responsibility to avoid plagiarism in your work. You should use the Turnitin report to see if there are any issues with your coursework before the final deadline. If you are unsure or have any concerns, you can ask your class teacher, the Teacher Responsible for the Course, or your Academic Mentor for further advice. Coursework will be screened, and any cases of suspected plagiarism will be taken very seriously.

NB. Last year, there were a few cases of alleged plagiarism that either resulted in a penalty or referral to a School Assessment Misconduct Panel.

- The School's regulations on plagiarism can be viewed [here](#).



Using Generative AI

When it comes to the use of Generative Artificial Intelligence (AI) during your time at LSE, you should familiarise yourself with the School's and the department's guidance and policies.

Read [LSE's guidance on the use of Generative AI](#).

Department of International History Policy on the use of Generative AI

The Department permits the limited use of generative AI in accordance with its AI policy. Students should consult the Department's AI policy available on the course Moodle pages for the full guidance and requirements as this is the authoritative and most up-to-date version.

Extensions

The Department expects students to meet assessed coursework submission deadlines, and it is your responsibility to organise your time appropriately.

Extensions to deadlines can only be considered if you experience circumstances which are sudden, unforeseen, out of your control and proximate to the assessment(s) in question. You will also need to supply evidence of those circumstances which meets LSE's **Standards of Evidence** policy; in the majority of cases, requests without evidence cannot be considered.

Please note that the maximum extension that the department can grant is 10 calendar days.

If you have 'My Adjustments' and extensions to deadlines is explicitly stated in your plan, you still need to request an extension if you require one. However, in these circumstances you should not have to provide medical evidence, the My Adjustments plan should be classed as the evidence. Please state this clearly in the 'Reason for Application' field on the form.



To allow for processing time, any extension requests must be made **at least three days** in advance of the submission deadline. Students should complete the form provided on the course Moodle page, gather supporting documents or other evidence, and email the form and the evidence to ih.pgadmin@lse.ac.uk. You will be notified by email as to whether your extension is granted by the Chair of the Exam Sub-Board. Please do not assume that your extension has been granted until you have received such an email.

Unfortunately, the Department cannot consider extension requests made less than three days before the submission deadline. If you experience adverse circumstances after this time but before the submission deadline, you should consult the [**Exceptional Circumstances**](#) procedures.

If you are taking any outside courses, you should request an extension from the department(s) responsible for those courses. The Department of International History only considers requests for its own courses (courses with HY prefix).

Penalties for the Late Submission of Assessed Work and Exceeding Word Limits

Five points out of 100 will be deducted for un-authorised late submissions received during the first 24 hours after the deadline, and a further five points will be deducted for each subsequent 24-hour lateness period, or fraction thereof. After five working days, coursework will only be accepted with the permission of the Chair of Master's Exam Sub-Board.

Penalty policy on exceeding the word limit on assessed essays: 'for up to every 100 words over the limit one mark out of 100 will be deducted'. This means that the penalty kicks in at one word over the limit.

In accordance with Departmental policy, computer hardware, software, or printer failures or malfunctions will **not** be accepted as valid reasons for late submission. Please therefore be sure to keep back-up copies of all your work.

As the essay is part of your examination, plagiarism is regarded as cheating and, if evidence for it is strong enough, the essay will be marked ZERO. In addition, you are likely to find yourself in front of the LSE Misconduct Panel, where harsher punishments are available. For further details, see:

info.lse.ac.uk/staff/divisions/academic-registrars-division/teaching-quality-assurance-and-review-office/assets/documents/calendar-regulationsassessmentoffences-plagiarism.pdf



All students must be asked to add a declaration on all work submitted as part of the formal assessment for their degree other than work produced under examination conditions, to the effect that they have read and understood the School's rules on assessment offences and that the work submitted is their own apart from properly referenced quotations.

Examination Resits – AKA the Resit and Deferred Assessment Period (RDAP)

The School procedure for handling deferred assessments and resits is as follows. If you defer an assessment or you do not pass the assessment/s for a course and need to resit, you will take those deferred or resit assessments during the Re-sit and Deferred Assessment Periods (RDAP). These happen twice a year: first there is RDAP1, which normally coincides with the January exam period. Students who do not complete resit or deferred assessments in RDAP1, but still have attempts remaining, will be entered for RDAP2, which normally coincides with the May/June exam period.

Dissertations

Resit dissertations are 'revise and resubmit'. Students are entitled to one supervisory meeting to discuss the revisions that need to be made.

Assessed Essays

Deferred essays use the questions from the year they deferred from. Resit essays use the questions from the new academic year or specifically formulated resit questions if the course format has changed or course is not running. It is important to understand that if you follow this procedure that members of staff are under no obligation to provide supervision or extra teaching in office hours with respect to assessed essays.

Assessed Participation

A student who fails the assessed participation component will have an oral examination in the form of a 20–30 minute viva (or written equivalent at the TRC's discretion) during the RDAP period.



Exact dates and deadlines

You can find the dates of all upcoming exam periods, and some information about assessment format, on the Exam Timetable [webpage](#).

For non-centrally scheduled assessments (such as essays, coursework, dissertations etc.), please check with the Department responsible for the assessment for details of new submission dates.

Postgraduate Marking Criteria

Distinction (70-100)

Scripts will contain answers that engage closely with the implications of the question as well as its surface meaning. There will be a clear and coherent unfolding of the author's argument which deploys an impressively wide range of knowledge. A successful balance will be achieved between generalisation and detail. There will be historiographical awareness, where relevant, along with an ability to demonstrate independent conceptual command, as opposed to merely paraphrasing the views of others. There may be originality in the form of persuasive and well-evidenced new ideas or unexpected connections. Answers will be stylish, well-written and properly presented. Answers at the top of the range will display all these qualities in equal combination.

Merit (60-69)

Essays will display a sustained level of competence in coverage of the subject matter and understanding of the question. Answers will be regularly, but not always consistently analytical. Most of the implications of the question will be explored, but not all. There will be a high, but not impeccable standard of factual accuracy and interpretative coverage. Argument will be clear and direct, and with a sound conceptual grip.



Pass (50-59)

Some of the virtues and more of the defects of the merit grade will be present here. There will be some familiarity with all the terms and concepts bound up with the question, but several important aspects of the question or evidence necessary to answer it may be omitted or misinterpreted. Although still competently structured, argument will often be fuzzy and soft-focused, lacking analytical bite and sharpness. There may be a tendency to state ideas rather than explore them and to leave a part of the argument to rest on unsupported claims. There may be an imbalance in the handling of ideas and data, as, for example, in a purely historiographical approach with insufficient reference to available evidence, or in the regurgitation of a mass of factual data unsubordinated to an overall argument. The knowledge deployed may seem somewhat familiar or imprecise. There may be stylistic weaknesses and errors in written English.

Fail (40-49)

Essays will contain some relevant points but remain inadequately focused on the specific question set. Above all the structure of the answers will be determined by the (limited) knowledge available to the writer rather than by the requirements of the question. Indeed the emphasis of the question may be misconstrued or misunderstood, and replaced by a bland and largely irrelevant narrative. Argument is unfocused and/or fragmentary, usually confined to the opening and closing paragraphs. There will be a sense of the ideas of others parroted uncritically or even with distortion. Points may be listed, giving rise to unexamined contradictions, or alternatively major issues may be omitted from consideration altogether. Answers tend to remain at a level of banal generalisation supported by trite evidence or none at all. There will be many factual errors, and the quality of the written English and general presentation may also fray badly at the edges.



Statement on Assessment and Feedback

The Department of International History believes that teaching and research are interlinked in humanities. The philosophy behind our programmes is to introduce students to the diversity of historical and cultural human experience, to make them aware of the development of differing values, systems and societies, and to inculcate critical yet tolerant personal attitudes. History programmes place particular stress on the development of independent thought and analytical skills, and require excellent communication skills, namely high levels of literacy and of oral presentation. Candidates are required to master a variety of intellectual approaches, in different formats, and have to learn to deal with a wide range of intellectual and cultural challenges. Courses vary from general overviews at one extreme, to in-depth primary-source studies at the other. The former encourages understanding of the historical process, with its mix of continuity and change; the latter sharpens the analysis of documentary and other material, developing research methods. This philosophy informs the Department's constant search for better modes of assessment and feedback.

The prevailing method of assessment in the Department is three-hour examinations in the Spring Term. This method tests above all the ability of students to accumulate an expert knowledge about specific historical areas and issues during the entire year. It allows students to articulate in a structured way a historical discussion, to organize their thoughts, focusing on the construction of an argument that relies on the flexible deployment of factual knowledge and historiographical interpretations. The Department considers that at Undergraduate level the upper second grade (60-69 per cent) should be given for "competent work showing a good grasp of the subject matter...familiarity with the most important reading and historiographical debates." The first-class grade (70 per cent and higher) requires "exceptional answers, well-presented and argued with sophistication, which demonstrate a wide familiarity with the subject matter and the historiographical debate." For graduates/masters students the Distinction grade (70 per cent and higher) requires "historiographical awareness, where relevant, along with an ability to demonstrate independent conceptual command, as opposed to merely paraphrasing the views of others. There may be originality in the form of persuasive and well-evidenced new ideas or unexpected connections."

Students can check on the Department's marking criteria in the Handbooks for Undergraduate and Graduate Students, available also electronically.



The summative examinations at the end of the year provides sufficient time for students who come to the School from very different academic backgrounds and even different educational systems (particularly for Masters degrees), to 'align' with common educational norms and standards, and develop their thoughts in particular areas of expertise that they chose. The candidates practise for the summative exam over the Autumn and Winter Terms through oral presentations, formative essays, and often a 'mock exam' while receiving continuous feedback from their teachers.

The summative exam is also a fair mode of assessment: it allows the Department to assess all candidates in the same way, with the same set of questions and time limit (candidates with disabilities may get more time as appropriate). This facilitates the task of grading and avoids any risk of plagiarism. Because the exam is intended as a test of the course as a whole, three questions are the required minimum. Three hours has long been considered as a reasonable time to undertake such tests.

The Department has substantial experience with this mode of assessment. The criteria used for each grade is described in detail in the student handbooks. At the same time, the Department employs complementary alternative modes to assess learning outcome. This reflects the diversity of pedagogical methods preferred by individual teachers. It is also a reflection of the very different types of history which are taught in the Department which lend themselves to different forms of assessment. The Department allows teachers a measure of freedom in the way they teach courses, adopting the methods they judge most effective as a means of imparting and assessing knowledge and skills. This freedom also contributes to the atmosphere of 'living assessment': every year teachers reflect on their courses and some decide to experiment with different forms of assessment. We also have five-year course reviews in place.

Several of our offerings now include a mixture of assessed essays and assessed presentations. In certain cases this has led to a shortening of the final examination to 2 hours; some courses have dispensed with the final examination altogether and have assessed coursework only.



We offer Masters students a variety of different assessment methods to choose from, and from the beginning students are clearly told how the course is going to be assessed. The assessment methods are outlined in the course descriptions. Several Masters courses have assessed essays or other pieces of work as part of the final grade. Students are made aware that assessed essays can bring down as well as enhance results from unseen exams. Recently, teachers have awarded marks for class participation, regular postings on Moodle, and in some courses there is no exam at all, and the grade is based on one or two longer assessed essays. Class attendance is compulsory for all courses. Some courses include a grade for participation, on the grounds that active and outstanding engagement in class work helps motivate students to prepare for class discussions and to engage more actively in these discussions.

The Department's experimentation with assessment reflects an increasing priority placed on presentation skills and the articulation of reasoned arguments in verbal contributions to class discussion. Longer, more intensively researched and revised pieces of writing are deemed particularly appropriate at postgraduate level than shorter writing assignments. This priority reflects the advanced learning aims and objectives of our postgraduate courses as well as the educational aim of developing the transferable skills needed after graduation.

Formative essays are considered to be very important to achieve learning outcomes: they allow students to test their skills against the criteria of their teachers, better understand most important threads of historiographical discussions, receive feedback and advice on additional readings, and prepare themselves thoroughly for a summative examination. It is a department policy that teachers set aside a time to return formative essays individually to candidates within two weeks after their submission with a detailed written feedback and further discussion on improvement on structure, concept, language, originality, and the use of sources, among other points. The Department has standard feedback sheets available for formative essays. Many courses also offer a mock exam with the TRC providing feedback on the mock exam answer.

There are other modes of communicating feedback to students via Moodle and **LSE for You** for each individual course. All teachers meet with students to provide feedback on their performance in class, class presentations, and essays. All candidates also have academic mentors and can receive their feedback from them on their assessed work. The contact between students and their teachers, as well as academic mentors goes well beyond the class and office hours – and includes exchange of emails, consultations on lists of literature and sources, and readings of preliminary drafts.



There is also a compulsory dissertation for Masters students which demonstrates the learning outcomes of the whole year of study. As a culmination of study, the dissertation is an opportunity for students to 'do the work of historians' rather than just critically engage with historiography, to examine primary sources in archives, and to come up with their own interpretations of historical events. The dissertation arrangements are designed to allow students as much freedom and independence as possible over the choice of subject. It is an exercise in setting a task and solving a problem; in formulating questions and providing convincing answers based on sound evidence. While guided by supervisors, candidates are expected to work alone for the most part; to show initiative and follow references and lines of enquiry, as well as to produce a substantial, coherent and well-argued piece. The dissertation is 10,000 words for Masters programmes. For the research-intensive LSE-Columbia Double Degree in International and World History, the dissertation is researched and written over 2 years and is 15,000 words long. The value of this dissertation is equivalent to one paper in the degree programme.

New members of staff are given appropriate guidance and development on the Department's assessment and feedback procedures. Teachers are responsible for guiding GTAs by providing detailed marking breakdowns, exemplary essays, and ongoing consultations during the year.

The methods of assessment and feedback are communicated to students at the beginning of Autumn term in classes and during office hours. Also these methods are regularly discussed with Staff Student Liaison Committee (SSLC). Every new course is presented to student representatives at SSLC for consultation.

A few words should be said about the process of setting and marking of exams and assessed coursework. Where assessed essays have been introduced, questions are submitted at the start of the year to the relevant Chair of Exams and to External Examiners – a distinguished historian from outside the LSE who is the additional and final check for fairness and clarity - for approval and feedback. Only once approved are these circulated to students. When it comes to exams, the Teacher Responsible for the Course (TRC) will normally set the exam and develop exam questions. This is then scrutinized collectively within the Department and passed on to an external examiner. Marking of all materials that contribute to the final grade is done 'blind' – ie, students are not identifiable by the examiners since they are given a number which has no key until the exams have been graded.



Each exam paper or essay is read and marked by one examiner (the so-called “moderated marking scheme”, which is regularly reviewed by the department). A proportion of all essays and exam scripts, including all fails, borderline marks (39/49/59/69) and firsts are also scrutinized by a moderator who approves the distribution of marks. A sample of essays or exam scripts is reviewed by an external examiner. Agreed marks are then collectively discussed and reviewed by Sub-Boards established for each degree or joint degrees. These are attended by internal and external examiners. There is no identification of candidates by name until marks are agreed and/or a degree is awarded. The assurance of anonymity reduces to the absolute minimum the risk of bias in assessment on the grounds of race, gender or other personal characteristics.





Section 20: LSE beyond your department





- 115 Own your learning
- 117 Centre your self
- 119 Build your community
- 122 Broaden your horizons
- 124 Make your impact
- 127 Expand your skills
- 129 Shape your future





LSE beyond your department

Your department is at the heart of your LSE experience – your academic home. But it's only one part of a large, dynamic university full of opportunities to learn, connect, and grow. It can take time to explore what's available, and you're not expected to do everything. Your experience is yours to shape.

This section of your handbook introduces that wider offer and is structured around a set of themes covering different aspects of your LSE experience – from developing as a scholar and looking after your wellbeing to building connections, broadening your horizons, and shaping your future. You can explore each of these themes further with [LSE LIFE](#) – your one-stop shop for opportunities beyond your programme. There's no need to have it all figured out – just start where you are, follow your curiosity, and take opportunities that feel right for you.

You will also see mention of [LSE Students' Union](#) (LSESU) – the student-led organisation that represents all LSE students. It is independent to LSE, and organises student-run societies, activities, and campaigns.

LSE LIFE – your personal guide to LSE

So many opportunities, so many choices, so much to explore. Think of LSE LIFE as your personal guide to LSE – helping you find the skills, experiences, and opportunities that feel right for you during your time with us. LSE LIFE is here for you throughout the year – both online and on the Ground Floor of the Library:

- The **LSE LIFE events and opportunities listings** are regularly updated, central listings of all the extracurricular happenings across LSE. You can filter by provider and theme, or just browse and see what strikes your interest!
- **LIFE Conversations** are one-to-one appointments providing personalised guidance about student life, settling into London, or making the most of what's on offer. LSE LIFE advisers can help clarify your goals, make a plan for your next steps, and help you find the teams and programmes that best fit your interests.
- The **LSE LIFE space** is a bright, open space located right on the ground floor of the Library. Perfect to study by yourself or with friends, attend a workshop or event, or drop by at the reception with any questions you might have.



Own your learning

Shape your intellectual journey – whether for success in the classroom or world-changing research

Studying at LSE is probably unlike anything you've done before – and that's part of what makes it exciting. You'll encounter ideas that challenge your assumptions, arguments that demand a response, and questions that don't have easy answers. You'll be expected to read critically, write persuasively, question evidence, speak up in classes and seminars, and develop a point of view that is genuinely your own. It can feel like a shift from being told what to think to working out how to think: reading independently, testing ideas, and deciding how to use your time. Lectures and seminars matter, but much of your progress happens in the hours around them.

That's a lot to ask. It's also one of the most rewarding things you'll ever do. You're not expected to arrive knowing how to do all of this, and you won't get there simply by putting in more hours. A common misconception is to confuse effort with progress: reading endlessly or spending long days in the library can feel productive without making your thinking much clearer. Progress tends to come from smaller, more deliberate habits – reading selectively, turning notes into arguments, and testing your understanding in discussion with your peers.

Your department, teachers, and academic mentor are your first point of contact – but there's extensive support beyond that. Across LSE, specialist teams can help you at every stage of your academic journey.

- **Learning Lab** is there for you at every stage of your learning journey – from finding your footing to thinking more critically, writing more convincingly, and getting more from your reading. **Workshops** run throughout the year on a variety of topics such as academic writing, critical reading, research planning, exam preparation, dissertation writing, and using AI tools critically and effectively. You can also book **one-to-one sessions** with Learning Lab Study Advisers to discuss specific aspects of your work.
- **LSE Library** is a central part of your learning environment, providing access to course readings and extensive research collections, alongside a wide range of study spaces. From Winter Term, it's open 24 hours a day. You can also discover alternative study spaces across campus with the **Facilities Guide**. Each department also has a **dedicated librarian** who can help with any Library questions, such as finding, evaluating, and referencing resources.



- The **Centre for Language Studies** offers free **English for Academic Purposes (EAP)** courses in Autumn and Winter Terms. EAP focuses on the skills required to perform in an English-speaking academic environment across the core subject areas you will encounter during your time at LSE.
- The **Department of Methodology** runs research design and methods courses, required on some master's programmes and optional on others. It also offers **one-to-one support** and **short courses** to complement your learning and support you through your dissertation and other research projects.
- **Digital Skills Lab** can support you in developing key digital and data skills that underpin many courses and assessments.

Using these resources early can help you find your footing more quickly. It's also worth coming back to them at key points in the year – for example, before your first summative assessments or when you start working on longer pieces of research. Over time, you'll develop a sense of what works best for you – whether that's how you organise your study, approach your reading, or make use of different kinds of support.

Three ways to start

- Join a Getting Started with the Library session during Welcome to learn more about what it has to offer!
- Attend a **Learning Lab session** in your first fortnight.
- Find a study space that works for you – the Library, a café, or your hall's common room.

Discover more – **LSE LIFE: Own your learning**





Centre your self

Prioritise your wellbeing, adapt to change, and build strength from the inside out.

Looking after yourself isn't a distraction from your studies. It's the foundation on which you build everything else, and it means different things at different times. Sometimes it's about building habits that help you stay on track: managing your workload, knowing your limits, finding routines that work for you. Sometimes it means genuinely switching off – a yoga session, a workout, or a mindful break. Sometimes it means recognising that you need support and knowing how to find it.

Unwind and recharge: make time to relax and enjoy yourself

Whether you're deep in revision or simply spending time on campus between lectures and seminars, it's important to make space to relax, recharge, and enjoy yourself – even during the busiest periods of the academic year. From sports and wellbeing sessions to creative arts and crafts events: explore upcoming activities and events with the [Unwind and recharge](#)-filter on the [LSE LIFE events](#) listing.

You don't have to measure whether an issue is "serious enough" to raise with someone. A better question is whether it's making it harder for you to work, think clearly, or stay steady. If it is, that's enough reason to seek support – and early help usually gives you more options than late help. The following teams are here for you at every stage:

- The [Student Wellbeing Service](#) offers [wellbeing appointments](#), counselling, workshops, and guidance when you're struggling or simply unsure what kind of support would help. They can help you talk through stress, anxiety, low mood, loneliness, homesickness, or a situation you're finding hard to manage. For students with disabilities, long-term health or mental health conditions, or specific learning difficulties, there's also a dedicated [Disability and Mental Health Service](#).
- [Peer Supporters](#) are trained student volunteers who help by offering a non-judgemental, confidential listening space to any LSE student. They will listen, and if you wish, can help you explore options for how to move forward. Any student can speak to any peer supporter and reaching out is a chance to build connections and speak to students you might not otherwise meet.



- The [Faith Centre](#) offers spaces for worship, quiet reflection, chaplaincy, and interfaith activity for all students, whether faith is central to your life or not. For some it's a place of worship, and for others it's a calm, reflective space. They offer weekly [Ashtanga Yoga and Tai Chi sessions](#) throughout the year. The [Faith Centre Director and Chaplain to LSE](#), Revd Canon Prof James Walters, offers confidential support regardless of your background or beliefs. You can also directly contact our Muslim, Catholic, Jewish, and Orthodox [Associate Chaplains](#).
- The [Halls Wellbeing Team](#) can provide wellbeing support and guidance if you live in LSE halls of residence. Check the [Halls Life platform](#) for more halls wellbeing information and resources.
- [LSESU Sports](#) has plenty of options to get involved, from the gym and drop-in sessions to sports clubs, the inclusive sport programme, and departmental sport. Staying active is a great way to support your wellbeing, lift your mood, and ease your stress – whether you're trying something new or getting back into a routine.

Three ways to start

- Make time to attend one [Unwind and recharge](#)-event that strikes your interest.
- Pick up a wall calendar from the [LSE LIFE reception desk](#) to help you stay organised.
- Take a walk through Lincoln's Inn Fields between lectures or seminars.

Discover more – [LSE LIFE: Centre your self](#)



Build your community

Get involved, connect with others, and make the most of what LSE and London have to offer.

LSE is a genuinely global institution. Your peers come from every corner of the world, bringing with them different perspectives, experiences, and ways of understanding the challenges that define our time. You'll meet people whose beliefs, backgrounds, and ways of seeing the world differ profoundly from your own. That's one of the most valuable things LSE offers – and it asks something of you in return: the willingness to listen and to engage thoughtfully, even if that means experiencing the discomfort of genuine difference. An LSE education doesn't just consist of lectures and assignments: it's also built from conversations, collaborations, and debates that don't appear on any transcript. Sometimes those conversations will challenge you. Sometimes they'll change you. The relationships you build and the communities you find here are fundamental parts of your experience and your education.

Building that community takes a little intention – showing up, trying things, and being open to connections you didn't necessarily expect. Societies, student groups, volunteering, and School-wide events are often the easiest routes in, but different things work for different people. Find what feels right for you, and don't try to do everything at once: one society, one regular event, or one study group will do more for your sense of belonging than signing up to many things and struggling to commit to any of them.





Find your people at LSE

Whatever your background, interests, or experiences, you are at home in the LSE community.

One of the best ways to meet new people is to connect over something you already share. The [Find your people](#)-filter on the LSE LIFE [opportunities listings](#) is designed to help you do just that. It gathers activities built around a common background, identity, or interest – covering cultural and national societies, sports clubs, music groups, and faith communities. You'll also find peer mentoring for undergraduate and neurodivergent students, [Professionals at LSE](#) events for students with five or more years of work experience, alumni mentoring for ethnic minority students, tailored programmes for female, disabled, and LGBTQIA+ start-up founders, and an [LGBTQIA+ role models directory](#), among many other events and programmes. The School also hosts celebrations for Black History Month, LGBT+ History Month, and Women's History Month, amongst others. You will be able to find many of these online on the EDI calendar and on campus in the Hall-Carpenter Room – a dedicated space to cultivate an environment of inclusivity, available for student use.

Creating an inclusive experience for every student is a core priority for the School. The [Equity, Diversity and Inclusion \(EDI\)](#) team actively works with the community to deliver action plans that advance equity and inclusion for students with protected characteristics and those who are underrepresented at the School through targeted work and initiatives. There is also work to foster good relations and positive dialogue across our diverse School community which you can find out more about on the [Campus Relations webpages](#).

Last but not least, don't forget London itself is part of the offer, too! Our campus is located right in the centre of the city – moments from the River Thames, Covent Garden, the Royal Courts of Justice. Make time to explore! You can find detailed accessibility guides on [AccessAble](#), that cover all buildings on campus and include route maps.



- **LSESU Societies** are one of the main ways to meet fellow students through shared interests, identities, and activities. With over 200 individual societies covering academic interests, cultural identities, sports, politics, media, the arts, and more, they are great for getting together with others on a regular basis.
- The **Faith Centre** is home to the LSE's diverse religious activities, transformational interfaith **leadership programme**, and a quiet, reflective space for both students and staff.
- **LIFE in London** is a series of free events and trips designed to connect you to London, fellow students, as well as some of the great experiences the city has to offer. From concerts and workshops to heritage-themed trips, there is something for everyone.
- **Halls Life** is the platform for student life in LSE accommodation, offering events, student-written guides and experiences, and key information to help you make the most of your time in halls.

Three ways to start

- Check out the Discover LSE Fair and the LSESU Welcome Fair in Autumn Term, and the Welcome Back Fair in Winter Term – the offer is vast!
- Explore a London neighbourhood you've never been to.
- Talk to someone on your programme you haven't talked with before.

Discover more – **[LSE LIFE: Build your community](#)**





Broaden your horizons

Develop a global perspective and engage with ideas, cultures, and questions that challenge and inspire you.

LSE is a place where people come together to debate, question, and explore the major issues shaping the world. Your degree is part of that conversation, but the intellectual life of the School extends far beyond your programme. Public events, lectures, discussions, and research talks give you the chance to encounter ideas, arguments, and perspectives that sit alongside – or sometimes challenge – what you study in class.

You don't need to attend everything. In fact, it's usually more valuable to engage selectively and thoughtfully: follow a question that genuinely interests you, explore a topic just outside your subject, or listen to people whose views differ from your own. Sometimes a single event or conversation is enough to change how you think about an issue, or to introduce you to a field, debate, or perspective you want to pursue further.

- **LSE Events** hosts one of the most active public lecture programmes of any university in the world. From heads of state and Nobel laureates to leading researchers, journalists, and policymakers: this is your chance to hear from some of the most influential figures in the social sciences first-hand. You can join the debate by posing your questions to the panel and even possibly meet the speakers at a book signing or reception after the event.
- **LSE Research Showcase** is a series of regular coffee-break research talks on campus, with free hot drinks and pastries, showcasing some of the fascinating research from our academic community.
- **World Cafés** are your chance to discover and debate important questions and ideas alongside students, teachers, researchers, alumni, and others from the LSE community. Short presentations from leading LSE researchers are followed by informal round-table conversations with scholars and other students.

Discover more – [**LSE LIFE: Explore the big questions**](#)

Broadening your horizons also means more than studying global topics though: it means learning from the people around you and becoming more curious about lives and perspectives beyond your own. The opportunity is to leave LSE not only with expertise in your subject, but with a wider frame of reference: more aware of complexity, more comfortable with uncertainty, and more connected to the world beyond your own experience.



- **CIVICA** is the [European University Alliance of the Social Sciences](#), of which LSE is a member alongside nine other European universities. Through CIVICA, you can take part in a range of activities and programmes, including immersive learning experiences abroad and online collaborative courses.

The world at your doorstep

You don't need to travel to encounter different cultures and perspectives at LSE: you can also engage with our international community right here on campus! [The LSE Language Community](#) – run by the Centre for Language Studies – offers bitesize speaking sessions with native speakers, weekly conversation circles, and tandem learning partnerships. The LSESU's [national and cultural societies](#) host events, food and film nights, and celebrations throughout the year. The [Faith Centre](#) offers interfaith events and activities open to students of any background, where you can learn about and connect across different cultures and traditions. Their [Beecken Faith and Leadership programme](#) is designed to help you develop key skills in reasoning and leadership in the context of engaging with religious difference, covering diverse topics, including the climate crisis and geopolitical conflict.

Discover more – [LSE LIFE: Connect across cultures](#)

Three ways to start

- Attend a [public lecture](#) on a topic completely outside your degree and note one idea or name to follow up afterwards.
- Join a [LSE Language Community](#) session or find a tandem learning partner.
- Visit the [Faith Centre spaces](#) – if you have a moment, why not take a break in The Cave, their silent room for meditation, prayer, and reflection?

Discover more – [LSE LIFE: Broaden your horizons](#)



Make your impact

Discover what matters to you and contribute to creating change, big or small, at LSE and beyond.

LSE's approach to social sciences is understanding the causes of things *for the betterment of society*. After more than 130 years, that tradition still flourishes in the research produced here, in the public debates hosted here, and in the careers of the people who've studied here. It's also alive in what students do while they are here.

We invite you to ask yourself: what are the causes that matter to you? Meaningful action isn't necessarily about doing more. Often, it's about committing to something you care about deeply and staying with it long enough to understand it properly. The value of that kind of involvement lies not only in what you achieve, but in what it teaches you – about responsibility, about other people, and about your own limits.

- The **Volunteer Centre** is there to inspire and empower you to volunteer for causes that you are passionate about during your time at LSE. They provide a range of long term, short term, and one-off opportunities to suit your interests and schedule. You can also drop in to their space in Lincoln Chambers or book an appointment to talk through what might suit you.
- **Sustainable LSE** is the School's sustainability team, where you can learn about contributing to sustainability on campus and in residences while building new skills – whether you want to come to a one-off event or volunteer with the team more regularly. Their activities range from beekeeping and wildlife workshops to carbon literacy training and sustainability auditing.

Discover more – **LSE LIFE: Change the wider world**



Impact at LSE doesn't only happen outside the School. It can also come from helping to shape the institution itself, from contributing to discussions about how LSE operates to simply showing up for another student who needs support. Alongside sharing your feedback at [departmental level](#), you can also take part in a wide range of School-wide groups and programmes.

- [LSESU Student Voice](#) gives you countless opportunities to make yourself heard in what is one of the most politically active Students' Unions in the country – whether that's getting involved with ongoing [campaigns](#) or starting your own, submitting a [policy proposal](#), or standing in the [LSESU leadership elections](#).
- [Student Education Panels](#) are a chance to share your perspective and discuss your LSE experience with peers from diverse backgrounds, programmes, and levels of study, helping to inform processes and improvements across the School.

Discover more – [LSE LIFE: Shape your school](#)





Support your peers

Your greatest impact on other students' experience at LSE can sometimes take place on a personal level, through supporting fellow students and helping to build a strong, welcoming community. There are several formal programmes through which you can support your peers:

- The **Student Academic Mentoring Programme** is an undergraduate-only initiative that helps first years to settle into their department and meet other students by matching them with second- and third-year undergraduate mentors. Neurodivergent undergraduate and postgraduate students can also apply to the **Neurodivergent Student Academic Mentoring scheme** – you don't need a formal diagnosis to take part.
- **Peer Supporters** are trained student volunteers who offer a confidential, non-judgemental listening space to any LSE student. All students who have already been studying at LSE for at least a year can become a peer supporter, including continuing undergraduates and those in the second year of a two-year master's programme.
- **Widening Participation** offer a range of paid roles, including Student Ambassador, Tutor, and Mentor positions, enabling current LSE students to share their experiences of applying to and studying at LSE with prospective students and young people considering higher education.

Three ways to start

- Drop by the **Volunteer Centre** on campus to learn more about your options.
- Join a **Student Town Hall** to learn about and debate policies that shape the way the LSESU runs.
- Attend a Meet LSE leadership event to get to know leaders from across LSE in an informal setting – keep an eye out for upcoming events in Student News.

Discover more – **LSE LIFE: Make your impact**



Expand your skills

Unlock the talents, tools, and mindsets that set you apart.

You've arrived at LSE with a distinctive set of abilities, built on everything you accomplished, studied, and experienced before you got here. You'll apply, test, and extend those skills every day: speaking up in a seminar, shaping a group project, and adapting to new ways of thinking and working. Some strengths deepen in new contexts, and other gaps only become visible when you're stretched. Part of university is learning to recognise both, and to think about what else you want to be able to do.

It's natural to think about skills in terms of outcomes – what mark will this help me get, or how can I highlight this on my CV. Some skills are worth being deliberate about, and focusing on one practical skill with long-term value is often more effective than an ambitious self-improvement plan. If you want to study or work abroad, invest in the language skills that will get you there. If your dissertation or internship is likely to need technical skills, build them gradually before they become urgent.

- The **Digital Skills Lab** offers practical, face-to-face workshops, bootcamps, and self-paced resources covering data analysis and visualisation, coding, AI literacy, and assistive technology – including tools like Excel, Power BI, Python, R, Stata, SPSS, and generative AI (Claude and Copilot). It's open to all students and designed to be accessible whether you're a complete beginner or building on existing knowledge.
- The **Centre for Language Studies** runs non-degree language courses at all levels, from beginner to advanced, designed to fit around your programme commitments.
- **Student Media** is your chance to practise writing, editing, production, presenting, and media management with a genuine audience – across video, radio, *The Beaver* student newspaper, and the student-run journals within Houghton Street Press.



Some skills develop without you even thinking about it though – you pick them up just by being here, doing the work, and being around other people doing the same. In fact, you could pick any programme, event or initiative listed in this guide – whether it is related to making your impact, broadening your horizons, or building your community – and it would help you grow. Volunteering, leading an LSESU society, building a start-up, working on your academic skills, or pulling together a study group – each is a chance to get better at communicating clearly, leading and collaborating, or approaching problems creatively and critically.

Reflect on your skills

Reflecting on how you're developing is hard to do alone – it's easier to explore, understand, and articulate your experience with someone who can help you take a step back.

- **LSE Careers** offers [one-to-one appointments](#) with Careers Consultants to help you identify and assess the skills you're building, and think about how to develop and articulate them for the path you want to take.
- **LSE LIFE** offers [one-to-one conversations](#) to help you make sense of everything LSE offers beyond your academic programme, and figure out which opportunities might be right for you.

Three ways to start

- Identify one technical skill that you might need during or after your degree – when would be a good time to learn it?
- Try one thing outside your comfort zone – leading a meeting, presenting a new idea to your classmates, organising a group trip, or speaking first in a seminar.
- Use the [LSE Careers Skills Framework](#) to recognise your skills, reflect on your experiences, and identify areas for further development as you prepare to enter the world of work.

Discover more – [LSE LIFE: Expand your skills](#)



Shape your future

Prepare for life after LSE by exploring your options and following your ambitions.

Thinking about life after university is a fundamental part of being at university. The futures LSE graduates go on to build are as diverse as the people who study here – in every corner of the world and every kind of organisation, and across every sector. What they share is a capacity to explore carefully, act purposefully, think critically, and keep learning. Some students arrive at LSE with a clear sense of the path they want to pursue. Others discover it gradually, through conversations, experiences, and opportunities they couldn't have foreseen.

Ask an Alum

Many cohorts of LSE students have gone on to build and shape their own unique career paths before you – and there's a great deal you can learn from their experiences. During your time at LSE, and even after graduation, you can access our global network of more than 240,000 curious and accomplished minds through [Ask an Alum](#), our online platform that connects students and alumni for advice, support, and networking. Whether it's exploring different career options, developing your professional skills, or building your first business, just submit your questions and we'll connect you with someone who can help.





As you begin to think about your own future and explore the possibilities available to you, teams across LSE can help you navigate and pursue your options. Early conversations can be valuable for testing ideas, understanding different sectors, and learning what employers really mean when they describe particular roles. If you already have a specific career path in mind, it's equally important to understand the expectations and timelines associated with it, especially in fast-moving sectors, where work experience opportunities like short placements, vacation schemes, and internships often begin recruiting early.

The important thing to remember is that thoughtful and curious people rarely settle their futures once and for all. Instead, they keep shaping them. Explore what intrigues you, build familiarity with different kinds of work and sectors, and begin to understand how your interests and strengths might translate into possible next steps.

- **LSE Careers** can help you explore your career options, reflect and build upon your skills, and offer insight into the world of work. They offer appointments, varied events and workshops, application, interview and assessment centre support, sector insights, and access to opportunities and vacancies through **MyCareer**.
- **LSE Generate**, our entrepreneurship hub, is here to help you innovate for the betterment of society. Drop by their co-working space on campus, or join their events, programmes, and mentoring schemes to develop entrepreneurial skills, test business ideas, and meet others interested in innovation.
- **LSESU Careers Societies** are run by students, for students. From finance and consulting to technology and the creative industries, they offer opportunities to explore different sectors through networking events, conferences, workshops, and talks.

Three ways to start

- Register with LSE Careers and browse **MyCareer**.
- Attend one **Shape your future**-event in your first term – even just to see what's out there.
- Ask an alum or anyone working at LSE how they've shaped their professional path so far.

Discover more – **LSE LIFE: Shape your future**



Section 21: Navigate your LSE





- 133** Navigate your LSE
- 135** Term dates and LSE closures
- 137** Systems and online resources
- 140** Your programme and courses
- 146** Exams and assessments
- 150** Codes, charters, and action plans
- 151** LSE campus





Navigate your LSE

Find the resources, guidance, and support you need to thrive throughout your time at LSE.

There are moments at university when you need further advice – about administrative and procedural matters related to your degree or more generally about navigating student life and London. Where you start often depends on the nature of your question.

Here are three key teams at LSE who can act as a good starting point for any general queries, even if you're not sure exactly what you're looking for. If they can't help you directly, they can connect you with someone who can.

- The **[Student Services Centre \(SSC\)](#)** is your first point of contact for advice on a wide range of administrative and programme-related enquiries including enrolment, visa advice and compliance, course selection, exams, and graduation. Contact them via their **[Live Chat](#)** or use the **[SSC enquiry form](#)**.
- **[LSE LIFE](#)** is your one-stop shop for extracurricular opportunities and support at LSE. Browse the **[LSE LIFE events and opportunities page](#)** and if you'd like some personalised guidance, **[book a one-to-one LIFE Conversation](#)** to talk through any aspect of your experience and find the programmes, events, and groups that are right for you.
- The **[LSESU Advice Service](#)** offers free, impartial advice on a wide range of issues – from academic matters and assessments to finances, funding, and housing. As part of the LSE Students' Union, they are independent from LSE, and thus free from a conflict of interest. To contact them, fill out the **[Advice Service Form](#)**.

This section covers some of the mechanics behind your programme and the wider School: how things work, who's responsible for what, and where to go when something needs sorting. You can use it as a reference throughout the year – when a term isn't clear, when you're not sure what your options are, or when you need more information on a procedure or regulation. Click through to the webpages linked for the most up-to-date information and don't hesitate to reach out to someone if you need further advice.



Specialist guidance and support

For those times when you do have a specific question or concern, you may want to seek specialist advice and support directly. Here are some of the teams you might turn to.

- **Fees, finances, and money matters**

[LSE Fees Office](#) manages queries relating to the payment of tuition fees, tuition fee refunds, sponsor invoicing, and US or Canadian student loans.

The [Financial Support Office](#) administers a range of bursaries, scholarships and studentships. Use the [Student Finance Hub](#) to check your fees, invoices, payments and instalment arrangements.

If you are facing unexpected financial difficulty during your programme, the LSE Financial Support Office or the independent LSESU Advice Service may be able to help you.

- **Wellbeing and counselling**

The [Student Wellbeing Service](#) offers confidential one-to-one wellbeing and counselling appointments, and workshops. If you need to speak to someone on the phone immediately or outside of working hours, you can call the 24/7 mental health support line provided by our partners [Spectrum.Life](#).

- **Disability and mental health**

LSE's [Disability and Mental Health Service \(DMHS\)](#) offers advice and support to all disabled students, including those with physical or sensory impairments, long-term health conditions, mental health conditions, neurodivergence, specific learning difficulties, and autistic spectrum conditions. DMHS will work closely with you to explore any academic adjustments ([My Adjustments](#)) that may be available and provide tailored support to help make your time at LSE as accessible and inclusive as possible. It is recommended that students contact DMHS before arriving at LSE, or as soon as possible afterwards, so they can collaborate with you to put in place appropriate support from the start of the academic year.

- **Discrimination, bullying, harassment, or sexual misconduct**

If you experience or witness discrimination, bullying, harassment, or sexual misconduct you can report it – anonymously or with your contact details – on [LSE's Report and Support](#) system. You do not have to navigate these situations alone; you can contact any of [LSE's Safe Contacts](#) for confidential guidance. The School also partners with [external specialists, Rape Crisis South London](#) and [SurvivorsUK](#) who offer an Independent Sexual Violence Adviser (ISVA) service.

In an emergency, call 999 for the emergency services (police, ambulance, or fire brigade). On campus, [LSE security](#) can also help; call them on 020 7955 6555.



Term dates and LSE closures

The academic year has its own rhythm – terms, breaks, reading weeks, exam periods. It's helpful to see the whole picture before you get into specific procedures and regulations. This table shows the key dates for 2026/27. The notes below give a sense of what you can expect from each period and ideas about ways to approach them. Always check the [Term Dates](#) page for the latest information.

Academic year 2026/27

Welcome week	Friday 18 September – Friday 25 September 2026
Autumn Term (AT)	Monday 28 September – Friday 11 December 2026
Reading week	Monday 2 November – Friday 6 November 2026
Winter break	Monday 14 December 2026 – Friday 8 January 2027 <i>School closure:</i> Wednesday 23 December 2026 – Friday 1 January 2027
January exam period	Monday 4 January – Sunday 10 January 2027
Winter Term (WT)	Monday 11 January – Thursday 25 March 2027
Reading week	Monday 15 February – Friday 19 February 2027
Spring break	Friday 26 March – Friday 23 April 2027 <i>School closure:</i> Friday 26 March – Thursday 1 April 2027
Spring Term (ST)	Monday 26 April – Friday 11 June 2027
Spring exam period	Tuesday 4 May – Friday 11 June 2027

Welcome week is the week before teaching begins. Systems come online, departments run their introductions, and the practical infrastructure of being an LSE student gets set up. It's also a chance to find your feet, meet people, and begin to feel at home. There will be other Welcome activities running before and after Welcome week, so you don't have to try and do everything in seven days!

Autumn Term is the first 11 weeks of teaching of the academic year. For many, it's a period of adjustment where you settle in and learn ways to manage independent study. You might see term weeks referred to as "AT4" or "AT week 4", for example – the fourth week of Autumn Term.



Reading weeks fall midway through Autumn and Winter Terms, though not every programme has them. It is not a holiday, but a pause to catch up and consolidate the work you've already done in the term so far.

The **January exam period** is the final week of the **Winter break**, bringing exams and coursework deadlines into sharp focus.

Welcome Back is a series of events and social gatherings at the beginning of Winter Term where you can make a new start, meet new people, and explore more of what LSE has to offer, once you've had one term to learn your way around. **Winter Term** is also 11 weeks. Longer projects, the start of dissertation work, and other deadlines tend to land here.

Spring break runs from late March to late April, with the School closed for a week around Easter. For most students with exams in May and June, this is when you'll do most of your revision. **Spring Term** is seven weeks long, and most of it is taken up by the **Spring exam period**. There is generally very little teaching: this is a term defined by assessment.

Outside term time, during closure periods and bank holidays, services and opening hours may change. During [School closure](#), most School services are not available, though some buildings, such as the Library, may still be open.





Systems and online resources

LSE uses a set of core digital systems, but they do different jobs. It can be helpful to get an overview of which platform is for which task.

System	What it does	Find out more
Claude for Education	Generative AI chat from Anthropic, free to all LSE students. Each course sets its own AI use policy on Moodle, so check what is permitted before using Claude in assessed work.	Claude for Education ; Academic integrity
Digiexam	The software platform used for e-Exams, in-person exams where you use a laptop computer. It locks down your personal laptop to create a secure exam environment. Not all courses use e-Exams – check your specific course regulations.	e-Exams ; Exams
eduroam	The Wi-Fi network available across LSE and at universities worldwide. Connect using your LSE email address and password.	eduroam at LSE
Library Search	The online catalogue for finding books, journal articles, and other materials held by the LSE Library.	Library Search ; Library
LSE Calendar	The official publication containing programme regulations, classification schemes, assessment offence regulations, appeals regulations, and codes of practice.	LSE Calendar
LSE for You	LSE's system for completing your course selection.	LSE for You
LSE LIFE events	Your starting point for browsing and booking onto events outside your department. Because teams promote events in various places, using different booking systems, this is the easiest way to find most opportunities in one place.	LSE LIFE events



System	What it does	Find out more
Moodle	LSE's virtual learning environment. Each course has its own Moodle page where you'll typically find lecture slides, recordings, reading lists, quizzes, discussion forums, and where you submit assignments and receive marks and feedback. Important: joining a Moodle page is not the same as enrolling on a course – course selection can only be done through LSE for You.	<u>Moodle</u>
MyCareer	LSE Careers' online portal. Use it to register for careers events, browse the jobs and internships board, book one-to-one appointments with Careers Consultants, and set preferences for sector-specific information.	<u>MyCareer</u> ; <u>LSE Careers</u>
Parchment	The electronic platform through which final transcripts are issued and can be shared with employers or other institutions.	<u>Accessing Parchment</u> ; <u>Transcripts</u>
Student Finance Hub	An online portal where you can review your tuition and accommodation fees, invoices, payments, and instalment arrangements once you're enrolled.	<u>Student Finance Hub</u> ; <u>Paying fees</u> ; <u>Tuition fees</u>
Student Hub	LSE's app (iOS, Android, and web) for everyday student life. Use it to view your timetable, check deadlines, browse the campus map, read about news and events, and book appointments with academic staff, LSE LIFE advisers, and departmental support teams.	<u>Student Hub</u> ; <u>About Student Hub</u>
Student LfY	LSE's main administrative system. You'll use it for updating your address, finding your candidate number, accessing your assessment results and booking appointments with some School services.	<u>Student LfY</u> ; <u>What's in LfY</u>



System	What it does	Find out more
Turnitin	LSE's text-matching software. It produces a similarity report that can be used to monitor for potential plagiarism. Some departments allow or require you to submit drafts through Turnitin before your final submission, so you can review the report and use it to improve your writing and referencing.	Academic misconduct guidance ; Moodle

If you run into IT issues, you can visit the [Data and Technology Services \(DTS\)](#) team at the [Tech Centre](#) on the first floor of the Library, or raise a request via the [DTS Service Portal](#). They offer a range of support services, including the [iRoam Laptop Loan Service](#), and guidance on [cyber security, assistive technology, educational discounts](#) on tech and software, and free software available to LSE students. This includes free access to [Microsoft Office 365](#), which provides essential tools like Word, Excel, and Outlook. Outlook is LSE's main email platform and primary method of communication, so it's important to check it regularly.

DTS also provides support for [printing on campus](#). There are lots of printers available across the LSE campus, which you can connect to and use both from LSE computers and your personal devices. If you need to get something printed professionally, there is also a dedicated [Reprographics](#) team on site. They can help with anything from printing posters and leaflets to dissertation binding.



Your programme and courses

Glossary

The language of course choice, units, and regulations can seem unfamiliar at first. The [LSE Calendar](#) is the School's official resource for programme regulations, course information, and other important details related to studying at LSE. This list is here to help you get your bearings. It's a friendly introduction to terms you'll hear mentioned often, but it's not a substitute for the Calendar or advice from your department. For the most comprehensive, up-to-date, and relevant information, always consult both the [Calendar](#) and your department's guidance.





Term	What it means	Where next
Programme	The full degree comprising of all units studied, for example a BSc or MSc.	LSE Calendar
Programme regulations	The formal rules governing your degree. They specify which core courses you must take, which optional courses are available to you, how many units you need, and any dissertation or project requirement. Published in the LSE Calendar.	LSE Calendar
Unit	The measure of a course size at LSE. A half-unit course is typically taught over one term; a full-unit course is typically taught over two terms. A master's degree usually requires four units; an undergraduate degree usually requires 12 units (usually four each year).	LSE Calendar ; Course selection
Core course	A compulsory course required by your Programme regulations.	LSE Calendar
Optional course	A non-compulsory course you choose alongside the core requirements, from a list in your Programme regulations (or, with approval, from elsewhere at LSE).	Course selection ; LSE Calendar
Auditing a course	An informal arrangement where you follow a course's lectures for interest, but do not attend classes/seminars or sit assessments, and the course does not appear on your transcript or timetable. You need the course convener's permission to audit their course.	Course selection ; your course guide
Controlled access/ capped course	A course where the number of places is limited. "Controlled access" courses require departmental approval (you may need to write a supporting statement). "Capped" courses fill on a first-come, first-served basis through LSE for You. Some courses are both.	Course selection
Course selection period	The main window in Autumn Term, when you formally choose your courses for the full year through LSE for You. A second, shorter window reopens in January for changes to Winter Term half-units only. Deadlines and processes vary by department.	Course selection



Term	What it means	Where next
Timetable clashes	When two of your courses are scheduled at the same time. LSE for You has a “Student Timetable Clashes” screen to help identify simple clashes. Complex clashes may require contacting your department or the Timetables Team.	Timetables
Course guide	The guide for an individual course, giving details such as the convener, syllabus, course content, modes of assessment, and indicative reading lists.	Course selection ; Moodle ; your department pages
Seminars/ Classes	Small-group teaching sessions where you discuss readings or work through problems with a class teacher and peers. Attendance is compulsory and active participation is expected, so come prepared. Master’s programmes tend to call these seminars; undergraduate programmes tend to call them classes.	Moodle
Office hours	Regular weekly slots when academic staff are available for one-to-one conversations. You can speak to any teacher during their hours, even if you’re not on their course. Some are drop-in; others require booking via the Student Hub.	Student Hub ; Academic support





Making changes to your programme

If you would like to make changes to your programme or mode of study, you have options. An **interruption** is a year-long approved break in your studies, with a return the following academic year. **Withdrawal** is permanent. A **programme transfer** moves you to a different degree at the same level, with approval from both old and new departments. A **change of mode** switches you between full-time and part-time study, usually on postgraduate programmes. All of these should be discussed with your department and may have implications for your visa, fees, and funding.

Who's who – the people behind your degree

There are plenty of people within your department who can support you, and knowing who handles what will get you to the right answer faster. The entries below indicate typical roles and job titles of people in your department.

Role	Who they are
Academic Mentor (AM)	A member of staff in your department assigned to you personally. They are there to support your progress – both in your studies and more broadly – and are an excellent point of contact whenever you have a question or concern. Your AM may also provide references for employment. On some taught Master's programmes, your AM may also be your Dissertation Supervisor, but check your department's arrangements.
Class Teacher	The person who leads your weekly class or seminar group. They may be a member of academic staff or a Graduate Teaching Assistant (GTA; possibly a PhD candidate). They mark work, give feedback, and hold office hours, where you can discuss topics from class further.
Course Convener	The academic responsible for running a particular course – setting its content, syllabus, assessments, and policies.
Departmental Senior Student Adviser (DSSA)	A confidential point of contact when something non-academic is affecting your studies. DSSAs can help you think through options around extensions, deferrals, changes to your studies (interruption, transfer, withdrawal), and how to access wellbeing and support services. Not all departments have DSSAs; some provide this support through other roles.



Role	Who they are
Programme Director	The academic responsible for the overall delivery and development of your degree programme. They handle programme-level issues and can approve requests to take courses outside your Programme Regulations.
Programmes Support Team/ Professional Services Team	The administrative team in your department and a valuable source of knowledge when you have practical queries about course selection, timetabling, Moodle, assessment processes, and student representation. They are led by the Department Manager.
Student Academic Representative	A student selected to represent the views of their peers at departmental committees such as the Student-Staff Liaison Committee. Selection takes place shortly after the start date of your programme, mostly from the first week of Autumn Term onwards.

One-to-one appointments with academic staff can usually be booked via [Student Hub](#). If you need to get in touch about anything via email, you can find contact details for your programme director, course conveners, and teachers on [Moodle](#). For any other contacts, check out your department's People page.

Student Voice: feedback on your programme

Your feedback is extremely important. There are several ways you can use your voice and shape the teaching and learning on your courses and programme.

Within your department, [Student Academic Representatives](#) (or programme reps) are students recruited to represent the views of their peers. They sit on [Student-Staff Liaison Committees \(SSLCs\)](#) (or Programme Forums), the main forum where elected reps discuss your feedback on your teaching and learning experiences with departmental staff on a termly basis.



There are also broader [Undergraduate/Postgraduate Taught Consultative Fora](#), made up of SSLC reps from across the School, as well as the LSESU Education Officer and Pro-Vice Chancellor for Education, allowing for School-wide feedback. Some of your reps will also attend your [Departmental Teaching Committee](#) each term, which oversee teaching and learning within departments, and help ensure effective student participation in educational decision-making.

You will have a chance to give feedback through [regular surveys](#) at both course and programme level, alongside broader surveys of the whole student experience including the [National Student Survey](#) for final-year undergraduates. These are generally coordinated by the [Teaching Quality Assurance and Review Office \(TQARO\)](#).

Beyond your department, you can shape LSE at a School-wide level, for example, through [LSESU Student Voice](#), [Student Education Panels](#), and [LSESU leadership elections](#). See [Make your impact](#) earlier in this handbook for more opportunities.





Exams and assessments

Assessment at LSE comes in two forms. **Formative assessment** is practice – essays, problem sets, presentations, or mock exams that don't count towards your final grade. Formative assessments are where you can test ideas, experiment, and get helpful feedback. **Summative assessment** does count towards your final mark for a course, and might take the form of exams, coursework essays, group projects, presentations, or a dissertation.

Each department publishes **marking criteria** describing what markers are looking for – typically covering knowledge and understanding, use of literature, argument and analysis, and clarity of expression. Most written work also has a **word limit**, with rules on what exactly counts towards it and penalties for exceeding it set at department level.

If your programme includes exams, they'll usually take place in either the January or Spring exam period. Before you take any exam, read the School's official [Exam Procedures for Candidates](#) for full details of all exam regulations including personal items you're allowed to take into the exam room, writing in exam booklets or using computers for e-exams, and your **candidate number** – a unique five-digit number that ensures anonymous marking.

Another important element of exams that you'll find explained fully in the exam procedures is the School's [Fit to Sit](#) policy. This means that by entering an exam room or submitting an assessment, you declare yourself well enough to do so. If you are unwell or affected by serious circumstances, request an extension or deferral *before* the assessment – your [options](#) are much more limited afterwards.

Re-taking an exam or re-attempting an assessment is called a **resit**. Resits are normally held in one of two formal periods: the **In-Year Resit and Deferred Assessment Period (IRDAP)**, which typically runs in late August, or the **Resit and Deferred Assessment Periods (RDAP)**, which take place during the main Winter and Spring assessment periods the following year. Full details of taking resits and deferred assessments can be found on the [School's Re-entry pages](#). Eligibility, timing and rules vary by programme, so check the [Calendar](#) and your department's guidance.

If you think a result or decision needs to be challenged, there is a formal appeals process. Full details about the appeals process can be found [here](#).



Who can I talk to?

You can talk with your academic mentor, course convenor, or class teacher about feedback you receive.

You can talk with a [Learning Lab Study Adviser](#) about interpreting the marking criteria for an assignment or ways to use feedback to make progress.

For questions about the exam procedures, resits, or other administrative matters around exams and assessments, contact the [SSC Student Advice and Engagement Team](#).

The [SSC Student Regulations Team](#) handles appeals, allegations of misconduct and plagiarism, and complaints about academic matters. They also administer the process around exceptional circumstances and deferrals.

Academic integrity

Academic integrity is the principle that the work you submit is your own and that you've taken responsibility for referencing others accurately and following your department's guidelines on working with other people and with AI tools. Here are some specific terms you should understand.

Plagiarism is presenting other people's words or ideas as your own, whether deliberately or accidentally, including failing to reference sources properly.

Collusion is collaborating with others on individually assessed work beyond what is permitted. **Contract cheating** is having someone complete an assessment on your behalf, and can also include the unauthorised use of GenAI tools. **Self-plagiarism** is reusing material from your own previously submitted work without proper attribution. More information about academic misconduct is in the [Regulations on Assessment Offences](#).

LSE provides all students with access to [Anthropic Claude for Education](#) and [Microsoft Copilot](#), however each course has its own **AI use policy**, set out on the course's Moodle page. Some courses permit some forms of AI use; others prohibit them entirely. **Turnitin** scans submissions for matches against other sources. Some departments let you submit drafts to Turnitin first to check your referencing. The **Turnitin similarity report** shows what percentage of your submission matches other sources. There is no safe maximum score: a low percentage can still be investigated and a high one does not automatically indicate misconduct.

When you submit summative work, you confirm an [academic integrity statement](#) affirming that the work is your own, that you have not colluded, and that you have followed AI and referencing rules. Suspected cases of misconduct are considered by an **Assessment Misconduct Panel**, and penalties can be severe.



Who can I talk to?

If you have questions about Turnitin, referencing, paraphrasing, using generative AI tools, or any other aspect of academic integrity, you can book an [Academic integrity one-to-one appointment](#). Sessions take place online and everyone will be seen individually in order to provide personalised advice – no question is too silly! The [Learning Lab](#) and [Library](#) also provide general guidance on academic integrity, referencing, and paraphrasing, through workshops, one-to-one appointments, and online resources.

Do note that some rules and regulations may vary from department to department, so it is worth checking your course guides and speaking to your teachers or academic mentor when in doubt, too.

The [SSC Student Regulations Team](#) handles allegations of misconduct and plagiarism, and complaints about academic matters.

When something affects your work

LSE has formal routes for situations where circumstances affect your assessed work. Ideally, these circumstances should be addressed before the work is due or attempted.

An **extension** is extra time on a coursework deadline, requested in advance and normally accompanied by supporting evidence. It is the most common route for short-term issues with submitted work. Full details can be found in the [Student Guidance on Extension Requests](#) document.

A **deferral** postpones an assessment to a later sitting, usually the next exam period. It is used when an extension is not enough or when the assessment has a fixed date, such as an exam. Like an extension, it is requested in advance, normally at least 24 hours before the deadline or exam start.

LSE publishes guidance on [religious observance and assessments](#) for students whose faith commitments may affect assessment participation.

[My Adjustments](#) refers to personalised plans of reasonable adjustments to adapt teaching, learning, and assessments to the needs of students with sensory or physical impairments, mental health conditions, or specific learning difficulties. They include **Teaching and Learning Adjustments** (TLAs) and [Central Exam Adjustments](#) (CEAs) and might feature extra time in exams, assistive technology, or changes to your study environment.



There is also a procedure to follow where circumstances cannot be addressed in advance. Submitting **Exceptional Circumstances (ECs)** is the only way to inform examiners about circumstances beyond your control that affected an assessment you have already attempted or were absent for. Find out more on the [Student Services Centre pages about ECs](#).

Who can I talk to?

The [Disability and Mental Health Service \(DMHS\)](#) is the service who puts My Adjustments in place, including Central Exam Adjustments. There is no requirement to tell the School about a disability. However, letting the DMHS team know about any long-term condition that has a substantial impact on your studies or your day-to-day life enables them to arrange adjustments and support.

The [SSC Student Advice and Engagement Team](#) answers questions and provides advice about academic matters including ECs, progression, deferral, interruption, withdrawal, and the School Regulations and Codes of Practice more generally.





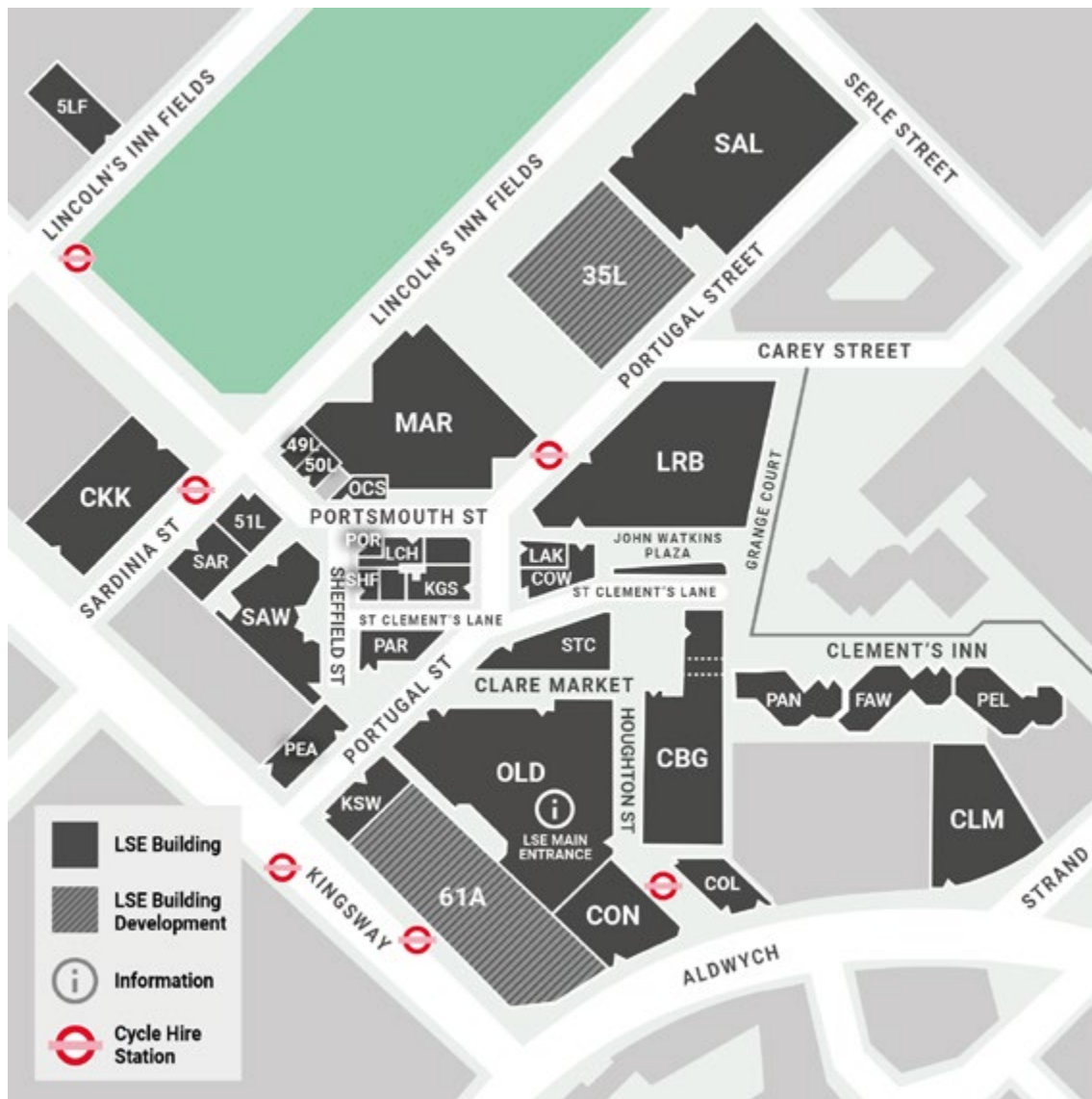
Codes, charters, and action plans

LSE has several codes and charters in place that outline the standards of education, conduct, and partnership between LSE, its staff, and students. Below is a selection of important codes, charters, and plans. A comprehensive list of School [Policies and Procedures](#) is available online.

- **[LSE Academic Code](#)**: Sets out what you can expect from your education in four areas: teaching standards, academic support, assessment and feedback, and student voice.
- **[LSE-LSESU Student Charter](#)**: Describes the community you're joining and how its members are expected to relate to each other.
- **[Codes of Good Practice](#)**: Explain the responsibilities of staff and students in relation to teaching, learning, and assessment.
- **[Ethics Code](#)**: Sets out the values the LSE community is expected to live by – covering responsibility, integrity, intellectual freedom, equality, collegiality, and sustainability.
- **[LGBTQ+ Inclusive Action Plan](#)**: Outlines six priorities to advance LGBTQ+ equity and inclusion.
- **[Race Equity Action Plan](#)**: Outlines six priorities to advance racial equity and inclusion, as part of the [Race Equity Framework](#).



LSE campus



Find out more on the [LSE campus map webpage](#).

[AccessAble](#) provides detailed accessibility guides for campus buildings, residences and study spaces, including route maps between locations to help students navigate campus confidently and independently. Explore more campus facilities with the [Facilities Guide for Current Students](#).

lse.ac.uk/International-History



**Department of
International History**
The London School of
Economics and
Political Science
Houghton Street
London WC2A 2AE

E: ih.pgadmin@lse.ac.uk

T: +44 (0)20 7955 7126

The London School of Economics and Political Science is a School of the University of London. It is a charity and is incorporated in England as a company limited by guarantee under the Companies Acts (Reg no 70527).

The School seeks to ensure that people are treated equitably, regardless of age, disability, race, nationality, ethnic or national origin, gender, religion, sexual orientation or personal circumstances.

Design: LSE Design Unit (**info.lse.ac.uk/staff/divisions/communications-division/design-unit**)

Photography: Cover image from Unsplash, Pexels or iStock.

Internal photography: Nigel Stead, and Maria Moore.